K. Oleson

NORTH CAROLINA

STATE PLAN FOR VOCATIONAL EDUCATION

FIVE YEAR PLAN
FISCAL YEARS 1978-1982

ANNUAL PLAN
FISCAL YEAR 1978

STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA

NORTH CAROLINA
STATE PLAN
FOR
VOCATIONAL EDUCATION

GENERAL APPLICATION

PART I ADMINISTRATIVE PROVISIONS

PART II FIVE-YEAR PROGRAM PLAN, 1978-1982

PART III ANNUAL PROGRAM PLAN, FY 1978

STATE BOARD OF EDUCATION
Raleigh, North Carolina

G E N E R A L A P P L I C A T I O N

For Vocational Education Funds Under

Title II, Education Amendments of 1976, Public Law 94-482

All references to Section numbers in this document refer to the Act.

The North Carolina State Board of Education hereby assures:

(1) that the State will provide for such methods of administration as are necessary for the proper and efficient administration of the Act;

(2) that the State board will cooperate with the State advisory council on vocational education in carrying out its duties pursuant to section 105 and with the agencies, councils, and individuals specified in sections 107 and 108 to be involved in the formulation of the five-year State plan and of the annual program plans and accountability reports;

(3) that the State will comply with any requests of the Commissioner for making such reports as the Commissioner may reasonably require to carry out his functions under this Act;

(4) that funds will be distributed to eligible recipients on the basis of annual applications which——

(A) have been developed in consultation (i) with representatives of the educational and training resources available in the area to be served by the applicant and (ii) with the local advisory council required to be established by this Act to assist such recipients.

(B) (i) describe the vocational education needs of potential students in the area or community served by the applicant and indicate how, and to what extent, the program proposed in the application will meet such needs, and (ii) describe how the findings of any evaluations of programs operated by such applicant during previous years, including those required by this Act, have been used to develop the program proposed in the application,

(C) describe how the activities proposed in the application relate to manpower programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act of 1973, if any, to assure a coordinated approach to meeting the vocational education and training needs of the area or community, and

(D) describe the relationship between vocational education programs proposed to be conducted with funds under this Act and other programs in the area or community which are supported by State and local funds;

and that any eligible recipient dissatisfied with final action with respect to any application for funds under this Act shall be given reasonable notice and opportunity for a hearing;

(5) (A) that the State shall, in considering the approval of such applications, give priority to those applicants which ——

(i) are located in economically depressed areas and areas with high rates of unemployment, and are unable to provide the resources necessary to meet the vocational education needs of those areas without Federal assistance, and

(ii) propose programs which are new to the area to be served and which are designed to meet new and emerging manpower needs and job opportunities in the area and, where relevant, in the State and the Nation; and

(B) that the State shall, in determining the amount of funds available under this Act which shall be made available to those applicants approved for funding, base such distribution on economic, social and demographic factors relating to the needs for vocational education among the various populations and the various areas of the State, except that—

(i) the State will use as the two most important factors in determining this distribution (I) in the case of local educational agencies, the relative financial ability of such agencies to provide the resources necessary to meet the need for vocational education in the areas they service and the relative number or concentration of low-income families or individuals within such agencies, and (II) in the case of other eligible recipients, the relative financial ability of such recipients to provide the resources necessary to initiate or maintain vocational education programs to meet the needs of their students and the relative number or concentration of students whom they serve whose education imposes higher than average costs, such as handicapped students, students from low-income families, and students from families in which English is not the dominant language; and

(ii) the State will not allocate such funds among eligible recipients within the State on the basis of per capita enrollment or through matching of local expenditures on a uniform percentage basis, or deny funds to any recipient which is making a reasonable tax effort solely because such recipient is unable to pay the non-Federal share of the cost of new programs;

(6) that Federal funds made available under this Act will be so used as to supplement, and to the extent practicable, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses specified in the Act, and in no case supplant such State or local funds;

(7) that the State will make provision for such fiscal control and fund accounting procedures as may be necessary to secure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to eligible recipients under this Act);

(8) 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.

(9) that the State has instituted policies and procedures to insure that copies of the State plan and annual program plan and accountability report and all statements of general policies, rules, regulations, and procedures issued by the State board and by any State agencies to which any responsibility is delegated by the State board concerning the administration of such plan and report will be made reasonably available to the public; and

(10) that the funds used for purposes of section 110(a) are consistent with the State plan submitted pursuant to section 613(a) of the Education of the Handicapped Act.

(Sec. 106(a); 20 U.S.C. 2306.)

(g) The State board shall also assure that it will cooperate with the Administrator of the National Center for Education Statistics, HEW, in supplying information and complying in its reports with the information elements and definition requirements, as specified in section 161(a) of the Act.

(Implements Sec. 161(a); 20 U. S. C. 2391.)

(h) The State board shall also assure that Indian tribal organizations receiving funds under the Commissioner's discretionary programs, under authority of section 103(a)(1)(B) of the Act, will not be excluded from participation in vocational education programs administered by the State.

(Implements Sec. 103(a)(1)(B); 20 U.S.C. 2303.)

June 13, 1977
(Date)

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

By: H. David Bruton
Chairperson
State Board of Education

By: [signature]
State Superintendent
Secretary, State Board of Education

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CERTIFICATION

All certifications for the Amendments to the Five Year Plan are included in the Amendments to the FY 1982 Plan.

FIVE-YEAR STATE PLAN

PART I ADMINISTRATIVE PROVISIONS
CERTIFICATIONS, POLICIES, PROCEDURES

The State of North Carolina, through the State Board of Education, hereby submits its Five-Year State Plan for Vocational and Technical Education under rules, regulations, and policies of the State Board and also in compliance with the Education Amendments of 1976 and the rules and regulations with respect thereto.

The Five-Year Plan consists of two major Parts; I and II. Part I, Administrative Provisions, contains two subsections as follows:

Part I-A Certifications and Documentations
I-B Administrative Policies and Procedures

Part II Five-Year Program Plans

PART I-A

CERTIFICATIONS AND DOCUMENTATIONS

Public Law 94-482, Education Amendments of 1976, require certain certifications and documentations which follow immediately as a part of this Plan.

1. Office of Education Approval
2. Certificate of State Board
3. Certificate of Attorney General
4. Certificate of Governor's A-95 Clearinghouse Comments
5. Certificate of State Advisory Council
6. Certificate of Public Hearings on 5-Year Plan
7. Certificate of Office of Equal Access by Men and Women
8. Certificate of State Board of State Plan Committee
9. Certificate of Vocational Education State Plan Committee
10. Certificate of Establishment of SOICC
11. Certification of Requirement for Local Advisory Committees

A FIVE YEAR STATE PLAN FOR ADMINISTRATION OF
VOCATIONAL EDUCATION UNDER THE
VOCATIONAL EDUCATION AMENDMENTS OF 1976
PUBLIC LAW 94-482

Submitted by the State of NORTH CAROLINA

Approved by STATE BOARD FOR VOCATIONAL EDUCATION
(Name of State Agency)

on June 2, 1977
(Date)

To be completed by Office of Education:

Received by Office of Education: September 30, 1977
(Date)

Effective Date of State Plan: October 1, 1977
(Date)

Approved by: [signature]

U. S. Commissioner of Education
(Title)

Date Approved: JAN - 9 1978

Certificate of State Board

State of North Carolina

I hereby certify that the attached Five (5)-Year 1978-1982 State Plan for Vocational Education was adopted by the North Carolina State Board of Education on June 2, 1977. 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)

JUNE 13, 1977
(Date)

By: _____
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.

June 14 1977
(Date)

(Signed) Andrew A. Vanore

Deputy Attorney General

STATE OF NORTH CAROLINA

OFFICE OF THE GOVERNOR

RALEIGH 27611

JAMES B. HUNT, JR.
GOVERNOR

GOVERNOR'S

COMMENTS ON STATE PLAN

PLAN DOCUMENT: North Carolina State Plan for Vocational Education

SUBMITTED BY: State Board of Education, N. C. Department of Public Instruction

SUBMITTED ON: June 15, 1977 (SCH No. 77-2294)

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 or State agency programs. There are many strong features in the plan and there are areas where greater emphasis could have been placed in terms of programs. For example: Consumer and Homemaking Education, Energy Education (Solar Energy), etc.

One specific concern is that this plan does not include the Department of Correction's vocational education programs. Presently, Correction's programs are being handled by the community colleges and technical institutes on somewhat of a voluntary agreement at the local level. Some of the community colleges and technical institutes try to fit vocational education program for correctional facilities into their schedule whenever it can be arranged. There is little money in Correction's budget for vocational education, and this is perhaps one of the reasons why efforts were made by the Department to be included in the five-year state plan on vocational education.

The regulations for PL 94-482 (Vocational Education) do not mandate the involvement of Correction, but if vocational education programs are to be consolidated in order to provide greater flexibility to the State in conducting such programs, then Corrections should be a part of any plan to accomplish this.

COMMENTS - continued:

Correction has some 4,000 persons that possibly could be affected by the State's vocational education plan. Some of these individuals would qualify under programs for the handicapped because of their specific learning disabilities and need for special education. I would recommend that Correction be written into the plan when it is updated. At least some consideration needs to be given to further development of vocational education programs in our penal institutions.

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.

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 27607
(919) 737-2495

WILLIAM A. HART, JR.
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

CERTIFICATION OF THE STATE ADVISORY COUNCIL

TO: Whom It May Concern

The Vocational Education Act of 1963 as amended by the Education Amendments, 1976 (P.L. 94-482) states: ". . . State advisory council shall advise the State board in the development of the five year State plan . . . and the annual program plan . . .." Also, the federal proposed rules 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 State Plan Committee of the State Advisory Council on Vocational Education met with the Vocational Education/Community College Committee of the State Board of Education on November 3, 1976 to discuss "planning" and other matters within the context of the new federal vocational education law.[1]

- The State Plan Committee of the State Advisory Council on Vocational Education met with several members of the Vocational Education/Community College Committee of the State Board of Education on January 4, 1977 to discuss the State Board's involvement in the development of the State Plan and the Council's Annual Report, 1976, A Call for Policy.[2]

- In response to a request from the State Board of Education, the State Advisory Council on Vocational Education held a special meeting to react to the alternative formulas being considered by the State Board in funding vocational education in the public schools.[3]

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[1] See: "SACVE Minutes," December 1, 2, 3, 1976, pp. 3 & 4; "State Board of Education Minutes," November 4, 1976, p. 8.

[2] See: "SACVE Minutes," February 9, 10, 11, 1976, pp. 2, 3 & 4; "State Board of Education Minutes," November 4, 1976, p. 8.

[3] See: "State Board of Education Minutes," March 3, 1977, p. 5; "SACVE Minutes," March 15, 1977, pp. 1, 2 & 3.

° The Chairman of the State Plan Committee of State Advisory Council on Vocational Education made a "Statement" at the State Board of Education Public Hearing on the 1978 Fiscal Year State Plan on Vocational Education held on April 5, 1977.[4]

While the State Advisory Council on Vocational Education is pleased that the State Board of Education has sought its advice this year, this record should not be interpreted to mean that the State Advisory Council on Vocational Education believes that it has achieved the full measure of the spirit of the directives as set-out in the new federal vocational education law. With this in mind, the Council wishes to advise the State Board of Education that it stands ready to assist in fully implementing the spirit of the various provisions of Title II, P.L. 94-482, the Vocational Education Act of 1963 as amended.

The foregoing was adopted by the State Advisory Council on Vocational Education at its regular meeting on June 9, 1977 as is incorporated as a part of the Council minutes. The Executive Director is hereby directed to submit the above as evidence of the Council's consultation with the State Board of Education in developing the Five Year State Plan and the Annual Program Plan.

June 10, 1977
Date

E. Michael Tate
Authorizing Representative

[4]See: "SACVE Minutes," April 20, 21, 22, 1977, pp. 2, 3, 6 & 7.

RESPONSE TO THE RECOMMENDATION OF THE NORTH CAROLINA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

In its 1976 Annual Report, the North Carolina State Advisory Council on Vocational Education made the following recommendation:

> "That the State Board of Education Develop An Overall Statewide Policy on Vocational Education."

In response, the State Board of Education has begun the process of developing such an overall statewide policy and has included those statements as Section I. B-1.3 and 1.4 on pages 2 through 10 of this Plan.

CERTIFICATE OF PUBLIC HEARINGS

State of North Carolina

I hereby certify that:

1. *Notification of dates and purposes for public hearings on the five-year State Plan were provided as follows:*

Date of Notification	Sent to:
January 12, 1977	° Superintendents of Schools ° Presidents of Community Colleges and Technical Institutes ° Local Directors/Planners of Occupational Education ° State Advisory Council on Vocational Education ° Head Teacher Educators ° N. C. Vocational Association ° Program Advisory Committees ° Selected Lay People
January 13, 1977	° News Media - Public Notice of Hearing

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

Date	Place		Attendance
January 25	Thomas Willis Regional Development Center, First and Reade Streets	Greenville	38
January 26	Carver Hall, N. C. A&T University	Greensboro	20
February 16	Asheville High School, McDowell Street	Asheville	57
		Total	115

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

A list of possible issues for discussion at the hearings was made available to the various publics. Possible issues were as follows:

1. What is the purpose of vocational education in the secondary schools? in post-secondary schools?

2. How specific should the training programs be at the secondary level? at the post-secondary level?

3. Should all students take vocational education at the secondary level?

4. Should a student be required to have a vocational objective before enrolling in a vocational education program?

5. Should all programs follow the federal guidelines?

6. How should resources from State and federal levels be allocated to LEA's? post-secondary institutions?

Twenty-eight 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. 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.

The concerns and recommendations are summarized as follows:

° Objections were raised on the required introductory courses as prerequisites to preparatory or skills development classes at the secondary level.

  See Section IB-1.3, Page 3, "Planning for Quality Programs", the curriculum content and educational activities of vocational education programs shall be presented in logical sequence and in a scope sufficient to meet 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

° Any student desiring to enroll in a vocational education course should be permitted to do so.

  See item above.

° There exists a great need for improvement in teacher preparation and especially in staff development.

See under Part I-C, Cooperative Support Needed from Other Agencies, Page 54, the role of the University System of North Carolina in pre-service and in-service activities for professional vocational staff.

° Local matching requirements for vocational dollars create fiscal burdens for many LEA's. The State Board should give consideration to full funding of all vocational programs.

The State Legislature and the State Board are making progress toward part of this goal through State Non-Matching Funds and other categorical funding. Traditionally, cooperative matching by local agencies has created opportunities for expanded programs, many tailored to local needs and benefitting the local economy.

° There is a need for increased guidance, counseling, and placement funds to better serve all segments of vocational education, including preparation of individuals for professional occupations.

See Page xii.

° Increased use of citizens' advisory committees at the local level would result in better local plans.

The Federal Vocational Act of 1976 requires Local Advisory Committees. See Page 13 of this Plan. Also local plan requirements and format in the Appendices.

° Community Colleges and Technical Institutes should assume a greater role in implementing new and unique programs permitted by the new legislation. They are better equipped to do so.

Community Colleges and Technical Institutes are assuming a role of developing unique programs of vocational education. Each year from five to ten new curriculum applications are approved for programs not previously offered.

° A greater percentage of secondary Business and Office Education programs should be vocationally funded.

The State of North Carolina proposes to address this issue by showing the following information taken from Table 12, Part II, of the Five Year Plan, Estimated Expenditures by Year:

1977	$2,829,910
1978	$3,598,542
1979	$3,815,054
1980	$3,890,380

° Fishing industries training for coastal areas should be expanded with a specialized consultant at the State level.

Post-secondary has two area consultants who work with the fishing industry on the coast. Their duties include the establishment of classes in fishing occupations to meet the needs of industry and the fishermen.

° The Extended School Day programs have been successful. They should have additional funding, be operated for twelve (12) months, and should have a minimum of two academic and two vocational teachers to start a program.

The State Board of Education policy currently permits local education agencies to use any portion they should determine of their vocational education allotment for Extended School Day programs and activities to include 12 months operation. The State Legislature, through general statutes, has restricted the use of public school funds to 10 months of employment. State Board of Education policy currently allows the equivalent of two positions per thirty students as opposed to the 1 per 30 students for regular day programs.

° There is an increasing need for Home Economics Education for both sexes with emphasis on emerging problems of home management.

This has been a recognized need for several years with the increased emphasis on individuals living alone. Curriculum developments presently under way in the State agency gives attention to this need. Enrollments of the past several years reflect an increase of male participants in Home Economics Education.

° Vocational Agriculture and Home Economics should serve the community, including adults, in addition to students of school age.

Current State Board of Education policy allows $2.7 million for Vocational Agriculture and Home Economics teachers to conduct adult education programs. With the implementation of the Community School Act, recently adopted by the North Carolina General Assembly, it is anticipated that this activity will increase. Current curriculum patterns being developed by the State agency requires greater involvement of program area teachers in community and community related activities.

° There is a great need for more reliable labor market needs data as a basis for effective planning of vocational programs.

The Employment Security Commission has improved the labor market data each year over the last several years. An employment matrix for North Carolina is being developed by the Employment Security Commission and should be available sometime during this year. It is envisioned that this matrix will provide more reliable labor market data.

Response to concerns and recommendations not included in the Five-Year and Annual Plans:

(1) At the public hearing held in Asheville, N. C. on February 16, 1977, it was recommended that the State Board of Education include in the State Plan an expenditure of funds under Section 134 of the Act, item (a)(3) to wit:

> "Provision of education and job placement services, including programs to prepare individuals for professional occupations or occupations requiring a baccalaureate or higher degree, including follow-up services."

Although the State Board of Education believes that such an activity is important, funding has not been applied to that purpose in this Plan for the following reasons:

(a) The Act makes it possible for the Board to expend its mandated "20 per centum" for any one or all of the legal purposes listed under Section 134 (a), but it does not require that the Board expend funds for any specific item. Instead the Board has the prerogative of choosing any one of the eight purposes so long as it funds one such item;

(b) The Board deems the other items listed under Section 134, i.e., improvement of guidance and counseling programs, provision of vocational counseling services, etc., to be of such significant importance that the item under consideration is of less priority; and

(c) The overall expenditures being proposed in this Plan for Vocational Counseling [Section 134 (a) (1) and (2)] through the prevocational program exceed the Federal monies available under Section 134.

Such action by the State Board of Education shall not preclude the consideration of this item at any time in the future at the discretion of the Board.

(2) On February 24, 1977 (after the conclusion of all three regional public hearings), Mr. Bob Valder, Director of the Southeastern Regional Office of the NAACP Legal Defense and Educational Fund, Inc., appeared in the office of the State Director of Vocational Education. He requested certain information concerning vocational education. Information concerning the planning process for the 1978 State Plan was shared with Mr. Valder verbally on February 24, 1977, including the membership of the Vocational Education State Plan Committee, its schedule of meetings, etc. On March 4, 1977, and May 6, 1977, letters were received from Mr. Valder asking for extensive specific information concerning vocational education. Such information is being developed with the advice and concurrence of the office of the Attorney General.

In the meantime, a request was made by the Citizens Committee on the Five-Year North Carolina State Vocational Education Plan (a sub-committee of the NAACP) to make a statement to the Vocational Education State Plan Committee in lieu of appearing at one of the public hearings. Mr. Spurgeon Cameron appeared before the Vocational Education State Plan Committee on May 24, 1977 and delivered the statement quoted below.

Although technically the State Board of Education is not mandated to include this statement since it was not presented at the formal public hearing, it is of such nature that it is included in its entirety. The inclusion of this statement is based upon this being the first year of the planning process for the State Plan under the Amendments of 1976 and in subsequent years such statements will be included only if presented during the formal hearing process.

CITIZENS COMMITTEE ON THE FIVE YEAR
N. C. STATE VOCATIONAL EDUCATION PLAN

This presentation would have been made earlier had we been adequately prepared to attend your three public hearings, prepared input to your FIVE YEAR PLAN, or recorded our thoughts about about stressful situations across North Carolina involving vocational education programs. However, since time, deadlines, and the necessary public notification, have been exhausted, we are appreciative of the opportunity to make a presentation here today, just before you finalize the product to be submitted to the U. S. Department of H. E. W. by July 1, 1977.

The Committee calls attention to the fact that no minority (Black or Native American) persons have made suggestions for the FIVE YEAR PLAN, and that North Carolina with its 22% Black population should have very strong Black input to the FIVE YEAR document. This Committee has only three minority members as well as the State Advisory Committee which has only two minority representatives. With such an imperfect body, any document will be lacking in its program effort, and will fail, ultimately, to ameliorate the conditions which existed prior to its activity or which should have been addressed in the purposes, objectives, and programs of the PLAN.

We are, therefore, requesting that this body accept our remarks made here today, that they be incorporated into your deliberations as you prepare the final document, and that they be made a permanent part of the final document which is submitted to the Office of Education, U. S. Department of Health, Education, and Welfare. We also request that:

1. *as to those portions of this presentation that you accept or adopt, that the Committee insert it (them) in the appropriate place (s) of the FIVE YEAR PLAN before you sign it tomorrow;*

2. as to those portions of this presentation that your committee rejects, that you insert our remarks into the plan, verbatim, in the appropriate place (s) and state the reason (s) for rejection thereof.

Now a brief word about the Citizens Committee. We are a group of North Carolinians, integrated, racially and sexually, lacking only in direct participation of the Native American element of our state's population. However, we have their support for our remarks here today. The Citizens Committee On The Five Year North Carolina State Vocational Education Plan is composed of persons from many different walks of life, affiliated with different groups and organizations (i.e. civil rights, churches, educators, political groups, professionals, civic and social organizations) from 17 different counties of our state. We come from Bertie, Craven, Cumberland, Duplin, Durham, Edgecombe, Forsyth, Green, Guilford, Halifax, New Hanover, Northhampton, Pender, Wake, Warren, Washington, and Wayne counties. The Citizens Committee On The Five Year North Carolina State Vocational Education Plan has met together on several occasions to discuss the forthcoming plan, and this presentation is the cumulative result of consultations, deliberations, and proposals from all members.

Since our work in coming together, and final proposal preparation has been as difficult and hectic as your task here today, our concerns, matters brought before you, and proposals should in no way be considered as of listing of our PRIMARY concerns. Those presented today are only a part of our proposals for the improvement, and more effective implementation of vocational education plans for the State of North Carolina.

We hereby request that the FIVE YEAR PLAN, as approved, recommended, and signed by each member of this committee, contain the following provisions:

1. that all local recipients, when establishing Local Advisory Councils (LAC) be required to have as a part of its membership the same percentage of members as is the population of Blacks, females, and Native Americans from which the recipient draws its students; and further, that said Black, female, and Native American members of all LACs, to the maximum extent practicable and possible, shall include persons who are female head of households, parents, students, educators, and persons having experience in actively resolving friction points, problems, etc. of sex and race bias (human relations professionals) and/or sterotyping, vocational guidance counselors, disadvantaged, unemployed, underemployed, and etc. who meet the federal guidelines for participation in low income, poor, social service, and human services programs;

2. that every secondary school (junior and senior high) in the State of North Carolina which has a vocational education program must have, per school, at least one vocational guidance counselor certified by the standards of the N. C. Department of Public Instruction;

3. that as to the sex bias office, we recommend,

(a) that the person (s) must be a Black, or Native American, and female,

(b) that this person (s) be not now in the employ of the N. C. Board of Education or any of its sub-elements, agencies, etc. and that equal consideration for employment potential be given to all applicants for this job,

(c) that only one sex bias office with one budget be established which shall have responsibility for both the secondary and post-secondary levels of enforcement,

(d) that this office shall be mandated to determine and implement with corrective action, those situations where female vocational education teachers, within each LEA, are found to have greater or less responsibilities and work loads than their male counterparts,

(e) that the job description, responsibilities, and powers of the sex bias official shall conform or closely reflect the suggestions and criteria set forth in the 1976 amendments and the proposed vocational regulations of April 7, 1977;

4. that where references are made in the FIVE YEAR PLAN to "sex bias, sex sterotypes, etc.," that the term, RACE, be included in each such reference throughout the plan;

5. that as to race bias and sterotyping the following is recommended:

(a) Hiring - that until parity is achieved in all vocational education job categories at the state, area, and local levels, hiring shall be done on an affirmative action basis, i.e. two Black, female, and/or Native Americans for each white;

(b) Student Assignment - that on a statewide basis with each local recipient, an investigation be initiated as to the cause, its effects, and resolutions implemented whenever any vocational class varies by more than 20% from the racial makeup of the school or school area;

(c) that provision be made for monitoring and evaluation of the FIVE YEAR PLAN by the State Advisory Council on Vocational Education in conjunction with the N. C. Human Relations Council, and that plan modification authority be incorporated into the plan when conditions, and/or circumstances so indicate;

6. that all Vocational Education teachers and counselors be evaluated, at least annually, as to their performance by standards set by the N. C. Department of Public Instruction, the State Advisory Council on Vocational Education and approved by the N. C. Human Relations Council.

We hope that the committee will very seriously consider all six of our recommendations to you, and that you will continue to work with enlightened, sensitive, dedication for the most comprehensive, best possible state plan for all citizens of the State of North Carolina. We await your final plan, and we intend to complement your work and; where appropriate, to criticize and seek to change, for the betterment of our great State of North Carolina and its many citizens.

Submitted on behalf of the Committee:

/s/ S. CAMERON, AIP
May 24, 1977
Apex, N. C.

REACTION

Item 1. The State Board of Education recommends that each local recipient include in the membership of its local advisory council representatives of each clientele group which it purports to serve, and representatives of both sexes and all racial and ethnic groups, as well as representatives of business and industry; however, the State Board rejects the request that the membership of such committees be set according to any percentages on the grounds that such percentages or quotas may be illegal and are in and of themselves discriminatory.

Item 2. Whereas the State Board supports the concept that every school which has a vocational education program should have at least one vocational guidance counselor, it does not choose to establish such a policy on the basis that such a policy needlessly restricts decision-making at the local level.

Item 3 (a). The State Board rejects this item on the basis that it would be discriminatory.

Item 3 (b). The State Board rejects this item because it has no rational basis for the exclusion of present employees from possible consideration for the job.

Item 3 (c). The State Board rejects this item because it is contrary to its policy of 2/3 - 1/3 division of federal receipts between secondary and post-secondary programs.

Item 3 (d). The State Board rejects this item because it requires action of the Office of Sex Bias for which such office has no legal authority. Such authority is in the State Board of Education.

Item 3 (e). The State Board accepts this item.

Item 4. The State Board accepts this item, subject to approval of U. S. O. E.

Item 5 (a). The State Department of Public Instruction and State Department of Community Colleges operate under affirmative action plans; however, the State Board rejects this item on the basis that it is discriminatory.

Item 5 (b). The State Board rejects this item on the basis that such activities are covered under other laws and inclusion here would be needlessly repetitious.

Item 5 (c). The State Board welcomes the advice and counsel of the North Carolina Human Relations Council, as well as all other interest groups; however, this item is rejected on the basis that the authority such action would give to the Human Relations Council is beyond the purview of the Education Amendments of 1976.

Item 6. The State Board of Education rejects this item on the basis that such an evaluation is the responsibility of local boards of education and boards of trustees. Also, the only standards for which the Board has responsibility are certification standards and input from all sectors is always sought through hearings on the establishment of such certification standards.

June 13, 1977
(Date)

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

By: _____
State Superintendent of Public Instruction

Certification of Full Time Personnel on Sex Bias and to Assure Equal Access to Vocational Education

State of North Carolina

The personnel assigned full-time to review programs within the State to assure equal access to vocational education by both men and women is to be employed October 1, 1977, when Federal funds become available.

The State Board has responded in its Five-Year State Plan to every requirement for the elimination of sex bias and sex stereotyping, and to assure equal access to Vocational Education by both men and women. Proposed copies of the State Plan have been shared with the appropriate Title IX personnel in the Department of Public Instruction (elementary and secondary) and the Department of Community Colleges (post-secondary). The North Carolina Council on the Status of Women has also received a copy.

September 29, 1977
(Date)

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

By: _____
State Superintendent of Public Instruction

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 107 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)

June 13, 1977
Date

By _____
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 actively participate in the formulating of the Five-year Plan as required by Section 107 of the Act. We further certify that the signatures below constitute approval of the Five-year Plan by this committee. The dates which the planning group met were as follows:

January 4, 1977, April 5, 1977, May 3, 1977, and May 24, 25, 1977.

Date of Signatures by Committee Members May 25, 1977

State Agency - Secondary
Robert Mullen, Deputy Director
Division of Vocational Education, Raleigh, NC

Post-Secondary
Marcus Allred, Director
Institutional Planning
Department of Community Colleges, Raleigh

Community Colleges
Morris Johnson, Educational Consultant
Department of Community Colleges, Raleigh

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

Local School Board
Ray Boyette, Chairman
Johnston County Board of Education, Kenly

Thomas Burwell, Member
Board of Trustees
Davidson County Community College, Lexington

Vocational Teachers
Eloise Keefer, Business Education
Dudley High School
President, NCVA, Greensboro

Betty Randolph, Early Childhood Education
Beaufort Technical Institute, Washington

Local School Administrators

Robert Lee, Superintendent
Moore County Schools, Carthage

Ray Oxendine, Principal
East Montgomery High School, Biscoe

Richard Koontz, Local Director
Occupational Education
Stanly County/Albemarle City, Albemarle

Merton Branson, President
Randolph Technical Institute, Asheboro

Dr. Jerry Owens, Executive Vice President
Guilford Technical Institute, Jamestown

Dr. Edward Wilson
Educational Development Officer
Wayne Community College, Goldsboro

Office of Employment and Training

Dr. William Culbertson, Chief of Planning
Office of Employment and Training, Raleigh

State Advisory Council

John Guy, Member
State Advisory Council on Vocational Education
Greenville

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

The following recommendations were made by the planning group and have been rejected and the reason for the rejection:

Comment:

The committee recommended that in Table 12 only the Federal dollars and State matching dollars be shown by six digit Occupational Education code and the remaining State and local dollars be shown on the two digit Occupational Education Code, sub-total line. Motion, Edward Wilson. Second, Jerry Owens, from Local School Administrators.

Response:

It has been interpreted that the tables which have been prepared meet the Federal criteria. An introductive statement has been prepared and appears prior to Table 12 explaining the limitation of the data shown.

CERTIFICATE OF ESTABLISHMENT OF SOICC

State of North Carolina

I hereby certify that the State has established on September 27, 1977 (Date) a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161(b)(2), Vocational Education Act of 1963, as amended by P. L. 94-482.

September 29, 1977
(Date)

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

By: A. Craig Phillips
State Superintendent of Public Instruction

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)

June 13, 1977
Date

By
State Superintendent

PART I-B

ADMINISTRATIVE POLICIES AND PROCEDURES

I. B-1 STATE BOARD, SOLE STATE AGENCY *Sec 104(a)(1)*

I. B-1.1 Name and Designation of State Board

In North Carolina General Statute 115-235.4, the State Board of Education is authorized to be "the sole State Agency for the State administration of vocational education at all levels, shall be designated as the State Board of Vocational Education, and shall have all necessary authority to cooperate with any and all federal agencies in the administration of national acts assisting vocational education, to administer any legislation pursuant thereto enacted by the General Assembly of North Carolina, and to cooperate with local boards of education in providing vocational and technical education programs, services, and activities for youth and adults residing in the area under their jurisdiction."

General Statute 115-238.9 states "The division between secondary and post-secondary educational systems and institutions of federal funds for which the State Board of Vocational Education has responsibility shall, within discretionary limits established by law require the concurrence of the State Board of Education and the State Board of Community Colleges on and after January 1, 1981. The portion of the approved State Plan for postsecondary vocational education required by G.S. 115-235.5 shall be as approved by the State Board of Community Colleges".

In G.S. 115D-3, the State Board of Community Colleges is authorized "to establish and organize a department to provide State-level administration under the direction of the State Board (of Community Colleges) of a system of community colleges and technical institutes separate from the free public school system of the State. The State Board (of Community Colleges) shall have authority to adopt and administer all policies, regulations and standards which it may deem necessary for the operation of the department."

NOTE: REFERENCES TO THE "STATE BOARD(S)" INCLUDE BOTH THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES, UNLESS ONE OR THE OTHER OF THE STATE BOARDS IS SPECIFIED.

I. *B-1.2 Executive Officer Designation*

"As provided in Article IX, Section 4(2) of the North Carolina Constitution, the Superintendent of Public Instruction shall be the secretary and chief administrative officer of the State Board of Education." (Article 3, G.S. 115-12) It shall be the duty of the State Superintendent...to organize and establish, subject to the approval of the State Board of Education, a Department of Public Instruction which shall include such divisions as and departments as are necessary for supervision and administration of the public school system". (Article 3, G.S. 115-14, paragraph 1)

A single full-time officer shall be designated to direct vocational education for the secondary schools, which officer shall be titled Director of Vocational Education for the Department of Public Instruction. This officer shall be designated by the State Superintendent of Public Instruction, with the advice and consent of the State Board of Education.

A single full-time officer shall be designated to direct vocational education for the community colleges, technical colleges, and technical institutes, which officer shall be titled Vice President ~~for~~ Program Services of the Department of Community Colleges. This officer shall be designated by the State President of the Department of Community Colleges.

B-1.3 The Plan of the State Board of Education Governing the North Carolina Program of Secondary Vocational Education.

I. *Commitment (G.S. 115-235.2)*

Every North Carolina student desiring vocational knowledge and/or skills shall have the opportunity to receive such instruction within the purposes of the vocational education program.

II. *Basic Assumption*

Vocational education is that part of education which makes an individual more employable in one group of occupations than in another. There can be no high quality vocational education program without a high quality total education program.

III. *Purpose (G.S. 115-235.2)*

The purpose and responsibility of the public school program in North Carolina is to provide a total education program which, through a wide variety of educational experiences, is capable of meeting the individual needs of each student. Vocational education is an integral part of this process. Therefore, the educational opportunities should be so interrelated and articulated that each student will have access to a well planned, unified program. The purposes of vocational education are:

(a) to prepare individuals for entry-level employment in recognized occupations, new occupations, and emerging occupations at various levels of competence (open entry - open exit). This is to be the major purpose. (Vocational-Skill Development/Job Entry)

(b) to prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education. (Preparation for Advanced Education)

(c) to provide individuals with laboratory experiences and activities which assist them in the making of informed and meaningful occupational choices, and/or which serve as the foundation for skilled vocational-technical education. (Prevocational-Introductory)

(d) to provide individuals with laboratory experiences and activities which assist them (1) in the making of informed consumer decisions and (2) in the application of practical life skills.

IV. *Administration and Planning (G.S. 115-235.4 and 115-235.8)*

The State Board has the responsibility for providing direction to the vocational education program. This leadership is provided through the Master Plan for Vocational Education, the Five-Year Plan for Vocational Education, and the Annual Plan for Vocational Education.

The Master Plan encompasses all activities of secondary vocational education in the State and provides the framework for all other plans. The Five-Year Plan for Vocational Education and the Annual Plan for Vocational Education reflect those activities supported in part or in whole with federal funds available for vocational education.

State determined goals and objectives identified in the Master Plan shall reflect local goals and objectives. Local education agencies shall assume the responsibility for developing these local goals and objectives. In the process, the State staff shall be responsible for providing local education agencies with (1) adequate technical assistance which is necessary for them to plan for regional, State, and national education/occupation needs, and (2) adequate information about Federal Vocational Education Rules and Regulations and State Board policies and regulations. Once these goals and objectives are established through this process, resources shall be appropriately identified for each. Local education agencies shall be held accountable for the accomplishment of their goals and objectives.

Local education agencies shall develop their goals and objectives through an organized local planning process. Such planning considers student needs and aspirations, employment opportunities, available resources, facilities, and the design of the curriculum related to individual student needs.

Local boards of education shall receive State/federal funds on the basis of a comprehensive annual plan for vocational education. This plan is to be developed with the advice of a local advisory council. The plan is to be consistent with criteria set by legislation and/or State Board policy.

V. *Goals (G.S. 115-235.5)*

In keeping with the aforementioned purposes of vocational education, the State Board of Education adopts the following goals:

(a) to provide more diversified vocational education, including consumer and homemaking education, for a higher percentage of youth and adults who wish to be trained or retrained.

(b) to expand vocational guidance and job placement services.

(c) to promote apprenticeship-related instruction, cooperative education, and vocational education for new and emerging occupations.

(d) to develop, adapt, and/or update appropriate curricular materials in vocational education.

(e) to involve local advisory councils in local planning for vocational education including consumer and homemaking education, and correlate program offerings with labor market needs, present and potential student interests, and annual assessment of the effectiveness and efficiency of current programs in relation to continuing objectives.

(f) to design programs that involve experiences and activities which develop competencies needed in making appropriate consumer decisions and in the application of practical life skills.

(g) to continue to develop and improve vocational education opportunities and supportive services for diasdvantaged youth, handicapped youth, and youth residing in areas of the State which are economically depressed, have high rates of unemployment, and/or have high rates of school dropouts.

(h) to eliminate sex/racial bias and discrimination in vocational education.

(i) to increase attention to vocational education needs of American Indians, Blacks and other minorities, women, and persons of limited English-speaking ability.

(j) to promote youth organizations as an integral part of vocational education.

(k) to research and develop activities to discover more effective and efficient strategies for responding to vocational education needs of students.

(l) to expand and improve opportunities for staff development, especially for personnel in new or modified programs of vocational education, through the articulated efforts of all levels of secondary, post-secondary and higher education, business and industry, and other related institutions.

(m) to improve articulation among and within secondary vocational education, post-secondary vocational education, and business/industry/agriculture in order to facilitate the transition of students among the three levels and in order to eliminate duplicated program requirements for these students.

(n) to cooperate with institutions, agencies, councils, business/industry, and other organizations having responsibility for preparing individuals to meet labor market needs.

(o) to identify and experiment with new strategies for providing quality vocational education programs for students.

On an annual basis, the staff will develop objectives based on the established goals and will design strategies to evaluate the accomplishments.

VI. *Curriculum (G.S. 115-198 and G.S. 115-235.5)*

The vocational education curricula builds one vocational skill upon another, interrelated with other program areas, until the student has reached the level of competence which he/she desires. The curricular offerings of a school are developed using guidelines of scope and sequence, with local variations as needed. All programs are offered in a logical sequence and in a scope sufficient to accomplish the stated purpose of the program.

Students in grades 7-12 may explore and/or prepare themselves in vocational knowledge, skills, and attitudes. There are eight program areas available to the students:

Prevocational Education	Health Occupations Education
Agricultural Education	Home Economics Education
Distributive Education	Industrial Arts Education
Business & Office Education	Trade & Industrial Education

The curriculum in each of the program areas adheres to the philosophy of scope and sequence in learning. Each curriculum is organized around and contributes to a specific sequence of functions. These functions and models are described and implemented through the State Board Course of Study and the Division of Vocational Education through the Program of Studies.

The State Board of Education is committed to assisting local education agencies in the conduct of quality vocational education programs through joint curriculum development.

VII. *Personnel (G.S. 115-235.5)*

Quality vocational education programs are dependent upon qualified personnel. The State Board provides a professionally and occupationally qualified staff to assure efficient and effective State leadership. This staff is organized into the Division of Vocational Education and provides for such functions as administration, planning, curriculum, personnel development, program quality control, and other support areas. Personnel are employed in accordance with minimum standards as prescribed by State Board policy. The local boards of education are responsible for securing the best qualified persons available for their vocational education programs. Selection is made in keeping with certification standards approved by the State Board of Education.

The State Board of Education commits its resources to assisting local boards of education in the development of an appropriate supply of qualified personnel. Preservice development will be undertaken in keeping with the Quality Assurance for Professional Personnel joint resolution with the University of North Carolina Board of Governors and that University system's plan. Inservice development for vocational education personnel will be accomplished through coordinated efforts of State Board, local boards of education, community college institutions and other institutions or agencies.

VIII. *Funding (G.S. 115-235.6 and G.S. 115-235.7)*

Secondary vocational education is funded through a combination of State, federal and local resources.

The State Board is committed to a funding formula which provides State funds for the full support of a statewide secondary vocational education program based upon:

(a) one ten-month position (expressed as months-of-employment) for each 95 youth in Average Daily Membership, grades 7-12, and

(b) $45 per Average Daily Membership, grades 7-12, for vocational education equipment, materials, supplies, and other personnel and non-personnel operating expenses, and

(c) one hundred percent (100%) reimbursement of State resources allocated by State Board for secondary vocational education.

The State Board is further committed to a funding formula which provides federal vocational education funds to local boards of education in keeping with federal criteria and purposes. These funds are to be used to supplement the vocational education efforts in North Carolina.

Full implementation of the two formulas will occur as resources are provided by the appropriate legislative bodies.

IX. *Program Quality Control (G.S. 115-235.5)*

Consistently high quality vocational education programs are insured through a system of continuing qualitative and quantitative evaluation of programs, services, and activities.

The State Board has the primary responsibility for Statewide evaluation of vocational education programs. This responsibility is satisfied through an organized system of program quality control service for no less than twenty percent (20%) of the local education agencies annually.

Local boards of education have primary responsibility for local program evaluation, with the assistance of the State Board.

These combined efforts to ascertain the effectiveness of instruction, services, and activities will impact on any modification of policy and directions necessary for improved vocational education programs.

Program quality control efforts are to be consistent with the criteria established by legislation and/or State Board policy.

X. *Coordinating and Supporting Relationships (G.S. 115-5.5)*

In carrying out its responsibility for administering all secondary vocational education efforts, the State Board gives special attention to coordinating its efforts with those public/private agencies, institutions, councils, and other organizations which have responsibility for or contribute to labor market needs development and related activities. Working agreements are to be developed where feasible. The utilization of business, industry, agriculture and lay representatives in the development of decisions affecting secondary vocational education programs and services is to be encouraged through special committees, advisory councils, and public hearings.

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

I. PURPOSE

General Statute 115D-3 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 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.

I. B-2 STATE BOARD DELEGATION OF RESPONSIBILITY TO OTHER AGENCIES *Sec 104(a)(2)*

The State Board of Education and the State Board of Community Colleges have agreed that as of January 1, 1981, the administration, operation and supervision of vocational education at the postsecondary level will rest with the State Board of Community Colleges (see paragraph 2, page I-1).

I. B-3 FULL-TIME PERSONNEL AND FUNCTIONS TO ELIMINATE SEX DISCRIMINATION AND SEX STEREOTYPING *Sec 104(b)*

3.1 Designation of Full-Time Personnel to Eliminate Sex Bias

The State Boards of Education and Community Colleges shall assign personnel to work full time to assist in fulfilling the purposes of the Act concerned with:

(a) Furnishing equal education opportunities in vocational education programs to persons of both sexes; and

(b) Eliminating sex discrimination and sex stereotyping from all vocational programs.

3.2 Functions of Full-Time Personnel

Personnel designated under I. B-3 shall work full time to:

(a) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex stereotyping in all vocational education programs;

(b) Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State;

(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 under paragraph (b) and 3.3;

(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;

(e) Review all vocational education programs in the State for sex bias;

(f) Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

(g) Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and

(h) Make available to the State Boards, 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; and

(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.

3.3 Studies to Carry Out Functions

A State may use funds available under section 130 of the Act to support studies necessary to carry out the functions set forth in *3.2*.

3.4 Funds for Full-Time Personnel and Functions

(a) The State Board shall reserve $50,000 in each fiscal year from funds available under basic grants (Section 120 of the Act) to support personnel working full-time to carry out functions set forth in *3.2*.

(b) Funds set aside under paragraph (a) of this section shall be used for:

(1) Salaries for full-time professional staff;

(2) Salaries for support staff; and

(3) Travel and other expenses directly related to the support of personnel carrying out the functions set forth in *3.2*.

I. B-4 STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE *Sec 161(b) (2)*

The State has duly established a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161 (b) (2), Vocational Education Act of 1963, as amended by P.L. 94-482.

I. B-5 CONTENT OF ANNUAL APPLICATION FROM LOCAL EDUCATION AGENCIES *Sec 106(a) (4)*

5.1 Each ~~*local education agency*~~ eligible recipient will prepare a local plan (application) which shall reflect:

(a) That it was developed in consultation with representatives of the educational and training resources available in the LEA or post-secondary institution as evidenced in assurances signed by the chairperson of the local board of education (secondary schools) and the local superintendent, or for post-secondary, the president.

(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 local plans have been developed by ~~the local educational agency~~ each eligible recipient to ensure that enrollment in vocational education programs eliminates discriminations such as sex, ethnic origin, AND 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 eligible recipient* shall prepare and submit to its respective State Board its annual application for Federal and State aid which has been granted or appropriated to the State

5.3 *A copy of the local application format is available upon request from either the State Director of Vocational Education or, ~~President~~,* V.P. Pgm Sv. *Department of Community Colleges.*

I.B-~~6~~ 7 FORMAL HEARINGS AND APPEAL PROCEDURE BY ELIGIBLE RECIPIENT *Sec* 109 ~~(d)~~ (e)

7~~6~~.1 *Request to Boards for a Hearing*

If a local education agency or postsecondary institution is dissatisfied with action of its respective 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 its respective 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. Each Board must notify the parties involved of its decision and the reasons therefore, in writing, within thirty (30) days after the formal hearing.

6.2 Appeal Procedure *Sec 109 (e)(f)*

Any eligible recipient may appeal the final decision of its respective 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 'georgraphic 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."

6-6

I. B-7 ~~PRIORITY FOR~~ APPROVING APPLICATION ~~(LOCAL)~~ AL OF LOCAL *Sec 106(a)(5)(A)*

7.1 Since the North Carolina State Board of Education and the North Carolina State Board for Community Colleges elect to provide federal vocational education funds to all local educational agencies and postsecondary institutions, they shall give priority consideration to those which:

6 IN FUNDING FORMULA

(a) Are located in economically depressed areas and areas with high rates of unemployment, and are unable to provide the resources necessary to meet the vocational education needs of those areas without Federal assistance.

(b) Propose programs which are new to the area to be served and which are designed to meet new and emerging labor market needs and job opportunities in the area and, where, relevant, in the State and Nation.

7.2 *Local educational agencies and post-secondary institutions* will submit continuing plans and annual applications for vocational education programs from secondary school systems to the State Superintendent of Public Instruction and from post-secondary institutions to the State President, Department of Community Colleges.

7.3 *Local applications* will be reviewed by the respective State agency staffs who recommend approval or disapproval to the State Director of Vocational Education (secondary) or the Vice President for Educational Program Services (postsecondary).

8.4 *The State Agencies,* upon review of the local application will:

(a) Approve the application if the requirements of the Federal statutes and regulations that apply to that program have been met.

(b) Notify the applicant of its right to a hearing and provide a hearing before the State will disapprove the application.

7.5 *Information provided by the* U. S. Department of Commerce will be used to designate economically depressed areas.

7.6 *Information provided by the* N. C. Employment Security Commission will be used to determine high rates of unemployment.

8.7 *Information provided by the* N. C. Employment Security Commission or the N. C. Department of Commerce will be used to determine emerging labor market and job opportunities needs within the state.

I.B-8.0 FUNDING FORMULAS FOR ALLOCATING RESOURCES

8.10 Allocation Formulas for Federal Funds (Secondary Schools)

The State Board of Education will allocate federal funds according to the two factors set out below:

8.11 Relative Concentration of Low Income Families

1	2	3	4	5	6	7
Unit	Census Data for LIF	Proj. ADM Grades 7-12	No. of Gen'l Unempl	Total of Criteria	LEA Total + State's Total	Factor

Factor Derivation:

1. Unit. Name of Local Education Agency.

2. Census Data of Number of Low Income Families. Derived from data in the Department of Commerce Census Study for 1970. This data was prorated according to the percentage of the ADM a Local Education Agency bears to the countywide ADM. The LEAs within a county should determine that the proration between the units within the county is correct; however, if they agree to a different ratio, we will use their data rather than that which was computed. The number of families must correspond to those shown in the census data regardless of the distribution.

3. Projected ADM grades 7-12. The ADM is projected by the Division of Teacher Allotment for grades 9-12 and we would add to those projections the 6th and 7th grade ADM for the best three out of the first four months for the preceding year to determine the projected ADM in grades 7-12.

4. Number of General Unemployed. Derived from the latest available data as determined by the Employment Security Commission. This data is not available by LEA; therefore, we used the same basis as described in item number 2 for distribution of the county-wide data.

5. Total of Criteria. Add column 2 + 3 + 4 = to determine state wide as well as individual LEA data based upon criteria.

6. LEA Total/State Total. Determine the percentage each LEA is to the statewide data.

7. Factor. The percentage of each LEA's data to the statewide data will be used with relative ability to pay to determine the federal funds that will be allocated to each LEA for the various federal allotments (i.e., Basic Grant, Disadvantaged, Handicapped, Vocational Guidance, and Consumer and Homemaking). These funds will represent the percent of funds that must be matched according to the ranking of each LEA's relative ability to pay as determined in 8.12.

8.12 Relative Ability to Pay

1	2	3	4	5	6	7
ADM	Total Personal Income	Personal Income Per ADM Col. 2 ÷ Col. 1	Ability Col. 3 x 3	Equalized Property Valuation	Valuation Per ADM Col. 5 ÷ Col. 1	Ability Ranking Col. 4 + Col. 6

Factor Derivation:

The State Board shall use this factor, along with the relative concentration of low income families factor to determine a local education agency's relative ability to provide the resources necessary to meet the vocational education needs of persons residing in the area served by the agency.

1. ADM. Average daily membership in public schools is obtained from reports filed with the State Board of Education by the LEA.

2. Total Personal Income. Total personal income is obtained from the State Department of Tax Research which derives it from income tax returns.

3. Personal Income Per ADM. Divide box 2 by box 1.

4. Ability. Multiply box 3 by 3.

5. Equalized Property Valuation. EPVs are computed from basic data obtained by the State Department of Tax Research from records of county tax collectors.

6. Valuation per ADM. Divide box 5 by box 1.

7. Ability Ranking. Add box 4 and box 6.

8.13 Formula for Distribution of Special Programs for the Disadvantaged (Sub-Part 4) and Work Study Allotment (Sub-Part 2)

1	2	3	4	5	6
Unit	Dropout Rate	Points Above State Average	Youth Unemployment	Points Above State Average	Column 3 + 5

1. Unit Name of Local Education Agency

2. Dropout Rate Derived from Statistical Profile of the Department of Public Education.

3. Points Above State Average The percentage points in excess of the State Average Dropout rate.

4. Youth Unemployment Percentage Derived from Employment Security Commission data.

5. Points Above State Average The percentage points in excess of the State Average for Youth Unemployment.

6. Column 3 + 5 Combine points above state average for both criteria to determine a ranking of Local Education Agencies.

Special Programs for the Disadvantaged

Special Provisions

Available funds for Special Programs for the Disadvantaged (Sub-Part 4) shall be allocated to Local Educational Agencies exceeding the State average in each criteria identified.

These programs shall be reimbursed to each LEA at 100% of eligible cost not in excess of the amount of the allocation.

Local Educational Agencies shall submit as a part of their Local Plan, an application for their allocation of funds documenting the target population to be served, the objectives of the program, purposes for which the funds will be used and other information to assure that the funds will be used for the purposes allocated.

The Process for Distribution of Federal Funds, Ranking of Annual Applications, and Approval of Annual Applications

The State Board of Education provides federal vocational education funds to local education agencies through the following process:

The Controller's Office and the Division of Vocational Education, in concert, designed a proposed distribution formula for federal funds. This formula is based upon two factors required by federal vocational education legislation (namely, the relative concentration of low income families and the relative ability to pay) and two sections of the General Statutes of North Carolina. The General Statutes include Sections 115-11* and 115-100.10*. Section 115-11 defines the powers and duties of the State Board of Education, specifically items (6) and (8) as follows:

(6) Apportionment of Funds - The Board shall have authority to apportion and equalize over the State all State school funds and all federal funds granted to the State for assistance to educational programs administered within or sponsored by the public school system of the State.

(8) Acceptance of Federal Funds and Aid - The Board is authorized to accept, receive, use or reallocate to local school units any federal funds or aids, that may be appropriated now or hereafter by the federal government for the encouragement and improvement of any phase of the free public school program which, in the judgment of the Board, will be beneficial to the operation of the schools. However, the Board is not authorized to accept any such funds upon any condition that the public schools of this State shall be operated contrary to any provisions of the Constitution or Statutes of this State. (Emphasis for purpose of this process.)

Section 115-100.10* - Apportionment of County Appropriations among Administrative Units. This General Statute says that:

"If there is more than one administrative unit in a county all appropriations...must be apportioned according to the membership of each unit."

It further states that membership of the administrative unit is the unit's projected average daily membership for the budget year to be determined by and certified by the State Board of Education.

The formula derived is set out in two interdependent parts. The first part is based upon relative concentration of low income families of the LEA relative to the months of employment resources available for distribution. The second part of the formula then correlates the factors

*See pages 66-70, Part I.

of total personal income and equalized property valuation to average daily membership to provide an ability ranking for actual dollars to be received based upon a graduated scale of 68% of total expenditures for wealthy local education agencies and 74% of total expenditures for the least wealthy local education agencies. The formula is approved by the State Board of Education after appropriate public hearings. The months of employment are then distributed to local education agencies along with certification of percent of reimbursement to be paid by the State.

In anticipation of these receipts, the LEA completes and transmits to the State Board of Education an annual application for vocational education. The contents of this application include a certification statement section, an individual school data sheet, an LEA-wide vocational education budget sheet, individual applications (abstracts) for set-aside funds, and other supporting documents. The individual school data sheet reflects: (1) programs and courses to be offered, (2) status of program and courses as to new or continuing, (3) proposed sources of funding, (4) number of sections to be offered, (5) time blocks of sections, (6) proposed enrollment, and (7) proposed completions. These annual applications are generated in keeping with the needs identified in the North Carolina State Plan for Vocational Education and other support documents by the State Board of Education which prescribe new vocational education program needs for North Carolina. Through this means, as local education agencies' annual applications are considered for approval, priority is given to: (1) programs and courses which are new to the area to be served and are consistent with job opportunities in that area; (2) LEAs located in economically depressed areas and areas with high rates of unemployment, and are unable to provide the resources necessary to meet the vocational education needs of those areas without federal assistance. In addition, the annual application is approved based upon meeting the program standards identified by federal vocational education legislation.

These considerations are matched with considerations already identified in the formula for economically depressed areas (number of low income families) and are unable to provide the resources needed to meet the vocational education needs (relative ability to pay). Once these criteria are satisfactory to the State Board of Education, the annual application is approved. Since North Carolina has a State-funded education program, every local education agency is eligible to receive some portion of funds available.

The LEA then receives an approval letter which makes them officially eligible to request reimbursement against the allocation extended by the State Board of Education. If LEAs are unable to use resources allocated for any reason, these resources are returned to the State Board of Education. The Board then reallocates, based upon the formula criteria, those resources to LEAs making additional requests.

An appropriate appeal process has been established from LEA to State Director of Vocational Education, to State Superintendent of Public Instruction, and finally to the State Board of Education.

Relationship Between Average Daily Membership (ADM) and Low Income Families

In determining the relative concentration of low income families per LEA, North Carolina uses, in part, average daily membership under the logic that the percentage of low income families residing in either county or city LEA will be approximately the same as the membership of students in schools. The process allows, however, each superintendent, if he or she differs with that, to work with other superintendents within the county. If the affected superintendents within a county give better data to the State than the data which is derived from average daily membership, then that is the data the State will use.

In an effort to correlate this process with low income families, the following information is appropriate:

(1) Title I, Elementary and Secondary Education Act of 1965, provides resources under the Act to the 145 local education agencies on the basis of a determination by the appropriate superintendents within a county of the number of poor children residing in each LEA. The superintendents make this determination based upon either census data available to them (1970) or the Free Lunch Program.

(2) The State Board of Education then makes the appropriate allocation to each LEA based upon these data.

A survey of these data shows that the use of average daily membership (which is hard data and later data than that used for ESEA) still provides in units which were checked approximately the same percentage of resources as the data used by ESEA. In those units checked, the difference between the two systems varied a maximum of six percent; therefore, since (1) ADM is current data, (2) ADM is hard data, and (3) there was such a small discrepancy in the two methods used, the State of North Carolina will continue to utilize average daily membership to assist in determining relative concentration of low income families.

8.14 Summary of Procedures for Funding LEAs

A. Use of the Relative Concentration of Low Income Factor

1. Begin with the factor found on page 16 of the Five-Year Plan.

2. The end result of factor calculations (i.e., the percentage factor of step #7 in the formula) is used to determine each LEA's:

   a. Basic Grant Months of Employment (MOEs)

   b. Guidance, Counseling and Personnel MOEs

   c. Consumer and Homemaking MOEs

   d. Handicapped set-asides

   e. Disadvantaged set-asides

3. The following funds and MOE amounts are known:

   a. The total 10% Handicapped set-aside

   b. The total 20% Disadvantaged set-aside

   c. The total Basic Grant MOEs

   d. The total GC&P MOEs

   e. The total C&H MOEs

4. To determine each LEA's dollar or MOE share of the above five programs, the total monies or MOEs for each program are multiplied by the relative concentration of low income families factor of each LEA.

5. Subpart 2, subpart 3, and subpart 5 MOEs are shown in Table 19-I(a) through 19-I(e), revised, on pages 75a through 75e of the FY 1979 Plan for each LEA.

6. Also present in Table 18(a) through 18(g) on pages 63 through 69 are State MOEs for each LEA (State MOEs are derived from the formula found on page 20 of the Five-Year Plan).

B. Use of the "Relative Ability to Pay" Factor

1. Begin with factor found on page 17 of the Five-Year Plan.

2. The end result of factor calculations (i.e., the derived "index" number of step #7) is used to rank LEAs.

3. Each LEA and its derived "index" appear on pages 61 through 62 of the FY 1979 Plan, ranked from the lowest index number (least ability to pay) to the highest index number (most ability to pay).

4. The LEAs are then separated into four quartiles of roughly equal numbers.

5. The quartile groupings also designate the LEA's reimbursement rate of Federal and State funds.

6. Those LEAs with the least ability to pay fall within the 74% reimbursement quartile; the next wealthier group of LEAs, in the 72% quartile; the next, the 70% quartile; and the wealthiest group of LEAs is entitled to a 68% reimbursement rate.

7. The value of the Federal MOEs for subpart 2, 3, and 5 is determined. The value of a State MOE is also determined. Federal MOEs are allocated to each LEA on the basis of the relative concentration of low income families factor appearing on page 16 of the Five-Year Plan. Depending on the quartile in which the LEA falls, that percentage is multiplied by the absolute value of an MOE to determine the relative value of an MOE. For example, once the estimated value of the Federal MOE is derived ($1407 for subpart 2), then the relative value of that MOE for each LEA is determined by the reimbursement rate established by the relative ability to pay factor. Once the relative value of the MOE is established, that value is multiplied by the total MOEs (for a given subpart) to arrive at the total subpart dollars for that LEA.

Work Study

Special Provisions

Local Educational Agencies shall make one application to the State Board for both the Academic year and Summer Term for participation in Work-Study programs. The applications shall contain information substantiating the need for the establishment of Work Study Programs by the Local Education Agency, the type of work to be provided, the Agencies with which arrangements will be made for employing students under the Work Study Program, the estimated number of students to be involved, the estimated annual cost and plans for local supervision and evaluation of students employed.

Allocation of Work Study funds to be determined according to ranking of Dropouts and Youth Unemployment. Dropout rate will be added to Youth Unemployment rate for a combined percentage of both criteria. This will then be determined as a percentage to the state-wide total which will then be applied against the funds available for Work Study which will determine an allotment amount that will represent the percentage these will be reimbursed to each Local Educational Agency as determined by their ability to pay. These percentages of reimbursement will rank from 68% to 74%.

Work Study Provisions

7	8	9
Columns 2 + 4	% to Total of Statewide Data	Allotment Column 8 X Funds Available

8.2 Allocation Formulas for State Funds (Secondary Schools)

The State Board of Education will allocate, to all Local Education Agencies, State Funds for Vocational Education according to the formula shown:

8.21 Formula for State Funds

Months of Employment

1	2	3	4
Projected Allotment Credits Grades 7-12	Vocational Months of Employment Allotments Col. 1÷9.5	% To Total	Months of Employment Recommended

1. Projected Allotment Credits Grades 7-12 The ADM is projected by the Division of Teacher Allotment for grades 9-12 and we would add to those projections the 6th and 7th grade ADM for the best three out of the first four months for the preceeding year to determine the projected ADM in grades 7-12.

2. Vocational Months of Employment Allotments Col 1 ÷ 9.5 The number of months of employment is determined by dividing 9.5 ADM into the total number of Projected Allotment Credits for Grades 7-12 as shown in Column Number 1.

3. % to Total Determine the percentage each LEA is to the statewide data and distribute available months of employment according to this percentage.

4. Months of Employment Recommended The number of the months of employment available that would be allotted to each LEA based upon its percentage of the total statewide need as shown by the formula.

8.22 Formula for State Funds Non-Matching Expansion

1. Non-Matching Expansion Funds Allotment to be made according to projected ADM in Grades 7-12. The dollars available will be allotted based on a per capita amount according to the ADM in the LEA.

8.23 Relative Ability to Pay

The months of employment allocated by the formula will be reimbursed according to the relative ability to pay of each Local Education Agency as determined by the formula.

1	2	3	4	5	6	7
ADM	Total Personal Income	Personal Income Per ADM Col. 2 ÷ Col. 1	Ability Col. 3 x 3	Equalized Property Valuation	Valuation Per ADM Col. 5 ÷ Col. 1	Ability Ranking Col. 4 + Col. 6

Relative Ability to Pay

The State Board shall give due consideration to a local educational agency's relative ability to provide the resources necessary to meet the vocational education needs of persons residing in the area served by the agency.

Basic data for computing total personal income is obtained from the State Department of Tax Research which derives it from income tax returns. Equalized property valuations are computed from basic data obtained by the State Department of Tax Research from the records of county tax collectors. Average daily membership in public schools is obtained from reports filed with the State Board of Education by the local education agency.

Using the basic data obtained from the above sources, a determination of personal income per child in average daily membership is computed by dividing total personal income by average daily membership for the prior school year. The resulting figure is given a 75% ability-to-pay index weight in determining relative ability to pay. The remaining 25% of index weight is assigned to equalized property valuation per child in average daily membership, computed by dividing equalized assessed property valuation by average daily membership for the prior school year. The two indexes are then compiled to obtain a comparative ranking by county.

8.24 Special Provisions (State MOE) /Secondary/

Additional Months of Employment (MOE), if received, will be distributed based on the formula which the State Board of Education has adopted. Local education agencies which show they are not receiving their pro-rata share of the available MOE would be increased with these resources. This would mean that no unit would be reduced any months of employment and the state's effort to equalize the distribution of vocational education MOE would be continued. At the time the total MOE needed to fully implement the approved formula are available, equalization adjustments will be made to local education agencies accordingly.

8.25 Special Provisions (State/Federal Months of Employment) /Secondary/

Any year that total available Months of Employment (MOE) remain the same, then the total months of employment to each education agency will remain the same.

If a reduction of MOE available to the Board occurs in any year, allocations to local education agencies would be reduced a percentage. This percentage would be determined by the relationship of the total reduction to the total amount of state and federal MOE available for allocation to local education agencies. It would result in a statewide average percentage that would be applied to the total allocation for each local education agency. No local education agency would be reduced in total MOE in excess of the statewide average percentage.

B-8.3 PROCEDURE FOR ALLOCATING FUNDS TO POST-SECONDARY INSTITUTIONS.

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

Local applications which have been submitted requesting Federal funding will be placed in ranking order using the following factors:

(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.

(c) New and emerging occupations as identified by the N.C. Employment Security Commission or the N.C. Department of Commerce.

8.31 Subparts 2 and 3.

Distribution of Federal funds will be based upon 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 approvable application with such ratio being the quotient of the total 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.

8.32 Subpart 4.

Distribution of Subpart 4 Federal funds will be made only to those institutions which submit approval 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 paragraph 8.31.

8.33 Subpart 5.

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

I. B-9 PUBLIC DISCLOSURE *Sec 106(a)(9)*

9.1 Copies of the approved State Plan will be disseminated as follows:

To local education agency superintendents, local directors, presidents of institutions within Community College System, State Staff, State Advisory Council, State Plan Committee, manpower agencies, universities and colleges preparing occupational and adult personnel, and tc interested public and private organizations, including local advisory councils.

Copies will also be provided to the general public upon request. A minimum of 300 copies will be printed and distributed annually.

9.2 Annually, a Mini-State Plan may be developed and distributed to members of the State Boards, members of the State Vocational Advisory Council, State Staff members, teacher-educators, vocational education teachers, principals and superintendents in the secondary schools, presidents of the institutions within the Community College System, counselors, members of local advisory councils, representatives of manpower councils, and other interested individuals.

9.3 The State Boards' Staffs will meet with organized groups, upon request, to discuss and explain the provisions of the State Plan.

9.4 The State Boards' Staffs will annually update a guide for local administrators and fiscal officers which will define, give purposes, explain funding procedures (including criteria and documentation), reimbursement procedures, and restrictions/limitations for expending vocational education funds for programs and services. After each meeting of the State Boards, ~~the Staff~~ will send to local administrators and fiscal officers any policies/resolutions pertaining to vocational education.

9.5 All rules, regulations, policies, and procedures governing vocational education, or any other State agency, must be on file in the Attorney General's office as mandated by the North Carolina General Assembly by the Administrative Procedures Act which was effective February 1, 1976.

I. B-10 VOCATIONAL PROGRAMS FOR THE HANDICAPPED

10.1 Definition of Handicapped

Handicapped means those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of the handicapping condition, cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program.

10.2 Local Applications

(a) The local educational agencies and post-secondary institutions will include in their applications to the State Boards a proposal which:

(1) Identifies the target population, its characteristics and needs,

(2) The objectives of the program, including the specialized goals as they relate to the handicapped target population, and

(3) The evaluative criteria which relate to the handicapped person.

(b) Review, approval and appeal procedures are outlined in Sections I. B-5 and I. B-6 AND I. B-7 of this Part of the Plan.

10.3 Coordination With Programs Under Education of the Handicapped Act (Public Law 94-142)

(a) The State staffs of the Division of Vocational Education, Division of Exceptional Children, Division of Pupil Personnel Services and the Division of Vocational Rehabilitation Services of the Department of Human Resources cooperate in coordinating the activities of the State in providing training for handicapped persons supported by vocational education funds. Areas of cooperation exist in staff assignments, joint committees, coordinated effort in identification and placement, program planning, delivery of services, job placement, student and program evaluation consistent with State/local plans of the respective agencies.

The above agencies are bound by State legislation to coordinate their programs and services.

(b) Each secondary LEA vocational planning council is required to have a representative from Exceptional Children and the application for Handicapped Funds must show how this person was involved.

(c) If in design of the individualized curriculum, as required in Public Law 94-142, Education of the Handicapped Act, it is determined that the individual would benefit from vocational education, then that vocational education program, service or activity can be paid for from the Handicapped funds available under Public Law 94-482.

11.1 The General Statutes of North Carolina state the following:

(a) §115-1 A general and uniform system of free public schools shall be provided throughout the State, wherein equal opportunities shall be provided for all students in accordance with the provision of Article IX of the Constitution of North Carolina. Tuition shall be free of charge to all children of the State, and to every person 18 years of age, or over, who has not completed a standard high school course of study.

(b) §115A-1 The purposes of this chapter are to provide for the establishment, organization and administration of a system of institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational and adult education programs. . . . 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 of 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.

11.2 The following policies and procedures listed below will be followed to further improve equal access to vocational education by women and by men:

(a) Information on a wide variety of careers and the world of work will be made available to prospective students through orientation sessions, guidance counselors, brochures or catalogs.

(b) Information concerning the content and training requirements of each each vocational area will be made available to prospective students through orientation sessions, guidance counselors, brochures or catalogs.

(c) Information concerning job entry requirements, job availability, working conditions, job progression and estimated wages will be made available to prospective students through orientation sessions, guidance counselors, brochures or catalogs.

(d) Assistance through remedial education will be developed to assist individuals to prepare to enter and succeed in the program of their choice.

(e) Curriculum content, books, literature, materials, catalogs; procedures and administrative policy will be reviewed to remove all references to sex/racial stereotyping and bias.

11.3 Incentives for eligible recipients - certificates of achievement will be awarded to eligible recipients and teachers and administrators who have effected a change in the enrollment of both men and women in nontraditional programs.

B-12 CRITERIA FOR COORDINATING WITH EMPLOYMENT TRAINING PROGRAMS *Sec. 107(b) (5)*

12.1 Procedures.

(a) Primary coordination with employment training programs is through the North Carolina Employment and Training Council (SMSC) chaired by the Governor with the State Superintendent of Public Instruction and the State President, Department of Community Colleges, as council members.

(b) Additional coordination is carried out in day-to-day operations between the Department of Community Colleges, Department of Public Instruction, and the Division of Community Employment, the staff agency to the Employment and Training Council, CETA funds employment coordinators in the Departments of Community Colleges and Public Instruction. In addition, the Division of Community Employment has a full-time staff member assigned to coordinate, review plans and policies and work with education and training programs.

(c) The State Vocational Education staff meet regularly with the Job Preparation Committee of the Employment and Training Council to review goals, policies, and plans for the purpose of coordination.

(d) Employment programs, policies, and plans relating to employment and training programs will be referred to vocational education agencies for development of cooperative efforts.

(e) ~~The possibility of~~ formal cooperative agreements between the State Board of Education and the Employment and Training Council ~~in order~~ to formalize procedures ~~will be explored.~~ has been developed see appendix.

(f) The N. C. Employment and Training Council, through the Governor, may recommend policy needs to the State Board of Education and vice versa.

12.2 Criteria for Coordinating with CETA.

(a) The North Carolina Employment and Training Council will review vocational education policies, plans and programs in terms of:

(1) potential for support of existing employment programs;
(2) relationship to labor market needs;
(3) labor force development needs; and
(4) state employment goals and policies.

(b) The Employment and Training Council and the Division of Community Employment utilizes existing vocational education programs for employment training purposes whenever it is feasible and plans accordingly.

(c) The Employment and Training Council will seek to eliminate duplication of vocational education and training programs whenever possible, by urging local **employment programs to cooperate with local vocational** education programs in program planning and evaluation.

Sec 110

I. B-13 MINIMUM PERCENTAGES AND EXPENDITURES

13.1 Minimum percentage for the Handicapped 303(a) 312

The State Boards will expend at least 10 percent of the allotment under Section 102(a) of the Act for vocational education for handicapped persons. The State will use these funds to the maximum extent possible to assist handicapped persons to participate in regular vocational education programs.

13.2 Minimum Percentage for the Disadvantaged 303(a) 313

The State Boards will expend at least 20 percent of the allotment under Section 102(a) of the Act for:

(a) Vocational education for disadvantaged persons (other than handicapped persons);

(b) Vocational education for persons who have limited English-speaking abilities; and

(c) The State will use these funds, to the maximum extent possible, for disadvantaged persons and persons of limited English-speaking ability to enable these persons to participate in regular vocational education programs. ~~The State shall use the following formula in determining its expenditures of funds for vocational education for persons who have limited English-speaking ability:~~

See pg — for LEP formula

(1) First determine the amount of Federal funds reserved for basic grant disadvantaged purposes;

(2) Determine the population having limited English-speaking ability who are between the ages of 15 and 24 inclusively;

(3) Determine the total population of the State aged 15 to 24 inclusively;

(4) Divide the limited English-speaking population (item 2) by the total population (item 3) to establish a ratio;

(5) Multiply the basic grant disadvantaged funds by this ratio (item 4) to establish the minimum expenditure required; and

(6) The amount expended for this purpose shall not exceed the total amount reserved for basic grant disadvantaged funds.

13.3 Minimum Percentage for Post-Secondary and Adult

The State Board proposes to expend at least 15 percent of the Section 102(a) allotment for vocational education through the post-secondary institutions for:

(a) Post-secondary programs for:

(1) Persons who have completed or left high school;

(2) Who are enrolled in organized programs of study for which credit is given toward an associate or other degree; and

(3) Who are not enrolled in programs designed as baccalaureate or higher degree programs.

(b) Adult programs for:

(1) Persons who have already entered the labor market;

(2) Persons who are unemployed; or

(3) Persons who have completed or left high school and who are enrolled in organized programs of study for which credit is not given toward an associate or other degree.

13.4 Expenditures in Secondary Schools

(a) The State Board will expend from its allotment for the basic grant (subpart 2) approximately the same amount of Federal funds for programs in secondary schools during fiscal years 1978 and 1979 as it had expended during fiscal year 1975 and 1976.

(b) Should projected Federal expenditures for programs in secondary schools, in either fiscal year 1978 or 1979, not come within 95 percent of the amount of Federal funds expended for secondary schools during fiscal year 1975 or 1976, the State Board will amend its plan to show justification for need to shift funds.

13.4 Minimum expenditures for limited English speaking programs.

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

(1) $\frac{\text{Number of Limited English Speaking (age 15 - 24)}}{\text{Population (15 - 24)}}$ X 20% Set-Aside for Disadvantaged

(2) Total Population 5,082,059
Population Age 15 - 24 983,586 (19.3% of total population)

Number of limited English speaking 1,334
Number assumed to be age 15 - 24 (19.3% x 1,334) 257

$$\frac{257}{983,586} = .000262$$

13.5 Office of Equal Access by Men and Women

The State Board of Education and the State Board of Community Colleges will expend a minimum of $50,000 as a State effort to support full-time sex equity personnel under each Board to assure equal access to vocational education by both men and women described in Section 1.B-3 of this part of the Plan.

I.B-14 MAINTENANCE OF EFFORT *Sec 111 (b)(1)*

14.1 State Level.

The State Boards assure that the combined fiscal effort per student or the aggregate expenditure for vocational education will not be less than the amount expended the second preceding fiscal year.

14.2 Local Educational Agencies.

Payment will not be made to any local educational agency which does not maintain a combined fiscal effort per student basis or an aggregate expenditure basis for vocational education which was not less than the amount expended the second preceding fiscal year.

14.3 Post-Secondary Institutions.

Payment will not be made to any post-secondary institution which does not maintain a combined fiscal effort per student basis or an aggregate expenditure basis for vocational education which was not less than the amount expended by that institution for the second preceding fiscal year.

14.4 Five Percent Rule.

It shall not be deemed to be a reduction of fiscal effort in the preceding fiscal year if the combined fiscal effort per student or the aggregate expenditure does not vary by more than five percent from the expenditure in the second preceding year.

This rule applies to the State, local educational agencies, and post-secondary institutions.

14.5 Unusual Circumstance Rule.

Any reduction of expenditure for any fiscal year by more than five percent will disqualify the State or an eligible recipient unless it can be demonstrated to the U. S. Commissioner of Education for State expenditures or to the State Board of Education for expenditures by an eligible recipient that:

(a) In the preceding fiscal year, the reduction was occasioned by unusual circumstances that could not have been fully anticipated or reasonably compensated for by the State or eligible recipient. Unusual circumstances may include unforeseen decreases in revenues due to a decline of the tax base or a transfer to or combining with other educational agencies the responsibility for the conduct of vocational education activities or services;

(b) In the second preceding fiscal year, contributions of large sums of money from outside sources were made; or

(c) In the second preceding fiscal year, large amounts of funds were expended for long-term purposes such as construction and acquisition of school facilities or the acquisition of capital equipment.

I.B-15 EVALUATION OF PROGRAMS, COMPLETERS, AND LEAVERS *Sec 112(b)(1)*

15.1 The State staff shall, during the five-year period of the State Plan, evaluate the effectiveness of each program which is assisted with Federal funds under Public Law 94-482. The results will be used to revise the State's programs and will be made available to the State Advisory Council.

15.2 *A statistically valid sampling* technique will be used to evaluate each year approximately 20 percent of the programs which purport to impart entry-level job skills.

15.3 *Data will be collected to the extent that program completers and leavers:*

(a) Find employment in occupations related to their training;

(b) Are considered by their employers to be well trained and prepared for employment.

15.4 *Pursuit of additional education* and training by program completers and leavers will not be considered negatively.

15.5 *The appropriate State staff will* consult annually with the State Advisory Council in the development of the planning and monitoring of these evaluations.

~~I-B-16~~ VOCATIONAL EDUCATION FOR DISPLACED HOMEMAKERS AND FOR OTHER SPECIAL GROUPS *Sec 120 (b)(1)(L)*

13.6

16.1 The appropriate State Boards shall use Federal funding under Section 120(b)(1)(L) of the Act to assist the following special groups to become employable:

(a) Homemakers who must seek employment because of a dissolution of marriage,

(b) Single heads of household who lack adequate job skills,

(c) Homemakers or part-time workers who wish to secure full-time employment,

(d) Women who are employed in jobs which have been considered as traditional jobs for females and now wish to seek employment in job areas which have not been considered traditionally as job areas for females, and

(e) Men who are employed in jobs which have been considered as traditional jobs for males and now wish to seek employment in job areas which have not been considered traditionally as job areas for males.

16.2 The program services for the above-listed groups shall include:

(a) Acquisition of instructional supplies,

(b) Special courses to prepare individuals in how to seek employment, and

(c) Placement service for graduates of this program.

(d) Organized educational programs necessary to prepare these groups for employment.

16.3 Displaced Homemakers

North Carolina funds and operates a program for unemployed adults, including displaced homemakers and heads of households. This program, operating with some $2 million in state and Federal funds serves an estimated 5000 persons annually. Approximately 42 institutions in North Carolina operate these programs.

Enrollees' needs are determined, they are taught to interview for jobs, fill out job applications and their job skills are developed on the job with the cooperation of prospective employers. Counseling is provided during this process and after placement for a six month period.

Vocational programs are available to displaced homemakers who can succeed in them. However, while they are enrolled in regular programs, they will be provided services in assessment, counseling, job hunting skills and other related instruction needed to become employable.

These services will be provided through a special program funded partially by Federal vocational funds. These guided studies and services are funded through local applications sent to the State Department of Education.

The Human Resources Development programs and the service units for guided studies are available but not limited to displaced homemakers.

I. B-17 VOCATIONAL EDUCATION PROGRAMS

Sec 120

17.1 Use of Funds

(a) The State Board may use funds made available under the basic grant (Section 120 of the Act) for those vocational education programs described in Part II of this Plan and in the annual program plan.

(b) Vocational education programs under paragraph (a) above mean: "organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation (upgrading and retraining) for a career requiring other than a baccalaureate or advanced degree, and, for the purpose of this paragraph, the term 'organized education program' means only instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training, and the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment, and the term 'vocational education' does not mean the construction, acquisition or initial equipment of buildings, or the acquisition of rental of land."

17.2 Vocational Instruction

(a) For the purposes of these regulations, vocational instruction means instruction which is designed upon its completion to prepare individuals for employment in a specific occupation or a cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations.

(b) Vocational instruction may include:

(1) Classroom instruction;

(2) Classroom related field, shop, and laboratory work;

(3) Programs providing occupational work experience, ~~including cooperative education~~ and related instructional aspects of apprenticeship programs;

(4) Remedial programs which are designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction; and

(5) Activities of vocational student organizations which are an integral part of the vocational instruction, subject to the provisions in 17.3.

(c) Vocational instruction may be provided to either:

(1) Those preparing to enter an occupation upon the completion of the instruction; or

(2) Those who have already entered an occupation but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment.

17.8 Activities of Vocational Education Student Organizations

(a) The State Board may use funds under its basic grant to support activities of vocational education student organizations which are described in its approved five-year State plan and annual program plan and which are:

(1) An integral part of the vocational instruction offered;

(2) Supervised by vocational education personnel who are qualified in the occupational area which the student organization represents; and

(3) Available to all students enrolled in the instructional program.

(b) An integral part of vocational instruction includes:

(1) Training in an organized educational program which is directl related to the preparation of individuals for paid or unpaid employment in a career requiring other than a baccalaureate or higher degree; or

(2) Field or laboratory work incident to the vocational training and the cost of travel thereto; or

(3) Development and acquisition of instructional materials, supplies, and equipment for instructional services.

(c) An integral part of vocational instruction does not include:

(1) Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of assemblage;

(2) Purchase of supplies, jackets, and other effects for students' personal ownership;

(3) Cost of non-instructional activities such as athletic, social, or recreational events;

(4) Printing and disseminating non-instructional newsletters;

(5) Purchase of awards for recognition of students, advisors, and other individuals; or

(6) Payment of membership dues.

18.0 PROCEDURES FOR APPROVAL OF WORK-STUDY PROGRAMS *Sec 121*

18.1 Submittal of Applications

Local educational agencies and post-secondary institutions shall make one application for both the academic year and summer term for participation in work-study programs under Section 121 of the 1976 Act. The application shall be based upon a tentative allotment calculated by using the following criteria: (1) student dropouts and (2) youth unemployment. Such application shall contain information substantiating the need for the establishment of work-study programs by the local educational agency and post-secondary institution, the types of work to be provided, the agencies with which arrangements will be made for employing students under the work-study programs, the estimated annual cost of the work-study programs, and plans for local supervision and evaluation of students employed in work-study programs.

18.2 Review of Applications

Criteria for Reviewing Applications

The following criteria shall be used in reviewing applications for work-study funds under the provisions of Section 121 of the Act:

(a) Rank of local educational agency based on: (1) high concentration of youth unemployment, and (2) high concentration of school dropouts. (See Part II of this Plan.)

(b) Whether or not the local educational agency is within a county designated as depressed by the U.S. Department of Commerce (See Part II of this Plan.)

(c) The relative number of eligible students enrolled in occupational education programs.

(d) The availability of work-study stations in the school community.

(e) Assurance that local educational agency will administer the program consistent with rules and regulations.

18.3 Action on Applications

Action on applications will be governed by Part I-B-7 of the State Plan.

18.4 Requirements of Work-Study Programs (Secondary and Post-Secondary)

Funds allocated to the State under Subpart 2 of the Act will be expended solely for the payment of hourly compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements.

18.41 Administration of Program

The work-study programs will be administered by eligible recipients and made reasonably available (to the extent of available funds) to all qualified youths in the area served by such agency who are able to meet the requirements.

18.42 State Board

Consultant services will be provided by State Board staff to eligible recipients in determining program needs and assistance in filing application for such program. Consultant services will also be provided in the development, implementation and evaluation of such programs.

18.43 Eligible Students

Employment under the work-study program will be furnished only to a student who (a) has been accepted for enrollment as a full-time student or, if the student is already enrolled, is in good standing and in full-time attendance in a program which meets the standards prescribed by the State Board and the recipient for occupational education programs under Public Law 94-482; (b) is in need of the earnings from such employment to commence or continue his occupational education program; and (c) is at least 15 years of age and less than 21 years of age at the date of commencement of employment and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his or her school program while employed under the work-study program.

Vocational

18.44 Limitation on Hours and Compensation

No student will be employed during an academic year or its equivalent for more than twenty hours in any week during which classes in which the student is enrolled are in session. The hourly compensation per student shall not exceed payments under comparable Federal programs unless the student is attending a school that is not within a reasonable commuting distance from his or her home, when the compensation may be set by the Commissioner at a higher level.

18.45 Employment for Public or Non-Profit Private Agency or Institution

Employment under the work-study programs will be limited to the local educational agency or to some other public or non-profit private agency or institution (Federal, State, or local) pursuant to a written arrangement between the local educational agency and such other agency or institution, and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency or institution, the written arrangement between the local educational agency and the Federal agency or institution will state that students so employed are not Federal employees for any purpose.

18.46 Federal funds used for work-study programs shall not be used for local or State administration of the programs.

18.47 Maintenance of Effort

In each fiscal year during which a work-study program remains in effect, eligible recipients will expend for employment of its students an amount in State or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding the fiscal year in which the work-study program of such eligible recipient was approved.

I.B-19 VOCATIONAL EDUCATION UNDER CONTRACT

Sec 120(N)

19.1 Contracts with Private Vocational Training Institutions

Eligible recipients may enter into written contractual arrangements with private vocational training institutions where such private institutions can make a significant contribution to attaining the objectives of the State Plan, and can provide substantially equivalent training at lesser cost, or can provide equipment or services not available in public institutions. In addition, the contract will be entered into upon the following conditions:

(a) The contract will be written in accordance with State law and approved annually by the appropriate State Board, and

check new policy

(b) The instruction to be provided under contract will be conducted as a part of the vocational education programs of the State and will constitute a reasonable and prudent use of Federal funds available under the State Plan.

19.2 Other Agencies or Institutions

The State Boards or eligible recipients may enter into contractual arrangements with other agencies or institutions for curriculum development or other program services which can make a significant contribution to attaining the objectives of the State Plan. The contract will be entered into upon the following conditions:

(a) The contract will be written in accordance with State law and approved annually by the appropriate State Board, and

(b) The services to be provided under contract will be conducted as a part of the vocational education programs of the State and will constitute a reasonable and prudent use of Federal funds available under the Act.

I.B-20 COOPERATIVE VOCATIONAL EDUCATION PROGRAMS *Sec 122*

20.1 State Participation.

The State Board ~~does~~ does not propose to use Federal funds under Section 122 of the Act to support cooperative education programs. These programs will be supported with State and local funds and will meet the following purposes and requirements.

20.2 Purposes.

Funds will be used to develop and operate cooperative education programs as defined in the following paragraph and will provide training opportunities that may not be available otherwise and which are designed to serve persons who can benefit from these programs.

> *Definition:* "Cooperative Education" means a program of vocational education for persons, who through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

20.3 Identification of Jobs.

Applications for the establishment and operation of cooperative occupational education programs will provide assurance of cooperation of the educational agency with employment agencies, labor groups, employers, or other community agencies in identifying suitable jobs for persons who enroll in cooperative occupational education programs.

20.4 On-The-Job Training Standards.

Each cooperative occupational education program will provide on-the-job training that: (a) is related to present or projected labor market needs, (b) does not displace other workers who perform such work, (c) employs student-learners in conformity with State and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain, and (d) is conducted in accordance with written training agreements between local educational agencies and employers.

20.5 Ancillary Services and Activities.

Information will be developed and published for use by local education agencies and institutions suggesting ancillary services and activities to assure increased quality in cooperative education programs and may include preservice and inservice training for teacher coordinators, supervision, curriculum materials, travel for coordinators necessary for success of such programs and evaluation.

20.6 Local Evaluation and Follow-Up Procedures.

Local educational agencies and post-secondary institutions conducting cooperative occupational education programs shall provide for continuous supervision and evaluation of students while engaged in on-the-job training and shall provide for follow-up of students who have participated in cooperative occupational education programs.

20.7 Participation of Students in Non-Profit Private Schools.

No eligible student enrolled in a private non-profit school located within the geographical service area of an eligible LEA shall be denied the benefits of cooperative education. Agreements between public and non-profit private schools shall be made to permit eligible private school students to participate in cooperative education programs offered in the public schools within the students' home school district.

I.B-21 ENERGY EDUCATION

Sec. 123

21.1 Use of Funds.

The State Board of Community Colleges may use Federal funds under Section 123 of the Act to provide programs of energy and solar energy education within postsecondary institutions.

21.2 Application by Post-Secondary Institutions.

Application for funding programs of energy or solar energy by post-secondary institutions will be incorporated within the local application and will describe the program for the training, installing, and maintaining of solar energy equipment. The program may include the development of curriculum or supplementary demonstration projects or short-term seminars in such areas as:

Training of individuals needed for the installation of solar energy equipment such as:

(a) Glass-paneled solar collectors;
(b) Wind energy generators; and
(c) Other related applications of solar energy.

I B-22 CONSTRUCTION OF VOCATIONAL EDUCATION FACILITIES

Sec 120(b)(1)(E)

22.1 Use of Funds.

The State Boards may use Federal funds under Section 120(b)(1)(E) of the Act to provide grants for constructing vocational education facilities which meet one of the following requirements:

(a) The department of a high school principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market; or

(b) A postsecondary institution used principally for the provision of vocational and technical education to persons who have completed or left high school and who are available for study in preparation for entering the labor market; or

(c) The department or division of a community college under the policies of the State Board of Community Colleges which provides vocational and technical education in not less than five different occupational fields, leading to immediate employment but not necessarily to a baccalaureate degree. These vocational and technical programs must:
1. Be available to all residents of the State or an area of the State designated and approved by the State Board of Community Colleges, and
2. Admit as regular students both persons who have completed high school and persons who have left high school.

22.2 Construction Requirements.

(a) Facilities constructed under the Act and this section of the State Plan must meet the requirements of Subpart K, "Construction Requirements," in the General Education Provisions Regulations, 45 CFR 100 b.155 through 100 b.192.

(b) The facility must also meet the requirements of the Architectural Barriers Act of 1968, 45 U.S.C. 4151, pertaining to standards for design, construction, and alteration of buildings.

(c) The building requirements of the State that exceed Federal requirements will take precedent in the construction of facilities.

22.3 Application for Grants for Construction.

Boards of education and boards of trustees under the jurisdiction of the appropriate State Boards will make application for building fund grants-in-aid on forms provided by the State Boards. The application for grants-in-aid for construction shall include a general statement of need, manpower studies or surveys, utilization of existing facilities, enrollment, and projected needs for new or additions to existing facilities.

22.4 *Review of Applications.*

Applications from boards of education and boards of trustees will be reviewed for completeness and accuracy and recommendations submitted to the appropriate executive officer for his review, modifications and submission to the appropriate State Boards for action.

22.5 *Action on Applications.*

Upon receipt and review of applications by the appropriate State Board, it will:

(a) Either (1) approve the application in whole or in part, (2) disapprove the application, or (3) defer action on the application for such reasons as lack of funds or a need for further evaluation;

(b) Provide that any deferral or disapproval of an application will not preclude its reconsideration or resubmission;

(c) Notify the applicant in writing of the disposition of the application; and

(d) Include in the notice of approval to the local educational agency the approved budget and conditions which the applicant will accept in accordance with State law.

22.6 *Eligibility and Awarding of Construction Grants.*

Eligibility for construction grants will be determined through applications from eligible recipients, following the procedure described in Section I-B-7. The funding level awarded for each construction grant will follow the procedure described in Section I-B-8.

I. B-23 PROVISION OF STIPENDS *Sec. 120(b) (1) (g)*

23.1 *Use of funds.*

The State Boards do not propose to use Federal funds under the Act for the purpose of Section 120(b) (1) (G). Work-study funds will be used to meet this activity.

I. B-24 PLACEMENT SERVICE FOR STUDENTS WHO HAVE COMPLETED VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS *Sec. 120(b) (1) (H)*

24.1 *The State Boards* do not propose to use Federal funds under the Act for the purpose of Section 120(b) (1) (H). The services of the N. C. Employment Security Commission and placement services developed by local educational agencies and institutions will be used to meet this service.

I. B-25 INDUSTRIAL ARTS

Sec 120(b)(1)(I)

The State Board of Education may use funds under the basic grant (Section 120 of the Act), when included in the five-year State Plan and in the annual program Plan for industrial arts programs which meet the requirements set forth in 25.1 below.

25.1 Industrial Arts Programs

Industrial arts educational programs which may be funded under Section 120 of the Act are those industrial arts programs which are designed to meet the purposes of the Act and which;

(a) Pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes; and

(b) Assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

Those industrial arts programs which are funded entirely by State Vocational Education Funds will meet the requirements set forth in (a) and (b) above.

I. B-26 SUPPORT SERVICES FOR WOMEN

Sec 120(b)(1)(J)

26.1 Use of Funds.

The State Boards may use Federal funds under Section 120(b)(1)(J) of the Act to provide support services for women who enter vocational education programs designed to prepare individuals for employment in jobs which have been traditionally limited to men.

26.2 Types of Support Services.

(a) *Counseling.* Counseling of women entering and enrolled in non-traditional programs on the nature of these programs and the difficulties which may be encountered by women in these programs. Counselors may furnish supportive services to assist students in adjusting to the new employment requirements.

(b) *Job Development.* Programs and activities in the area of job development include the provision of materials and information concerning the world of work which present women students in non-traditional programs the options, opportunities, and range of jobs available in these non-traditional fields. Job development support services may also be carried out through bringing persons employed in these non-traditional fields into the schools, as well as providing opportunities for women students to visit the work place of business and industry so as to afford them a clear understanding of the nature of the work, including an understanding of the work setting in which these jobs are performed.

(c) *Job Follow-Up Support.* Support services may be provided to assist women students in finding employment relevant to their training and interests. Follow-up services may be provided to assist students in the work force and to deal with barriers which women face in working in these nontraditional areas.

26.3 *Support to Increase Number of Women Instructors.*

In funding programs and activities of support services for women, funds may be used to increase the number of women instructors involved in the training of individuals in programs which have traditionally enrolled mostly males, so as to provide supportive examples for these women who are preparing for jobs in these nontraditional areas of employment.

I. B-27 DAY CARE SERVICES FOR CHILDREN OF STUDENTS Sec. 120(b)(1)(K)

27.1 The State Boards may use Federal funds under Section 120(b)(1)(K) of the Act to provide day care services for children of students (both male and female and including single parents) in secondary and post-secondary vocational education programs.

27.2 *Day Care Services.*

(a) Day care services shall be for the purpose of providing appropriate care and protection of infants, pre-school and school-age children in order to afford students who are parents the opportunity to participate in vocational education programs.

(b) The day care services provided under this section shall be governed by applicable standards or State law governing the provisions of these services.

(c) These funds may be used only for children of vocational or technical students.

I. B-28 CONSTRUCTION AND OPERATION OF RESIDENTIAL VOCATIONAL SCHOOLS Sec. 120(b)(1)(M)

28.1 *The State Boards do not* propose to plan, construct, or operate residential secondary or post-secondary vocational schools under the provision of Section 120 of Public Law 94-482.

28.2 *Should the State Boards* determine that a need for a residential school exists within some geographical area of the State, an amendment to the State Plan will be submitted to the ~~U.S. Office~~ Dept of Education.

SUBPART 3. PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

I. B-29 RESEARCH COORDINATING UNIT - RESEARCH - EXEMPLARY - Sec. 131, 132, 133
CURRICULUM DEVELOPMENT

29.1 *Organizational Structure*

The State Boards shall establish and maintain a Research Coordinating Unit (RCU) with subunits at the secondary and postsecondary levels. The RCU shall have the responsibility for providing program improvement services to the State's program of vocational education at the secondary and postsecondary levels, respectively. Activities will be coordinated between the subunits, teacher educators, State Advisory Council, and other agencies.

29.2 *Uses of Funds*

These funds will be used to support staff of the RCU and to contract for the performance of activities necessary for overall program improvement as identified in this Plan or Title II, Education Amendments of 1976.

29.3 *Priorities for Program Improvement*

The North Carolina RCU identifies the priorities for program improvement as given below:

29.3 Priorities from pg 47

DPI OCCUPATIONAL RESEARCH UNIT Priorities	YEARS OF EMPHASIS				
	1978	1979	1980	1981	1982
° Develop and install a system for establishing, projecting, and disseminating labor market demand information, with emphasis given to determining program/course priorities.	X	X	X		
° Develop and install a system for identifying and demonstrating solutions to critical problems in vocational education.		X	X	X	X
° Develop a regional professional development model to train and re-train vocational teachers to meet current and future needs of business and industry.	X				
° Develop a model for vocational education curriculum articulation between secondary and post-secondary education.	X				
° Develop, validate, and install a system for determining core competencies for individual program area curriculum.	X	X			
° Produce and revise curriculum materials to fill the gaps in the existing vocational education curriculum.	X	X	X	X	X
° Develop and install a system for regional dissemination of curriculum materials.		X	X		
° Develop and validate a system for individual assessment of competencies of students enrolled in vocational education.	X	X	X		
° Demonstrate and field-test regional vocational education competency testing centers.			X	X	X
° Develop and install a comprehensive statewide evlauation system for vocational education.	X	X	X	X	X
° Develop and install a comprehensive student follow-up system.	X	X	X	X	X
° Disseminiate products and findings resulting from Program Improvement projects and activities.	X	X	X	X	X

DCC OFFICE OF PROGRAM IMPROVEMENT Goals and Priorities	YEARS OF EMPHASIS				
	1978	1979	1980	1981	1982
Goals					
°To improve vocational education instruction in the system.	X	X	X	X	X
°To expand comprehensive learning opportunities in the system for all citizens.	X	X	X	X	X
Priorities					
°Articulation: Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which will improve articulation and coordination of occupational education curriculums (a) among technical institutes and community colleges and (b) among high schools, technical institutes/community colleges, and universities. Further more, such products are needed which will improve articulation and coordination between a technical institute/community college and the community which it serves to the end that the instructional needs of the community are continuously identified and met.	X	X	X		
°Instructional Methodology: Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which improve the teaching-learning process and which meet the individual learning needs of students. Investigation needs to be made of new approaches and strategies to teaching-learning which utilize currently developed technology as well as developing philosophies and systems of instruction.	X	X	X		
°Curriculum Development: Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which improve the process of identifying and developing the content and duration of curriculums and individual courses which are both relevant to student interests as well as job requirements.				X	X

DCC OFFICE OF PROGRAM IMPROVEMENT Goals and Priorities cont.	YEARS OF EMPHASIS				
	1978	1979	1980	1981	1982
°Staff Development: Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which will improve the quality and availability of instructors and administrators. Innovative approaches to both pre-service and in-service preparation of instructional and administrative staff need to be developed. Additional investigation needs to be made into the provision of supervised work experiences for staff.				X	X
°Assessment and Evaluation: Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which will allow for the effective assessment and evaluation of the results of occupational education instruction. Further investigation needs to be made relative to the follow-up of program graduates and early leavers which should aid on the refinement of institutional goals and objectives.	X	X	X	X	X

29.3/4 *Diffusion Plans*

The findings and results of the projects currently in operation and those previously completed will continue to be diffused in an organized and coordinated fashion.

In addition to diffusion through "paper" final reports, popularized abstracts, news releases, educational journals, etc., utilization will be made of existing communication networks (organized groups and conferences) existing within and outside the North Carolina Elementary and Secondary School System and the North Carolina Technical Institute and Community College System.

put 4 on pg 44

30.1 A minimum of 20 percent of the Federal funds available under Section 130 of the Act shall be used to support vocational guidance and counseling programs, services and activities.

The policy and procedures concerning request for funding and application approval is listed in Sections I. B-5, I. B-7, and I. B-8 of this Plan.

30.2 *Program Services and Activities.*

Funds made available to a State under the vocational guidance and counseling program (Section 134 of the Act) shall only be used to support one or more of the following:

(a) Guidance and counseling;

1. Initiation, implementation, and improvement of high-quality vocational guidance and counseling programs and activities;
2. Vocational counseling for children, youth, and adults, leading to a greater understanding of education and vocational options;
3. Vocational and educational counseling for youth and adult offenders in correctional institutions;
4. Vocational guidance and counseling for persons of limited English-speaking ability.

(b) *Vocational resource centers.* Establishment of such centers to meet the special needs for vocational guidance and counseling of:

1. Persons who are out of school;
2. Persons seeking second careers;
3. Persons entering or reentering the job market late in life;
4. Handicapped persons;
5. Persons in economically depressed areas; and
6. Early retirees.

(c) *Training.* Provision of training for guidance and counseling personnel designed to acquaint them with:

(1) Changing work patterns of women;

(2) Ways of overcoming occupational sex stereotyping;

(3) Ways of assisting girls and women in selecting careers solely on their occupational needs and interests;

(4) Ways of developing improved career counseling materials which are available to the public at no cost; and

(5) Ways of developing competencies in assisting persons with special needs such as; disadvantaged, handicapped, native American, minorities, and offenders in correctional institutions.

(d) *Leadership.* Provision of leadership for vocational guidance and exploration programs at the local level.

30.3 Recipients of funds allocated by the State for programs, services and activities listed in paragraph 30.2 (a) 1 and 2 above shall use those funds, insofar as is practicable:

(a) To bring individuals with experience in business and industry, the professions, and other occupational pursuits into schools as counselors or advisors for students;

(b) To bring students into the work establishments of business and industry, the professions, and other occupations to acquaint students with the nature of work accomplished therein; and

(3) To enable guidance counselors to obtain experience in business and industry, the professions, and other occupational pursuits which will better enable those counselors to carry out their guidance and counseling duties.

30.4 Although the State Board of Education does not now authorize any use of Federal funds except as provided above the State Board does not preclude inclusion in subsequent annual plans of an expenditure of money under Section 134 item (a) 3 for the "provision of education and job placement services, including programs to prepare individuals for professional occupations or occupations requiring a baccalaureate or higher degree, including follow-up services."

I. B-31 VOCATIONAL EDUCATION PERSONNEL TRAINING

Sec 135

31.1 Use of Funds.

The State Boards may use Federal funds under Section 135 of the Act to provide programs of personnel training to improve the State's vocational education programs and services.

31.2 Eligible Participants.

Training may be provided to persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors, and vocational guidance and counseling personnel.

31.3 Types of Training.

Funds available to the State under Section 130 of the Act may be used to support programs and projects designed to improve the qualifications of persons who are eligible under paragraph 31.2 including (but not limited to) the following:

(a) Training or retraining for teachers, and supervisors and trainers of teachers, in vocational education in new and emerging occupations;

(b) Inservice training for vocational education teachers and other staff members, to improve the quality of instruction, supervision, and administration of vocational education programs, and to overcome sex bias in vocational education programs;

(c) Provisions for exchange of vocational education teachers and other personnel with skilled workers or supervisors in business, industry, and agriculture (including mutual arrangements for preserving employment and retirement status and other employment benefits during the period of exchange), and the development and operation of cooperative programs involving periods of teaching in schools providing vocational education and of experience in commercial, industrial, or other public or private employment related to the subject matter taught in such schools;

(d) Training to prepare qualified craft workers (journeymen) in the skilled trades or occupations for teaching positions;

(e) Training, including inservice training, for teachers and supervisors and trainers in vocational education to improve the quality of instruction, supervision and administration of vocational education for persons of limited English-speaking ability and other persons with special needs as designated in I. B-30.2 (c) 5.

(f) Provision of short-term or regular-session institutes designed to improve the qualifications of persons entering or reentering the field of vocational education in new and emerging occuptional areas in which there is a need for such personnel.

31.4 Grants or Contracts.

The State Boards may make grants or contracts, in accordance with its five-year State Plan and Annual Program Plan, in support of both training and retraining programs and projects to provide:

(a) Both preservice and inservice education; and

(b) Both regular-session (academic year) institutes and short-term institutes.

31.5 Stipends to Trainees.

The State Boards may authorize, at their discretion, payments of stipends or allowances from Section 130 of the Act, within the limits which are set in the Federal Register, 45 CFR, Part 104.776, paragraphs (c) through (f).

I. B-32 GRANTS TO OVERCOME SEX BIAS *Sec 136*

32.1 Use of Funds

The State Boards may use funds under Section 136 of the Act to support activities which show promise of overcoming sex/racial bias and sex/racial stereotyping in vocational education.

32.2 Types of Projects

Funds may be used for projects such as:

(a) Research projects on ways to overcome sex/racial bias and sex/racial stereotyping in vocational educational programs;

(b) Development of curriculum materials free of sex/racial stereotyping;

(c) Development of criteria for use in determining whether curriculum materials are free from sex/racial stereotyping;

(d) Examination of current curriculum materials to assure that they are free of sex/racial stereotyping;

(e) Training to acquaint guidance counselors, administrators, and teachers with ways of:

(1) Effectively overcoming sex/racial bias; and

(2) Assisting girls and women in selecting careers.

SUBPART 4 SPECIAL PROGRAMS FOR THE DISADVANTAGED

I-B-33 GRANTS FOR SPECIAL PROGRAMS FOR THE DISADVANTAGED *Sec 140*

33.1 Use of Funds.

The State Boards shall use funds under Section 140 of the Act for special programs of vocational education for disadvantaged persons in areas of the State which have a high concentration of youth unemployment and school dropouts. Up to 100 percent of the cost of special programs for disadvantaged can be paid from Federal funds allotted for this purpose.

33.2 No eligible student enrolled in a private non-profit school located in the service area of a recipient shall be denied the benefits of a program or project funded with Federal funds for special programs for the disadvantaged.

33.3 Cooperative arrangements between the public and private non-profit school shall be made to permit eligible students of the private non-profit school to participate in the above-listed program. Each recipient shall indicate in its local application that each private non-profit school in the area served by the recipient has been informed of the provision of the Act and given an opportunity to participate or decline.

(a) If the private school(s) accept, the project proposal will state the conditions of agreement, which shall be consistent with State Board ~~policy~~ and the 1976 Act.

(b) If the private school(s) elect not to participate, then a statement signed by the chief administrator of the private school(s) shall accompany the project proposal.

33.4 Accounting procedures will be used to assure that Federal funds used to accommodate students in non-profit schools will not be commingled with State or local funds.

SUBPART 5. CONSUMER AND HOMEMAKING EDUCATION

I. B-34 CONSUMER AND HOMEMAKING EDUCATION *Sec 150*

34.1 Use of Funds.

The State Board of Education shall use funds available under Section 150 of the Act in accordance with the five-year State Plan and the annual program plan, solely for:

(a) Educational programs in consumer homemaking; and

(b) Ancillary services.

Program services and activities in consumer and homemaking education will be provided by local education agencies and post-secondary institutions as a part of the State's comprehensive program of vocational education.

34.2 Committal of Funds.

Funds shall be committed through local applications submitted to the State Board of Education provided however, that at least one-third of the Federal funds allotted to the State under Sec. 150 of the Act will be used for consumer and homemaking programs in economically depressed areas or areas of high unemployment, and provided further that reimbursement in such depressed areas may be up to 90 percent of the cost. The remainder of the funds under Section 150 will be used to pay up to 50 percent of the cost of educational programs in consumer and homemaking and ancillary services.

34.3 Purposes of Educational Programs in Consumer and Homemaking

Programs of consumer and homemaking supported under Section 150 of the Act will have as purposes the following:

(a) Encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners;

(b) Encourage elimination of sex stereotyping by promoting the development of curriculum materials which deal with:

(1) Increased numbers of women working outside the home;

(2) Increased numbers of men assuming homemaking responsibilities;

(3) Changing career patterns of men and women; and

(4) Appropriate Federal and State laws relating to equal opportunity in education and employment;

(c) Give greater consideration to economic, social, and cultural conditions and needs, especially in economically depressed areas and, where appropriate, to bilingual instruction;

(d) Encourage eligible recipients to operate outreach programs in communities for youth and adults, giving consideration to their special needs, such as (but not limited to):

(1) The aged;

(2) Young children;

(3) School-age parents;

(4) Single parents;

(5) Handicapped persons;

(6) Educationally disadvantaged persons;

(7) Programs connected with health care delivery systems, such as providing parenthood education, nutrition education and consumer education; and

(8) Programs providing services for courts and correctional institutions, such as providing child development and guidance programs for short term court offenders;

(e) Prepare males and females who have entered or are preparing to enter into the work of the home; and

(f) Emphasize the following areas in order to meet current societal needs:

(1) Consumer education;

(2) Management of resources;

(3) Promotion of nutritional knowledge and food use; and

(4) Promotion of parenthood education.

Strategies to achieve the purposes above, and programs to be offered including anticipated enrollments are found in Part II, the Five-year Plan.

34.4 Local Applications

Submittal, Review, Action on, and Appeal Procedures for local applications are found in Section I-3, 4 and 5 of Part I of this Plan.

B-35 APPRENTICESHIP PROGRAMS

Sec 104.515
Sec 120

35.1 Use of Funds.

The State Boardsmay 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 count
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 un-employed. 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 Boards, 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 Boards promote 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 Boards 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 service.

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

B. 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 specialist, 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

(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 evaluation 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 provisions 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 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 15,000 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 Community Colleges 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 Community Colleges 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. In addition, the State Board of Education provides for the offering of pre-apprenticeship related instruction and apprenticeship related instruction through the cooperative education method.

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 Community Colleges 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.

In addition, the State Boards direct that skills development for preemployment be a role of both the secondary schools and postsecondary institutions.

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 secondary public schools and postsecondary institutions;
- 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.

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 for Community Colleges ~~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.

rules and regulations shall include, but not be limited to, clearly defined procedures for electing the officers of the State Board referred to in G.S. 115-10, fixing the term of said officers, specifying how the voting shall be carried out, and establishing a date when the first election shall be held. (1955, c. 1372, art. 2, s. 1; 1959, c. 573, s. 19; 1971, c. 704, s. 3; 1975, c. 699, s. 1.)

Editor's Note. — The 1975 amendment, effective July 1, 1975, inserted "with approval of the majority of the Board" near the middle of subsection (f), substituted "authorized by the Board and to any additional committees which the chairman may deem to be appropriate" for "and the secretary shall be an ex officio member of each committee so created and named" at the end of that subsection and added subsection (h).

§ 115-11. Powers and duties generally. — The powers and duties of the State Board of Education are defined as follows:

(1) General Supervision and Administration. — The Board shall have general supervision and administration of the educational funds provided by the State and federal governments, except those mentioned in Sec. 7 of Article IX of the State Constitution, and also excepting such local funds as may be provided by a county, city, or district.

(2) Successors to Powers of President of Literary Fund and to Boards or Commissions. — The Board shall succeed to all the powers and trusts of the president and directors of the Literary Fund of North Carolina; and to all the powers, functions, duties, and property of all abolished commissions and boards including the State School Commission, the State Textbook Commission, the Department of Human Resources, and the State Board of Commercial Education, including the power to take, hold and convey property, both real and personal, to the same extent that any corporation might take, hold and convey the same under the laws of this State.

(3) Power to Divide the Administrative Units into Districts. — The Board shall have power to create in any county administrative units a convenient number of school districts, upon the recommendation of the county board of education. Such a school district may be entirely in one county or may consist of contiguous parts of two or more counties. The Board may modify the district organization in any administrative unit when it is deemed necessary for the economical and efficient administration and operation of the State school system, when requested to do so by the appropriate county or city board of education.

(4) Divisions of Functions of Board. — The Board shall divide its duties into two separate functions, insofar as may be practicable, as follows:

a. All those matters relating to the supervision and administration of the public school system, except the supervision and management of the fiscal affairs of the Board, shall be under the direction of the State Superintendent in his capacity as the constitutional administrative head of the public school system.

b. All those matters relating to the supervision and administration of the fiscal affairs of the public school fund committed to the administration of the State Board of Education shall be under the supervision and management of the controller.

(5) Appointment of Controller. — The Board shall appoint a controller, subject to the approval of the Governor, who shall serve at the will of the Board and who, under the direction of the Board, shall have supervision and management of the fiscal affairs of the Board. The salary of the controller shall be fixed by the Governor subject to the

approval of the Advisory Budget Commission and shall be paid from Board appropriations.

(6) Apportionment of Funds. — The Board shall have authority to apportion and equalize over the State all State school funds and all federal funds granted to the State for assistance to educational programs administered within or sponsored by the public school system of the State.

(7) Investments. — The Board is authorized to direct the State Treasurer to invest in interest-bearing securities any funds which may come into its possession, and which it deems expedient to invest, as other funds of the State are now or may be hereafter invested.

(8) Acceptance of Federal Funds and Aid. — The Board is authorized to accept, receive, use or reallocate to local school units any federal funds, or aids, that may be appropriated now or hereafter by the federal government for the encouragement and improvement of any phase of the free public school program which, in the judgment of the Board, will be beneficial to the operation of the schools. However, the Board is not authorized to accept any such funds upon any condition that the public schools of this State shall be operated contrary to any provisions of the Constitution or statutes of this State.

(9) Power to Purchase at Mortgage Sales; Payment of Drainage Assessments. — The State Board of Education is authorized to purchase at public sale any land or lands upon which it has a mortgage or deed of trust securing the purchase price, or any part thereof, and when any land so sold and purchased by the said Board of Education is a part of a drainage district theretofore constituted, upon which said land assessments have been levied for the maintenance thereof, such assessments shall be paid by the said State Board of Education, as if said land had been purchased or owned by an individual.

(10) Power to Adjust Debts for Purchase Price of Lands Sold; Sale of Mortgages, etc. — The State Board of Education is hereby authorized and empowered to settle, compromise or otherwise adjust any indebtedness due it upon the purchase price of any land or property sold by it, or to cancel and surrender the notes, mortgages, trust deeds, or other evidence of indebtedness without payment, when, in the discretion of said Board, it appears that it is proper to do so. The Board of Education is further authorized and empowered to sell or otherwise dispose of any such notes, mortgages, trust deeds, or other evidence of indebtedness.

(11) Power to Alter the Boundaries of City School Administrative Units and to Approve Agreements for the Consolidation and Merger of School Administrative Units Located in the Same County. — The Board shall have authority, in its discretion, to alter the boundaries of city school administrative units and to approve agreements submitted by county and city boards of education requesting the merger of two or more contiguous city school administrative units and the merger of city school administrative units with county school administrative units and the consolidation of all the public schools in the respective units under the administration of one board of education: Provided, that such merger of units and reorganization of school units shall not have the effect of abolishing any special taxes that may have been voted in any such units.

(12) Power to Allot Special Teaching Personnel and Funds for Clerical Assistants to Principals. — The Board shall have power to provide for the enrichment and strengthening of educational opportunities for the children of the State, and when sufficient State funds are available to provide first for the allotment of such a number of teachers as to

prevent the teacher load from being too great in any school, the Board is authorized, in its discretion, to make an additional allotment of teaching personnel to county and city administrative units of the State to be used either jointly or separately, as the Board may prescribe. Such additional teaching personnel may be used in the administrative units as librarians, special teachers, or supervisors of instruction and for other special instructional services such as art, music, physical education, adult education, special education, or industrial arts as may be authorized and approved by the Board. The salary of all such personnel shall be determined in accordance with the State salary schedule adopted by the Board.

In addition, the Board is authorized and empowered in its discretion, to make allotments of funds for clerical assistants for classified principals and for attendance counselors.

The Board is further authorized, in its discretion, to allot teaching personnel to county and city administrative units for experimental programs and purposes.

(13) Power to Make Provisions for Sick Leave. — The Board shall provide for a minimum of five days per school term of sick leave with pay for all public school employees and shall promulgate rules and regulations providing for necessary substitutes on account of said sick leave. The pay for a substitute shall be fixed by the Board. The Board may provide to each administrative unit not exceeding one percent (1%) of the cost of instructional services for the purpose of providing substitute teachers for those on sick leave as authorized by law or by regulations of the Board, but not exceeding the provisions made for other State employees.

(14) Miscellaneous Powers and Duties. — All the powers and duties exercised by the State Board of Education shall be in conformity with the Constitution and subject to such laws as may be enacted from time to time by the General Assembly. Among such duties are:

a. To certify and regulate the grade and salary of teachers and other school employees.

b. To adopt and supply textbooks.

c. To adopt a standard course of study upon recommendation of the State Superintendent of Public Instruction; provided, however, that in the event the State Superintendent does not recommend a standard course of study satisfactory to the Board the Board may cause an independent professional study to be made, with such assistance as it may deem necessary, to the end that a standard course of study appropriate to the needs of the children of the State shall be recommended to the Board for adoption; whereupon the Board shall require a public hearing to be held on the question of the adoption of the standard course of study thus proposed and it shall thereafter adopt the recommendations, with such changes as the Board may deem appropriate, which shall be required as the minimal program of every public school in the State. The standard course of study thus established shall be reviewed by the Board biennially.

d. To formulate rules and regulations for the enforcement of the compulsory attendance law.

e. To report to the General Assembly on the operation of the State Literary Fund.

f. To manage and operate a system of insurance for public school property.

g. In making substantial policy changes in administration, curriculum, or programs the Board should conduct hearings throughout the regions of the State, whenever feasible, in order that the public may be heard regarding these matters.

(15) Acceptance of Gifts and Grants. — The Board is authorized to accept, receive, use, or reallocate to local school units any gifts, donations, grants, bequests, or other forms of voluntary contributions.

(16) Power to Provide for Programs or Projects in the Cultural and Fine Arts Areas. — The Board is authorized and empowered, in its discretion, to make provisions for special programs or projects of a cultural and fine arts nature for the enrichment and strengthening of educational opportunities for the children of the State.

For this purpose, the Board may use funds received from gifts or grants and, with the approval of the Director of the Budget, may use State funds which the Board may find available in any budget administered by the Board.

(17) Power to Provide Library Resources, Textbooks and Other Instructional Materials to Private Schools. — The State Board of Education or any other State agency designated by the Governor shall have the power and authority to provide library resources, textbooks, and other instructional materials purchased from federal funds appropriated for the funding of the Elementary and Secondary Education Act of 1965 (Public Law 89-10, 89th Congress, HR 2362, effective April 11, 1965) or other acts of Congress for the use of children and teachers in private elementary and secondary schools in the State as required by acts of Congress and rules and regulations promulgated thereunder.

(18) Education Research. — The Board is authorized to sponsor or conduct educational research and special school projects considered important by the Board for improving the public schools of the State. Such research or projects may be conducted during the summer months and involve one or more local school units as the Board may determine. The Board may use any available funds for such purposes.

(19) Liability Insurance. — The Board is authorized to purchase insurance to protect Board members from liability incurred in the exercise of their duty as members of the Board. (1955, c. 1372, art. 2, s. 2; 1957, c. 541, s. 11; 1961, c. 969; 1963, c. 448, ss. 24, 27; c. 688, ss. 1, 2; c. 1223, s. 1; 1965, c. 1185, s. 2; 1967, c. 643, s. 1; 1969, c. 517, s. 1; 1971, c. 704, s. 4; c. 745; 1973, c. 476, s. 138; c. 675; 1975, c. 699, s. 2; c. 975.)

Editor's Note. — The first 1975 amendment, effective July 1, 1975, added the language following "Superintendent of Public Instruction" in paragraph c of subdivision (14), redesignated former paragraphs f and g as present paragraphs e and f and added paragraph g in subdivision (14).

The second 1975 amendment added subdivision (19).

Session Laws 1975, 2nd Sess., c. 983, s. 44, provides: "The State Board of Education shall adopt a uniform, statewide policy concerning sick leave."

Constitutionality. — No question arises under the Constitution of the United States with reference to the validity of delegation of authority to the State Board of Education. Guthrie v. Taylor, 279 N.C. 703, 185 S.E.2d 193 (1971), cert. denied, 406 U.S. 920, 92 S. Ct. 1774, 32 L. Ed. 2d 119 (1972).

Rule-Making Authority Is Not Unconstitutional Delegation of Power. — Subdivision (14)a of this section and § 115-153 neither enlarge nor restrict the authority to make rules and regulations concerning the certification of teachers conferred by the Constitution upon the State Board of Education. Thus, they are not delegations of power to the State Board of Education by the General Assembly. Guthrie v. Taylor, 279 N.C. 703, 185 S.E.2d 193 (1971), cert. denied, 406 U.S. 920, 92 S. Ct. 1774, 32 L. Ed. 2d 119 (1972).

The principle forbidding delegation of legislative powers without the establishment of appropriate standards applies to the powers conferred upon the Board by statute; it does not apply to

sections of Chapter 115, Article 9 [Article 10A] shall be deemed modified accordingly.

"(e) This section shall take effect upon the effective date of the School Budget and Fiscal Control Act, Chapter 115, Article 9 [Article 10A]."

Close Consideration of Budget Requests. — County commissioners have the right, indeed the duty, to consider budget requests submitted by the board of education on a line-by-line basis. Certainly there can be no doubt but that this must be done where the requests of the board of education, if granted, would require an additional tax levy and the statutes clearly imply this as a requirement even where no additional tax levy is necessary. Wilson County Bd. of Educ. v. Wilson County Bd. of Comm'rs, 26 N.C. App. 114, 215 S.E.2d 412 (1975), decided under former § 115-80.

Boards of commissioners can only fulfill their duty to the taxpayers by considering closely all budgets presented to them as requests for funds. Wilson County Bd. of Educ. v. Wilson County Bd. of Comm'rs, 26 N.C. App. 114, 215 S.E. 412 (1975), decided under former § 115-80.

§ 115-100.10. Apportionment of county appropriations among administrative units. — If there is more than one administrative unit in a county, all appropriations by the county to the local current expense funds of the units, except appropriations funded by supplemental taxes levied less than countywide pursuant to a local act or Article 14 of this Chapter, must be apportioned according to the membership of each unit. County appropriations are properly apportioned when the dollar amount obtained by dividing the amount so appropriated to each unit by the total membership of the unit is the same for each unit. The "total membership" of the administrative unit is the unit's projected average daily membership for the budget year to be determined by and certified to the unit and the board of county commissioners by the State Board of Education. (1975, c. 437, s. 1.)

Apportionment of County-Wide Taxes under Former Law. — The principle upon which county-wide taxes were apportioned under the earlier law was fundamentally just and was preserved in the School Machinery Act of 1939. Board of School Trustees v. Benner, 222 N.C. 566, 24 S.E.2d 259 (1943).

§ 115-100.11. Procedure for resolution of dispute between board of education and board of county commissioners. — (a) If the board of education determines that the amount of money appropriated to the local current expense fund, or the capital outlay fund, or both, by the board of county commissioners is not sufficient to support a system of free public schools, the chairman of the board of education and the chairman of the board of county commissioners shall arrange a joint meeting of the two boards to be held within seven days after the day of the county commissioners' decision on the school appropriations. At the joint meeting, the entire school budget shall be considered carefully and judiciously, and the two boards shall make a good-faith attempt to resolve the differences that have arisen between them.

(b) If no agreement is reached at the joint meeting of the two boards, either board may refer the dispute to the clerk of superior court for arbitration within three days after the day of the joint meeting. The clerk shall render his decision on the matters in disagreement within 10 days after the day of the referral. The clerk of the superior court shall have the authority to subpoena or issue any orders necessary to have appear before him any member of a board of education and any member of a board of commissioners involved in the dispute and to require that the records of either board be presented to him for the purpose of arbitration of the issues.

(c) Within 10 days after the date of award, either board may appeal the clerk's award to the superior court division of the General Court of Justice. The court shall find the facts as to the amount of money necessary to maintain a system of free public schools, and the amount of money needed from the county to make up this total. Either board has the right to have the issues of fact tried by a jury.

PART II

FIVE-YEAR PROGRAM PLAN

VOCATIONAL EDUCATION

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PART II

1981

LONG-RANGE ~~AND ANNUAL~~ PLANNING AND BUDGETING

Secondary, Post-Secondary and Adult

Mission of Vocational Education:

A mission of the Department of Public Instruction and the Department of Community Colleges is to provide necessary vocational 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 thier 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 Boards have adopted eleven 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 and 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, and persons of limited English speaking ability.

- 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 Agencies will assist elegible recipients 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.

- Staff development.

- Evaluation of programs, completers and leavers.

Furthermore, the State Agencies will provide financial support for local programs consistent with the State Boards' 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 of Education the five year and annual plans.

PART II FIVE-YEAR PROGRAM PLAN

II-1 Target Areas, Population, and Needs

This section of the Five-Year 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	10.6	NA	NA	NA
(American Indian)	*(8.3)*	*(8.9)*	*(8.2)*	
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 & 51
1970 Census of Population, American Indians, PC(2)-1F

TABLE 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 1977 North Carolina Balance of State Annual Plan, CETA Title I.

TABLE 5 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

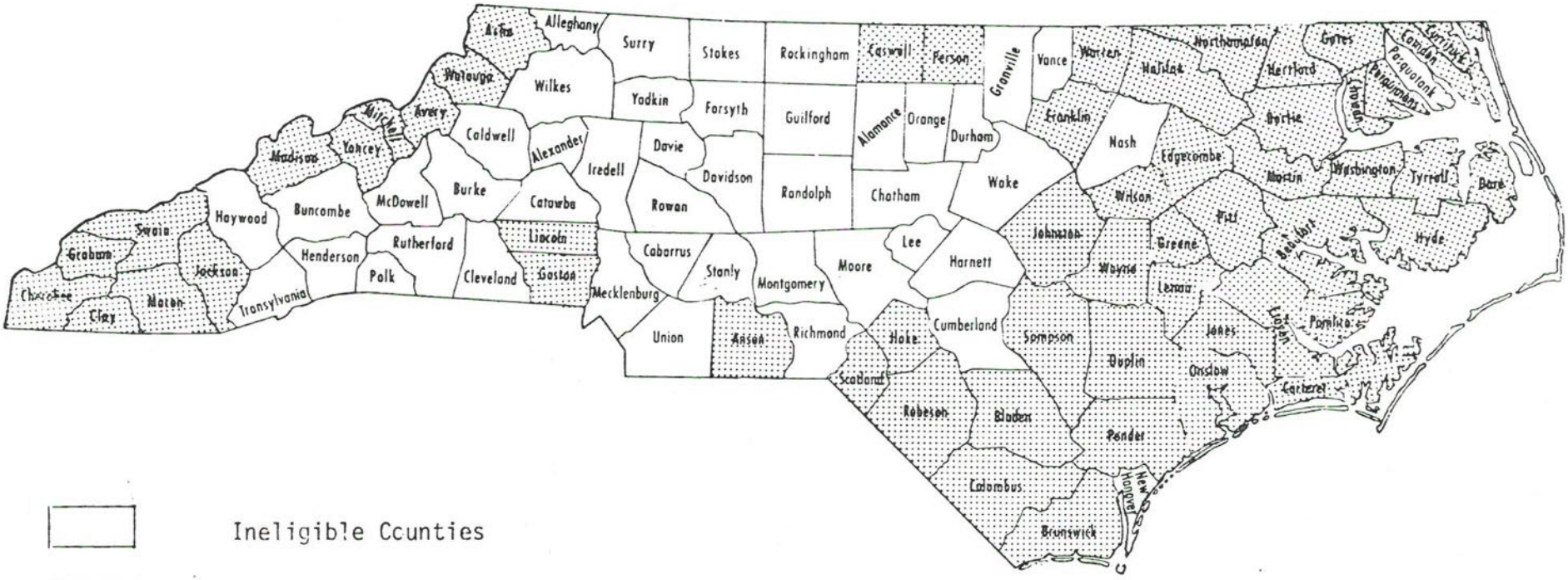
* Adapted from FY 1977 North Carolina Balance of State Annual Plan, CETA Title I.

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

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

Figure 1

LOCATION OF COUNTIES ELIGIBLE FOR ECONOMIC DEVELOPMENT ACT PARTICIPATION AS OF JANUARY, 1977



SOURCE: United States Department of Commerce

NOTE: The Secretary of Commerce determines areas eligible for designation as "redevelopment areas" pursuant to Section 401 of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3161). Eligible areas shall be those areas certified to the State Board each year by the Regional Office of the U. S. Department of Commerce, Raleigh, North Carolina.

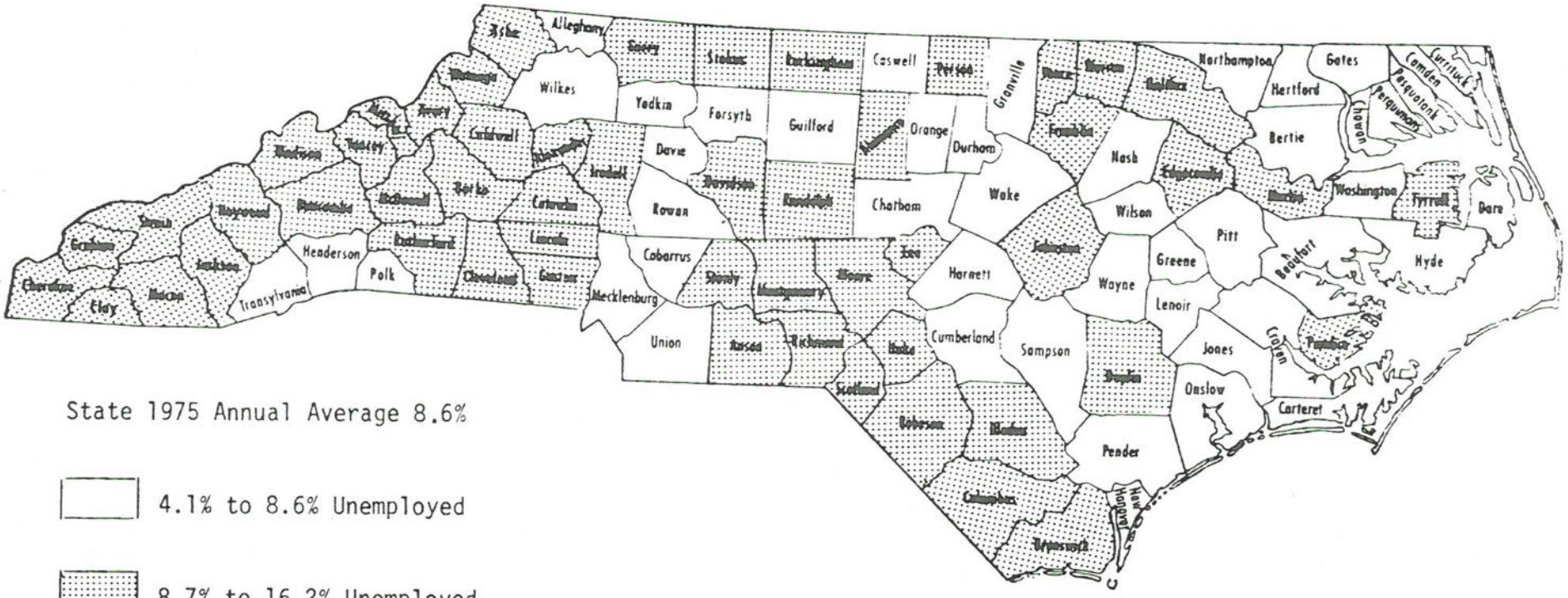
TABLE 6 EDA COUNTIES

Certified EDA Counties		Non-Certified Counties	
1. Anson	26. Hyde	1. Alamance	26. McDowell
2. Ashe	27. Jackson	2. Alexander	27. Mecklenburg
3. Avery	28. Johnston	3. Alleghany	28. Montgomery
4. Beaufort	29. Jones	4. Buncombe	29. Moore
5. Bertie	30. Lincoln	5. Burke	30. Nash
6. Bladen	31. Macon	6. Cabarrus	31. New Hanover
7. Brunswick	32. Madison	7. Caldwell	32. Onslow
8. Camden	33. Martin	8. Catawba	33. Orange
9. Carteret	34. Mitchell	9. Chatham	34. Pasquotank
10. Caswell	35. Northampton	10. Cleveland	35. Polk
11. Cherokee	36. Pamlico	11. Craven	36. Randolph
12. Chowan	37. Pender	12. Cumberland	37. Richmond
13. Clay	38. Perquimans	13. Davidson	38. Rockingham
14. Columbus	39. Person	14. Davie	39. Rowan
15. Currituck	40. Pitt	15. Durham	40. Rutherford
16. Dare	41. Robeson	16. Edgecombe	41. Stanly
17. Duplin	42. Sampson	17. Forsyth	42. Stokes
18. Franklin	43. Scotland	18. Granville	43. Surry
19. Gaston	44. Swain	19. Guilford	44. Transylvania
20. Gates	45. Tyrrell	20. Harnett	45. Union
21. Graham	46. Warren	21. Haywood	46. Vance
22. Greene	47. Washington	22. Henderson	47. Wake
23. Halifax	48. Watauga	23. Iredell	48. Wayne
24. Hertford	49. Wilson	24. Lee	49. Wilkes
25. Hoke	50. Yancey	25. Lenoir	50. Yadkin

SOURCE: United States Department of Commerce

Figure 2

GENERAL UNEMPLOYMENT OF 8.7% AND GREATER - 1975



State 1975 Annual Average 8.6%

4.1% to 8.6% Unemployed

8.7% to 16.2% Unemployed

SOURCE: North Carolina Employment Security Commission

TABLE 7 1975 GENERAL UNEMPLOYMENT

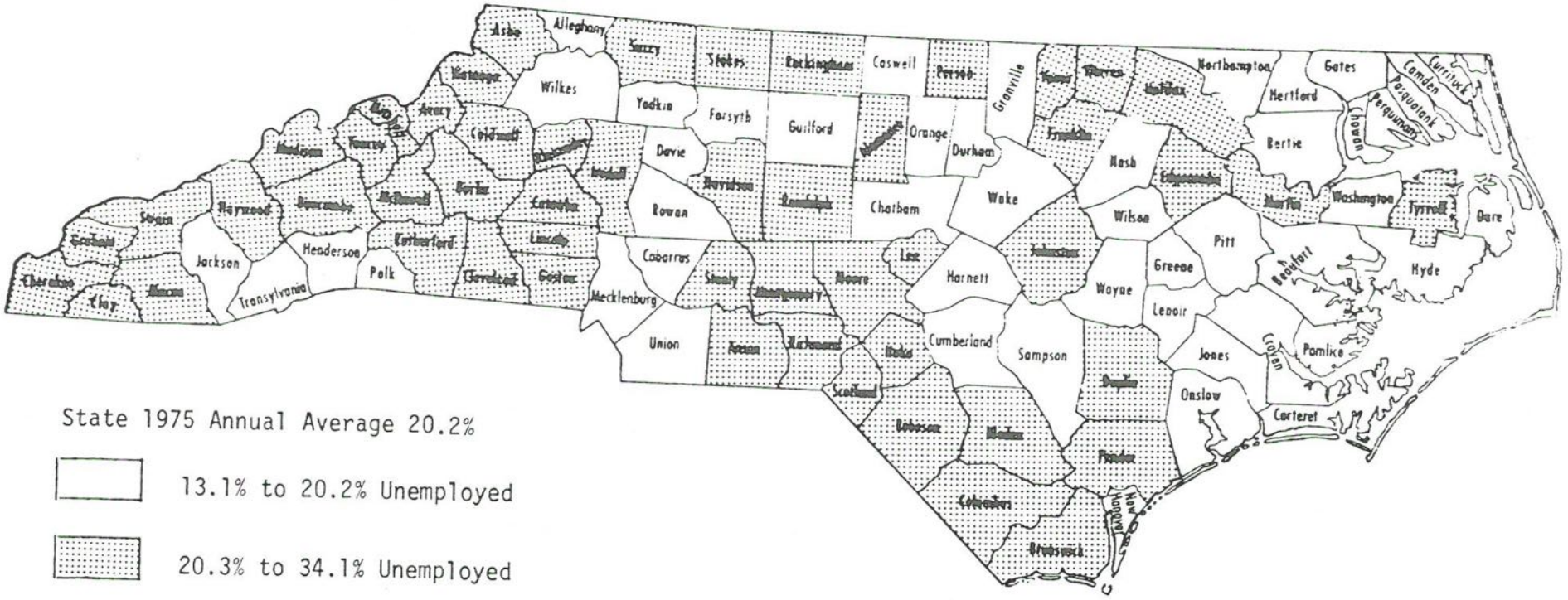
Counties with Rates of 8.6% or Less				Counties with Rates of 8.7% and Greater			
County	%	County	%	County	%	County	%
1. Alleghany	7.0	25. Jackson	8.1	1. Alamance	9.2	29. Macon	10.2
2. Beaufort	6.2	26. Jones	7.5	2. Alexander	10.0	30. Madison	9.7
3. Bertie	8.4	27. Lenoir	6.8	3. Anson	10.2	31. Martin	9.6
4. Cabarrus	7.3	28. Mecklenburg	7.3	4. Ashe	14.7	32. McDowell	9.4
5. Camden	6.4	29. Nash	6.9	5. Avery	13.0	33. Mitchell	10.0
6. Carteret	7.2	30. New Hanover	8.1	6. Bladen	13.8	34. Montgomery	8.9
7. Caswell	8.4	31. Northampton	7.4	7. Brunswick	9.4	35. Moore	11.9
8. Chatham	7.0	32. Onslow	7.0	8. Buncombe	10.1	36. Pamlico	10.4
9. Chowan	7.8	33. Orange	4.4	9. Burke	9.9	37. Pender	12.8
10. Craven	6.4	34. Pasquotank	6.9	10. Caldwell	11.2	38. Person	15.6
11. Cumberland	6.8	35. Perquimans	6.1	11. Catawba	11.4	39. Randolph	9.7
12. Currituck	7.6	36. Pitt	6.2	12. Cherokee	12.9	40. Richmond	13.4
13. Dare	5.5	37. Polk	6.0	13. Clay	11.0	41. Robeson	16.2
14. Davie	8.1	38. Rowan	7.6	14. Cleveland	10.9	42. Rockingham	9.9
15. Durham	5.5	39. Sampson	8.4	15. Columbus	10.8	43. Rutherford	10.4
16. Forsyth	7.4	40. Transylvania	7.9	16. Davidson	9.1	44. Scotland	9.1
17. Gates	4.1	41. Union	8.4	17. Duplin	8.9	45. Stanly	9.2
18. Granville	7.7	42. Wake	5.3	18. Edgecombe	9.6	46. Stokes	9.1
19. Greene	7.7	43. Washington	7.5	19. Franklin	10.7	47. Surry	11.9
20. Guilford	7.1	44. Wayne	8.3	20. Gaston	11.5	48. Swain	14.4
21. Harnett	7.5	45. Wilkes	8.1	21. Graham	11.1	49. Tyrell	10.8
22. Henderson	7.5	46. Wilson	7.5	22. Halifax	10.7	50. Vance	11.0
23. Hertford	7.0	47. Yadkin	7.9	23. Haywood	10.5	51. Warren	14.4
24. Hyde	6.1			24. Hoke	11.6	52. Watauga	9.7
				25. Iredell	10.1	53. Yancey	9.5
				26. Johnston	8.7		
				27. Lee	11.9	State Average	8.6
				28. Lincoln	13.6		

SOURCE: North Carolina Employment Security Commission

Figure 3

YOUTH UNEMPLOYMENT - 1975

20.3% AND GREATER



State 1975 Annual Average 20.2%

13.1% to 20.2% Unemployed

20.3% to 34.1% Unemployed

SOURCE: North Carolina Employment Security Commission

TABLE 8 ANNUAL AVERAGE YOUTH UNEMPLOYMENT

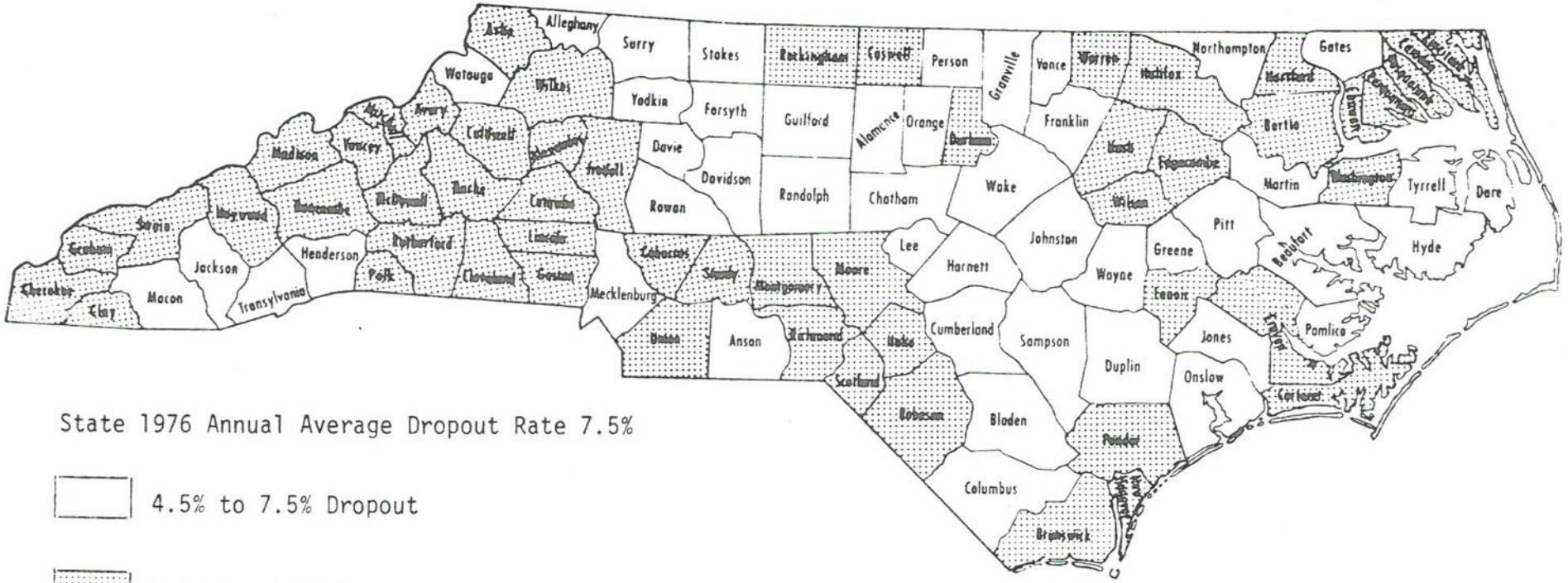
1975

Counties with 20.2% and Less				Counties with 20.3% and Greater			
County	%	County	%	County	%	County	%
1. Alleghany	17.1	25. Jackson	19.4	1. Alamance	21.5	28. Lincoln	29.6
2. Beaufort	14.9	26. Jones	16.7	2. Alexander	23.0	29. Macon	23.4
3. Bertie	19.8	27. Lenoir	16.4	3. Anson	23.1	30. Madison	22.2
4. Cabarrus	17.3	28. Mecklenburg	17.4	4. Ashe	31.3	31. Martin	22.2
5. Camden	14.3	29. Nash	18.6	5. Avery	28.3	32. McDowell	21.9
6. Carteret	17.3	30. New Hanover	19.1	6. Bladen	30.1	33. Mitchell	23.2
7. Caswell	20.0	31. Northampton	17.5	7. Brunswick	21.7	34. Montgomery	20.9
8. Chatham	16.7	32. Onslow	17.0	8. Buncombe	23.2	35. Moore	26.7
9. Chowan	18.6	33. Orange	11.1	9. Burke	22.6	36. Pamlico	23.5
10. Craven	15.7	34. Pasquotank	16.8	10. Caldwell	25.3	37. Pender	28.4
11. Cumberland	16.4	35. Perquimans	13.3	11. Catawba	25.6	38. Person	33.1
12. Currituck	18.5	36. Pitt	15.0	12. Cherokee	28.6	39. Randolph	22.4
13. Dare	14.3	37. Polk	14.0	13. Clay	25.0	40. Richmond	29.1
14. Davie	19.1	38. Rowan	18.1	14. Cleveland	24.8	41. Robeson	34.1
15. Durham	13.5	39. Sampson	19.8	15. Columbus	24.3	42. Rockingham	22.8
16. Forsyth	17.6	40. Transylvania	18.4	16. Davidson	21.1	43. Rutherford	23.8
17. Gates	11.5	41. Union	19.5	17. Duplin	20.6	44. Scotland	21.1
18. Granville	17.9	42. Wake	13.1	18. Edgecombe	22.1	45. Stanly	21.3
19. Greene	18.6	43. Washington	17.7	19. Franklin	24.0	46. Stokes	21.5
20. Guilford	17.0	44. Wayne	19.5	20. Gaston	25.9	47. Surry	26.4
21. Harnett	17.8	45. Wilkes	19.1	21. Graham	25.0	48. Swain	31.8
22. Henderson	17.7	46. Wilson	17.9	22. Halifax	24.4	49. Tyrrell	22.2
23. Hertford	16.5	47. Yadkin	18.5	23. Haywood	24.0	50. Vance	24.9
24. Hyde	14.3			24. Hoke	25.6	51. Warren	31.0
				25. Iredell	23.1	52. Watauga	22.2
				26. Johnston	20.4	53. Yancey	22.6
				27. Lee	26.4		

SOURCE: North Carolina Employment Security Commission

Figure 4

COUNTIES WITH ANNUAL AVERAGE DROPOUT RATES OF 7.5% AND OVER - 1976



State 1976 Annual Average Dropout Rate 7.5%

4.5% to 7.5% Dropout

7.6% to 12.0% Dropout

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

TABLE 9 DROPOUT RATES BY COUNTY - 1976

Counties with 7.5% and Less Dropout				Counties with 7.6 and Higher Dropout			
County	%	County	%	County	%	County	%
1. Alamance	6.4	24. Jones	5.5	1. Alexander	9.2	28. Iredell*	8.4
2. Alleghany	6.9	25. Lee	6.6	2. Ashe	9.2	29. Lenoir*	8.1
3. Anson	7.1	26. Macon	6.5	3. Avery	9.8	30. Lincoln	7.9
4. Beaufort	7.3	27. Martin	7.0	4. Bertie	9.4	31. Madison	9.0
5. Bladen	6.7	28. Mecklenburg	6.5	5. Brunswick	9.5	32. McDowell	11.2
6. Chatham	6.9	29. Northampton	7.2	6. Buncombe*	8.1	33. Mitchell	9.2
7. Columbus*	7.4	30. Onslow	6.5	7. Burke	8.6	34. Montgomery	8.8
8. Cumberland*	6.7	31. Orange*	7.2	8. Cabarrus*	9.2	35. Moore	8.3
9. Dare	4.5	32. Pamlico	6.4	9. Caldwell	9.8	36. Nash*	8.2
10. Davidson*	7.3	33. Person	7.4	10. Camden	7.9	37. New Hanover	8.6
11. Davie	5.8	34. Pitt*	7.0	11. Carteret	11.3	38. Pasquotank	8.2
12. Duplin	6.7	35. Randolph*	7.5	12. Caswell	8.4	39. Pender	11.1
13. Forsyth	5.6	36. Rowan*	7.2	13. Catawba*	8.6	40. Perquimans	8.6
14. Franklin*	7.3	37. Sampson*	6.8	14. Cherokee	7.8	41. Polk*	7.8
15. Gates	7.3	38. Stokes	6.7	15. Chowan	7.6	42. Richmond	8.3
16. Granville	7.0	39. Surry*	7.3	16. Clay	8.9	43. Robeson*	8.2
17. Greene	7.5	40. Transylvania	6.7	17. Cleveland*	7.6	44. Rockingham*	7.8
18. Guilford*	6.6	41. Tyrrell	5.1	18. Craven*	9.7	45. Rutherford	9.6
19. Harnett	7.2	42. Vance	6.5	19. Currituck	10.5	46. Scotland	8.2
20. Henderson*	7.1	43. Wake	6.9	20. Durham*	8.9	47. Stanly*	8.2
21. Hyde	5.8	44. Watauga	6.9	21. Edgecombe*	9.5	48. Swain	8.3
22. Jackson	6.8	45. Wayne*	6.1	22. Gaston	9.1	49. Union*	8.8
23. Johnston	5.8	46. Yadkin	6.9	23. Graham	11.3	50. Warren	9.2
				24. Halifax*	9.0	51. Washington	8.1
				25. Haywood	7.7	52. Wilkes	8.2
				26. Hertford	8.1	53. Wilson	8.7
				27. Hoke	12.0	54. Yancey	7.8

* City Units Computed with County LEA's to Arrive at Total by County

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

TABLE 10

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	Jackson	1,315	Tryon	185	Monroe	384
Burke	1,567	Davie	719	Johnston	4,113	Randolph	1,509	Vance	1,775
Cabarrus	932	Duplin	2,821	Jones	706	Asheboro	530	Wake	5,239
Concord	322	Durham	4,746	Lee/Sanford	1,307	Richmond	2,150	Warren	1,692
Kannapolis	541	Durham City	2,941	Lenoir	1,817	Robeson	3,112	Washington	791
Caldwell	1,803	Edgecombe	2,155	Kinston	1,354	Fairmont	671	Watauga	1,197
Camden	287	Tarboro	1,161	Lincoln	1,046	Lumberton	1,160	Wayne	3,180
Carteret	1,404	Forsyth	6,180	Macon	1,116	Maxton	305	Goldsboro	1,497
Caswell	877	Franklin	1,424	Madison	1,390	Red Springs	427	Wilkes	2,674
Catawba	1,083	Franklinton	390	Martin	1,761	St. Pauls	427	Wilson	3,223
Hickory	496	Gaston	3,726	McDowell	1,242	Rockingham	682	Yadkin	1,147
Newton	270	Gates	526	Mecklenburg	8,522	Eden	635	Yancey	1,050
Chatham	1,253	Graham	438	Mitchell	1,088	Madison-Mayo.	376		
Cherokee	1,098	Granville	1,725	Montgomery	967	Reidsville	659	Total	224,528
Chowan	670	Greene	1,164	Moore	2,003	Rowan	2,027		
Clay	461	Guilford	4,791	Nash	2,109	Salisbury	475		
		Greensboro	5,248	Rocky Mount	1,406	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.

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.
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	2,578	41. Martin	1,803			11. Forsyth	17,467
12. Caswell	1,357	42. McDowell	2,437			12. Gaston	11,996
13. Chatham	2,344	43. Mitchell	990			13. Guilford	23,767
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

TABLE 11(a) Projected Employment Related Vocational Education Programs
North Carolina, 1978-1982

Program Area	O.E. Course Number	Instructional Program	Current Employment	Expansion & Replacement Need					Total 5-Yr. Need
				1978	1979	1980	1981	1982	
Agriculture 01.00	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
Distribution and Marketing 04.00	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	933	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
	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
	TOTAL DISTRIBUTION AND MARKETING		425,813	26,010	26,359	26,712	27,059	27,354	133,494
Health 07.00	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
	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	68	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
	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 11(b) Projected Employment Related to Vocational Education Programs
North Carolina, 1978-1982

Program Area	O.E. Course Number	Instructional Program	Current Employment	Expansion & Replacement Need					Total 5-Yr. Need
				1978	1979	1980	1981	1982	
Occup. 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	1,238	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
Business and Office 14.00	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	136,130
Technical 16.00	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
	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 17.00	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

TABLE 11(c) Projected Employment Related North Carolina Vocational Education Programs 1978-1982

Program Area	O.E. Course Number	Instructional Program	Current Employment	Expansion & Replacement Need					Total 5-Yr. Need
				1978	1979	1980	1981	1982	
Trades and Industries 17.00	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

NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

In the presentation in Table 12, an attempt has been made to meet the criteria as stated in the Act and the Rules and Regulations. Table 12 is an attempt to list the State's goals in meeting employment needs during the next five years. It is not to be considered static; but as we can identify changing needs and patterns of employment, these tables will be reviewed and adjusted annually.

This particular requirement for data is not complementary to the method which the State Board of Education has elected to allocate vocational education resources to secondary and post-secondary programs. In the secondary system, funds have been allotted on the basis of man-months and dollars. Federal criteria are used to allot the Federal and matching share of State man-months and dollars. Local educational agencies indicate how these resources will be used to provide vocational education. In the post-secondary system, Federal and State matching dollars have been allotted on the basis of Federal criteria. The remaining State funds are allotted to the institutions on the basis of FTE formula. Each institution indicates through the local application how the Federal and State matching dollars will support vocational education programs.

In reviewing the data in the following tables, the user needs to be aware of the following limitations:

1. Expenditure of funds by course or program area is not available; therefore, current fiscal data was not available to use in the preparation of the table.

2. The estimated level of expenditure by O.E. code has been developed by assigning a prorata share of anticipated funds according to the estimated enrollment.

3. The projected enrollment column indicates unduplicated count of students. This does not accommodate the duplicate enrollment of secondary students in more than one vocational program area.

4. In the post-secondary system, approximately 40 percent of the enrollment is part-time students. Many of these students are employed and are taking one or more courses to upgrading their skills and knowledge or to learn new skills and knowledge.

5. The projected enrollment column indicates enrollments for programs which are longer than one year in length.

6. In the completion column, an attempt has been made to indicate the anticipated number of individuals completing the entire program. It is to be noted that others will leave with marketable skills prior to the completion of a program.

In the development of these tables, an attempt has been made to meet the Federal criteria. It must be kept in mind that North Carolina does not have a cost accounting system; therefore, some inaccuracies may exist.

The source of data for Table 12 is:

Controller's Office - Division of Auditing and Accounting
- ~~Division of Community College Fiscal Management~~
- Division of Management Information Systems
N. C. Employment Security Commission

DCC - DIVISION OF FINANCIAL & ADM SERVICES.
- DIVISION OF PLANNING & RESEARCH SERVICES.

PLANNED USES OF FEDERAL,STATE AND LOCAL FUNDS

The labor force needs as shown in Table 11 is data supplied by N. C. Employment Commission and supplemented with data from information supplied by the N. C. Dept. of Agriculture and N. C. Dept. of Commerce. This data and labor force needs generated locally was used by LEA's and PS institutions in developing their local applications.

The data in Tables 12 and 13 indicates a composite projected enrollment,estimated completions and estimated expenditures of funds to meet the anticipated labor force needs as shown in the local applications for Fiscal year 1978. The data for Fiscal years 1979-1982 are projections of what is expected to be the demand, supply and expenditure of funds.

The data in the tables indicate the type of institution and levels of education which will be involved in producing the labor force supply.

FY 1978 TABLE: 12(a) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Agriculture 01.00	01.0100	Agricultural Production	Sec.				819	203	30		132,209	54,001
			P-Sec. AAS	X	X		3,141	450		12,948	1,636,573	212,693
			Adult	X	X	2,351	725	100			34,334	4,336
	01.0200	Agricultural Supplies/ Services	Sec.				263	104	12		42,420	17,326
			P-Sec. AAS				31	25			16,152	2,099
			Adult			199						
	01.0300	Agricultural Mechanics	Sec.				8,688	336	10		1,402,587	572,885
			P-Sec.	X	X		55	20			28,656	3,724
			Adult	X	X	462	300	30			14,207	1,794
	01.0400	Agricultural Products	Sec.				342	85	14		55,247	22,566
			P-Sec	X			20	15			10,420	1,355
			Adult	X	X	946	300	40			14,207	1,794
	01.0500	Ornamental Horticulture	Sec.				5,554	833			896,678	366,247
			P-Sec.	X	X		390	145		39,358	203,196	26,408
			Adult	X	X	1,007	1,500	100			71,036	8,970
	01.0600	Agricultural Resources	Sec.				1,108	174			178,871	73,060
			P-Sec.	X	X		290	90			151,095	19,637
			Adult		X	276	50	10			2,368	299
	01.0700	Forestry	Sec.				1,402	277			226,341	92,449
			P-Sec.	X	X		350	125		3,800	182,356	23,701
			Adult			909						
	01.9900	Other	Sec.				9,322				1,505,001	614,715
			P-Sec. Veterinary Medical		X		120	40		7,760	62,522	8,126
			Adult	X	X	107	400	35			18,944	2,392
		SUBTOTAL AGRICULTURE	Sec.				27,498	2,012	65		4,439,354	1,813,249
			P-Sec.	X	X		4,397	910		63,866	2,290,910	297,743
			Adult	X	X	6,257	3,275	315			155,096	19,585
Distribution and Marketing 04.00	04.0100	Advertising Services	Sec.				496	303		28,366	74,596	42,052
			P-Sec.	X			141	60		2,750	73,463	9,548
			Adult	X	X	524	1,775	80			84,060	10,615
	04.0200	Apparel and Accessories	Sec.				1,546	993	10	88,433	232,561	131,102
			P-Sec.		X		70	25		2,800	36,471	4,740
			Adult			1,238						

FY 1978 TABLE: 12(b) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Distribution and Marketing 04.00	04.0300	Automotive	Sec.				313	213		19,905	45,088	26,545
			P-Sec.									
			Adult			1,781						
	04.0400	Finance and Credit	Sec.				100	77		5,710	15,018	8,466
			P-Sec.	X	X		400	200			208,407	27,086
			Adult	X	X	879	2,000	300			94,715	11,960
	04.0500	Floristry	Sec.				57	36		3,256	8,561	4,826
			P-Sec.		X		65	30			33,866	4,401
			Adult			99						
	04.0600	Food Distribution	Sec.				1,387	986	24	84,334	203,631	117,612
			P-Sec.									
			Adult			3,888						
	04.0700	Food Services	Sec.				1,349	745		82,172	197,947	114,408
			P-Sec.	X			50	20			26,051	3,386
			Adult	X	X	1,540	9,000	700			426,218	53,821
	04.0800	General Merchandise	Sec.				3,480	1,834		209,068	513,508	295,118
			P-Sec.									
			Adult	X	X	4,138	1,500	200			71,036	8,970
	04.0900	Hardware, Building Materials	Sec.				180	108		13,300	24,088	15,270
			P-Sec.									
			Adult			1,021						
	04.1000	Home Furnishings	Sec.				79	48		4,509	11,860	6,686
			P-Sec.				35	15			18,236	2,370
			Adult			660						
	04.1100	Hotel and Lodging	Sec.				37	30		2,107	5,545	3,125
			P-Sec.	X	X		200	75			104,203	13,543
			Adult			299						
	04.1200	Industrial Marketing	Sec.				158	111		10,046	22,790	13,411
			P-Sec.									
			Adult			786						
	04.1300	Insurance	Sec.				24	18	100	2,069	2,871	2,018
			P-Sec.		X		40	25			20,841	2,709
			Adult	X	X	1,367	850	100			40,254	5,083

FY 1978 TABLE: 12(c) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Distribution and Marketing 04.00	04.1500	Personal Services	Sec.				406	198		23,216	61,052	34,417
			P-Sec.									
			Adult			449						
	04.1600	Petroleum	Sec.				69	42		3,949	10,386	5,855
			P-Sec.									
			Adult			1,795						
	04.1700	Real Estate	Sec.				22	20	275	1,254	3,298	1,859
			P-Sec.	X	X		700	50			364,712	47,401
			Adult	X	X	988	4,000	900			189,430	23,920
	04.1800	Recreation and Tourism	Sec.				104	76		5,951	15,649	8,822
			P-Sec.	X	X		190	70			98,993	12,866
			Adult			502						
	04.1900	Transportation	Sec.				148	92		8,459	22,246	12,541
			P-Sec.	X	X		400	250		8,035	208,407	27,086
			Adult	X	X	1,883	1,000	200				
	04.2000	Retail Trade, Other	Sec.				2,296	1,330	200		476,745	194,714
			P-Sec.	X	X		425	125		20,941	221,431	28,778
			Adult			1,987						
	04.3100	Wholesale Trade, Other	Sec.									
			P-Sec.						15			
			Adult			186						
		SUBTOTAL DISTRIBUTION AND MARKETING	Sec.				12,251	7,260	624	596,104	1,947,440	1,038,847
			P-Sec.	X	X		2,716	945		34,526	1,415,081	183,914
			Adult	X	X	26,010	20,125	2,480			953,070	120,350
Health 07.00	07.0101	Dental Assistant	Sec.				33	20	3	1,882	4,224	2,494
			P-Sec. Voc.	X	X		320	100		36,741	166,725	21,669
			Adult			560						
	07.0102	Dental Hygienist (AAS Degree)	P-Sec.	X	X		350	95	51	60,535	182,356	23,700
			Adult			144						
	07.0103	Dental Laborabory Assistant	P-Sec.		X		70	25			36,471	4,740
			Adult			51						
	07.0203	Medical Laboratory Technician	P-Sec.	X	X		350	125		18,075	182,356	23,700
			Adult		X	434						

TABLE: 12(d) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Health 07.00

Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
07.0301	Nursing (AAS Degree)	P-Sec.	X	X	4,211	2,500	650	37	307,928	1,302,541	169,288
		Adult	X	X		1,350				63,933	8,073
07.0302	Practical (Voc.) Nurse	P-Sec. Voc.	X	X	1,365	2,700	850	117	169,361	1,406,745	182,831
		Adult				200				9,472	1,196
07.0303	Nursing Assistant (Aide)	Sec.				155	110	26	8,041	20,455	11,639
		P-Sec.	X	X	1,508	625	400		15,717	325,635	42,322
		Adult				15,000	600			710,363	89,702
07.0305	Surgical Technology	P-Sec.	X	X	116	140	70	5	19,111	72,942	9,480
		Adult	X	X							
07.0402	Physical Therapy	P-Sec.			129	400	100		11,167	208,407	27,086
		Adult									
07.0499	Other Rehabilitation	P-Sec.		X	30	45	25			23,446	3,047
		Adult	X	X							
07.0501	Radiologic Technology	P-Sec.			133	300	90	4	18,947	156,305	20,315
		Adult		X							
07.0503	Nuclear Medical Technology	P-Sec.			12	35	12			18,236	2,370
		Adult		X							
07.0600	Ophthalmic	P-Sec.			103	80	40			41,681	5,417
		Adult		X							
07.0700	Environmental Health Technology	P-Sec.			66						
		Adult				500	70	3		260,508	33,858
07.0800	Mental Health Technology	P-Sec.			66						
		Adult	X	X		250	50		2,973	130,254	16,929
07.0903	Inhalation Therapy Tech. (Respiratory)	P-Sec.			56						
		Adult	X	X		5,191	392			953,511	389,464
07.0904	Medical Assistant	Sec.			141	265	100		8,035	138,069	17,945
		P-Sec.	X	X							
		Adult	X			17			967	2,179	1,285
07.0906	Health Aide	Sec.				400	60			208,407	27,086
		P-Sec. Voc.	X	X	511	7,450	300			352,813	44,553
		Adult				50	20			26,051	3,386
07.0907	Medical Emergency Technology	P-Sec.			75	7,000	30			331,503	41,860
		Adult	X	X							

FY 1978 TABLE: 12(e) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution	C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completions	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Health 07.00	07.0909	Mortuary Science — P-Sec.		X							
		Adult									
	07.9900	Other — Sec.			46	55	20			28,656	3,723
		P-Sec. Pharmacy Tech. Voc.		X		354	50				
		Adult									
	07.9900	Other — P-Sec. Physician Assistant		X	23	35	25			65,042	26,566
		Adult								18,236	2,370
		SUBTOTAL HEALTH — Sec.	X	X	23	15	10				
		P-Sec.								7,815	1,016
		Adult	X	X		5,750	587	245	10,890	1,045,411	431,448
Occupational Home Economics 09.00	09.0201	Care & Guidance of Children — Sec.	X	X	9,812	9,485	2,937		448,590	4,941,842	642,278
		P-Sec.				31,000	930			1,468,084	185,384
		Adult	X	X		1,674	900	7	97,523	238,316	137,179
	09.0202	Clothing Mgmt., Production Services — Sec.	X	X	2,269	1,725	725		43,737	908,754	116,809
		P-Sec.				4,000	500			189,430	23,920
		Adult				1,104	800		62,599	158,918	90,482
	09.0203	Food Mgmt., Production & Services — Sec.	X	X	1,367	85	25			44,286	5,755
		P-Sec.	X			2,000	400			94,715	11,960
		Adult	X	X		1,553	800		90,842	220,747	127,274
	09.0204	Home Furnishings, Equipment, Services — Sec.			1,233	35	15			18,236	2,370
		P-Sec.		X		4,000	450			189,430	23,920
		Adult	X	X		65	42		3,599	9,466	5,337
	09.0205	Institutional, Home Mgmt., Services — Sec.			283	100	30			52,101	6,772
		P-Sec.				650	90			30,783	3,887
		Adult				40	12			5,808	3,275
	09.0299	Other — Sec.	X	X	1,869	20	15		2,209	10,420	1,354
		P-Sec.				8,500	1,500			402,539	50,832
		Adult				498	110			99,871	40,794
		SUBTOTAL OCCUPATIONAL HOME ECONOMICS — Sec.			30						
		P-Sec.	X	X		4,934	2,664	7	256,772	733,126	404,341
		Adult	X	X	7,051	1,965	810		53,737	1,023,797	133,060
	0100	Accounting and Computing — Sec.				19,150	2,940			906,897	114,519
		P-Sec.	X	X		145	116	1,490	15,934	39,295	22,558
		Adult	X	X	4,797	3,000	700		55,381	1,563,050	203,145
						400	120			66,301	8

FY 1978 TABLE: 12(f) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Business and Office 14 00	14 0201	Computer and Console Operators	Sec.				145	100	301	15,215	40,014	22,558
			P-Sec.				190	100		3,284	98,993	12,866
			Adult	X	X	570	100	50			4,736	598
	14 0203	Programmers	Sec.				1,202	108		132,104	325,626	186,960
			P-Sec.	X	X		2,000	125		35,933	1,042,033	135,430
			Adult	X	X	248	750	30			35,518	4,485
	14 0299	Other Business Data Processing	Sec.									
			P-Sec.									
			Adult	X	X	200	200	50			9,472	1,196
	14 0300	Filing, Office Machines, Clerical	Sec.				1,203	986	27	132,187	325,845	187,083
			P-Sec.	X	X		2,400	600		46,762	1,250,440	162,516
			Adult	X	X	1,954	3,600	350			170,487	21,529
	14 0400	Information/ Communications	Sec.				31	24	6	3,459	8,311	4,808
			P-Sec.	X	X		300	90		2,353	156,305	20,315
			Adult			2,551						
	14 0500	Materials Support, Transportation	Sec.				63	48		6,896	17,047	9,779
			P-Sec.									
			Adult			2,083						
	14 0600	Personnel Training & Related	Sec.				23	16		2,410	6,342	3,575
			P-Sec.	X	X		150	50			78,152	10,157
			Adult	X	X	655	3,500	400			165,751	20,930
	14 0700	Steno, Secretarial & Related	Sec.				313	250	3,058	34,842	84,369	48,692
			P-Sec.	X	X		5,300	1,300		150,676	2,761,388	358,890
			Adult	X	X	8,936	525	375				
	14.0800	Supervisory & Administration, Management	Sec.				28	24	1,425	2,937	7,727	4,356
			P-Sec.	X	X		15,000	2,000		238,450	7,815,249	1,015,726
			Adult	X	X	2,569	2,100	500			99,451	12,557
	14.0900	Typing and Related	Sec.				328	230	50	36,395	88,450	50,993
			P-Sec.									
			Adult	X	X	1,573	6,200	1,050			293,617	37,077
	14.9900	Other	Sec.				3,229	367			1,229,533	502,202
			P-Sec.									
			Adult			558	6,000	200			284,144	35,881

FY 1978 TABLE: 12(g) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
		SUBTOTAL	Sec.				6,710	2,269	6,357	382,379	2,172,599	1,043,564
		BUSINESS &	P-Sec.	X	X		28,340	4,965		532,839	14,765,610	1,919,045
		OFFICE	Adult	X	X	26,694	24,375	3,125			1,154,340	145,765
Technical 16.00	16.0101	Aeronautical	P-Sec.									
		Technology	Adult			7						
	16.0103	Architectural	P-Sec.	X	X		475	100			247,483	32,165
		Technology	Adult			95						
	16.0104	Automotive	P-Sec.	X	X		300	90			156,305	20,315
		Technology	Adult			108						
	16.0105	Chemical	P-Sec.	X	X		110	50		1,373	57,312	7,449
		Technology	Adult	X	X	133	150	70			7,104	897
	16.0106	Civil	P-Sec.	X	X		500	100			260,508	33,858
		Technology	Adult	X	X	319	1,250	200			59,197	7,475
	16.0107	Electrical	P-Sec.	X	X		300	50	4		156,305	20,314
		Technology	Adult	X	X	173	1,000	100			47,358	5,980
	16.0108	Electronic	P-Sec.	X	X		1,600	300	15		833,627	108.343
		Technology	Adult	X	X	549	1,400	150			66,301	8,372
	16.0109	Electromechanical	P-Sec.				125	40			65,127	8,464
		Technology	Adult			60						
	16.0110	Environmental	P-Sec.	X	X		400	60			208,407	27,086
		Control Tech.	Adult			74						
	16.0111	Industrial	P-Sec.	X	X		3,500	400		15,882	1,823,558	237,003
		Technology	Adult	X	X	486	200	25			9,471	1,196
	16.0112	Instrumentation	P-Sec.	X	X		40	15		4,332	20,841	2,708
		Technology	Adult			24						
	16.0113	Mechanical	P-Sec.	X	X		525	150		7,641	273,534	35,550
		Technology	Adult			183	200	25			9,471	1,196
	16.0114	Metallurgical	P-Sec.									
		Technology	Adult			10						
	16.0117	Scientific Data	P-Sec.	X			5	3			2,605	339
		Technology	Adult			40						
	16.0601	Commercial Pilot	P-Sec.	X	X		100	70	8		52,102	6,772
		Training	Adult			98						

FY 1978 TABLE: 12((h) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Technical 16.00	16.0602	Fire & Fire Safety Technology	P-Sec.	X	X		450	70		17,740	234,457	30,472
			Adult			95						
	16.0604	Oceanographic Technology	P-Sec.		X		225	60			117,229	15,236
			Adult			70						
	16.0605	Police Science	P-Sec.	X	X		5,000	1,100		124,623	2,605,083	338,575
			Adult			1,436						
	16.9902	Water/Waste Water Technology	P-Sec.		X		35	20			18,236	2,370
			Adult			40						
		SUBTOTAL	P-Sec.	X	X		13,690	2,678	27	206,490	7,132,719	927,019
		TECHNICAL	Adult	X	X	4,000	4,200	570		385	198,902	25,116
Trades and Industries 17.00	17.0100	Air Conditioning	Sec.				80	45	27	5,387	13,284	7,626
			P-Sec. Voc.	X	X		1,100	250		42,854	573,118	74,487
			Adult	X	X	517	1,000	175			47,358	5,980
	17.0200	Appliance Repair	Sec.				400	200			93,358	38,132
			P-Sec. Voc.		X		60	10		6,546	31,261	4,063
			Adult			190						
	17.0301	Body and Fender Repair	Sec.				414	225	31	27,872	68,740	39,462
			P-Sec. Voc.	X	X		1,000	160		21,703	521,017	67,715
			Adult			390						
	17.0302	Auto Mechanics	Sec.				6,157	1,000	126	414,524	1,021,941	586,885
			P-Sec.	X	X		4,000	900		67,623	2,084,066	270,860
			Adult	X	X	2,056	5,000	200		405	236,788	29,901
	17.0399	Other Automotive	Sec.				1,761	165			410,959	167,860
			P-Sec.				20	15			10,420	1,354
			Adult			184						
	17.0400	Aviation Occupations	Sec.				353	37	45		82,345	33,635
			P-Sec.	X			70	15		21,755	36,471	4,740
			Adult	X	X	123	1,300	25			61,565	7,774
	17.0600	Business Machine Maintenance	Sec.				70	20		4,724	11,649	6,688
			P-Sec. Voc.				30	20			15,630	2,031
			Adult			99						
	17.0700	Commercial Art Occupations	Sec.				242	48	10	17,298	39,195	23,075
			P-Sec.	X	X		900	225			468,915	60,944
			Adult		X	261	130	20		415	6,156	777

FY 1978 TABLE: 12 (i) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Trades and Industries 17.00	17.0800	Commercial Fishery Occupations	Sec.				75	30		4,828	12,694	7,157
			P-Sec.				165	45		4,332	85,968	11,173
			Adult	X	X	117	1,200	35			56,829	7,176
	17.0900	Commercial Photography	Sec.				407	145		26,168	68,816	38,797
			P-Sec.				165	60			85,968	11,173
			Adult		X	208						
	17.1001	Carpentry	Sec.				4,348	1,350	48	292,730	721,933	414,449
			P-Sec. Voc.	X	X		1,400	375		47,139	729,423	94,801
			Adult	X	X	1,990	1,900	200			89,979	11,362
	17.1002	Electricity	Sec.				3,347	900	71	215,173	565,860	319,020
			P-Sec. Voc.	X	X		1,400	300		64,378	729,423	94,801
			Adult	X	X	1,374	2,050	100			97,083	12,259
	17.1004	Masonry	Sec.				5,197	1,000	8	349,884	862,886	495,367
			P-Sec. Voc.	X	X		300	100		13,098	156,305	20,315
			Adult	X	X	1,432	2,400	200			113,658	14,352
	17.1007	Plumbing and Pipefitting	Sec.				223	76	7	15,350	36,738	21,276
			P-Sec. Voc.		X		175	50		8,252	91,178	11,850
			Adult	X	X	539	300	45			14,207	1,794
	17.1099	Other Construction & Maintenance	Sec.				9,061	1,100	8	620,046	1,494,497	863,705
			P-Sec. Voc.	X	X		250	100		18,068	130,254	16,929
			Adult	X	X	2,089	350	300		395	16,575	2,093
	17.1100	Custodial Service	Sec.				166	80		11,684	27,095	15,840
			P-Sec.									
			Adult			3,672						
	17.1200	Diesel Mechanic	Sec.				19	17	10	1,214	3,191	1,799
			P-Sec.				290	150		9,693	151,095	19,637
			Adult	X	X	602	325	100		405	15,391	1,944
	17.1300	Drafting Occupations	Sec.				8,068	500	20	553,196	1,329,632	769,059
			P-Sec. Voc.	X	X		1,325	300		7,332	690,347	89,722
			Adult	X	X	854	300	50			14,207	1,794
	17.1400	Electrical Occupations	Sec.				108	50	25	6,937	18,245	10,286
			P-Sec. Voc.	X	X		525	200		24,839	273,534	35,550
			Adult			538	525	100			24,863	3,139

FY 1978 TABLE: 12(j) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
17 00 Trades and Industries	17.1500	Electronics Occupations	Sec.				103	50	4	6,621	17,412	9,817
			P-Sec. Voc.	X	X		1,100	290		36,294	573,118	74,487
			Adult			407	700	50			33,150	4,186
	17.1600	Fabric Maintenance Services	Sec.				40	30		1,477	3,885	2,190
			P-Sec.				23					
			Adult			1,318						
	17.1700	Foremanship/ Management Development	Sec.									
			P-Sec.									
			Adult	X	X	3,057	14,500	2,400			686,684	86,712
	17.1900	Graphic Arts Occupations	Sec.				1,876	300	20	120,604	317,165	178,811
			P-Sec. Voc.	X	X		225	25		3,284	117,229	15,236
			Adult	X	X	394	125	30			5,920	748
	17.2100	Instrument Maintenance/ Repair	Sec.				7	5		449	1,179	665
			P-Sec. Voc.		X		50	20			26,051	3,386
			Adult			222						
	17.2200	Maritime Occupations	Sec.				206	75		13,242	34,825	19,633
			P-Sec. Voc.		X		50	15		4,332	26,051	3,386
			Adult			90						
	17.2302	Machine Shop	Sec.				792	284	10	50,964	134,025	75,561
			P-Sec. Voc.	X	X		1,100	250		31,139	573,118	74,487
			Adult	X	X	885	1,500	100			71,036	8,970
	17.2303	Machine Tool Operation	Sec.									
			P-Sec. Voc.	X	X		125	50			65,127	8,464
			Adult	X	X	894	600	100			28,415	3,588
	17.2305	Sheet Metal	Sec.				115	20	15	8,386	18,424	10,951
			P-Sec. Voc.				25	15			13,025	1,693
			Adult	X	X	136						
	17.2306	Welding and Cutting	Sec.				981	200	72	63,072	165,866	93,512
			P-Sec. Voc.	X	X		2,500	1,000		41,501	1,302,541	169,288
			Adult	X	X	1,977	1,075	450			50,909	6,429
	17.2307	Tool and Die Making	Sec.						75			
			P-Sec. Voc.		X		100	40		14,060	52,102	6,772
			Adult			91	150	20			7,104	897

FY 1978 TABLE: 12(k) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Trades and Industries 17.00	17.2399	Other Metalworking Occupations	Sec.				13	10		185	485	274
			P-Sec.				60	20			31,261	4,063
			Adult			59	200	20			9,472	1,196
	17.2601	Barbering	Sec.				1	1	170	53	139	78
			P-Sec									
			Adult			190						
	17.2602	Cosmetology	Sec.				873	150	500	56,135	147,621	83,226
			P-Sec. Voc.	X	X		1,000	425		17,486	521,017	67,715
			Adult			1,288	75	10			3,552	449
	17.2699	Other Personal Services	Sec.				330	100		22,208	54,775	31,444
			P-Sec.									
			Adult			156	350	50			16,575	2,093
	17.2700	Plastics Occupations	Sec.				25	25		1,610	4,231	2,386
			P-Sec. Voc.	X	X		55	20			28,656	3,724
			Adult	X	X	290	1,325	175			62,749	7,924
	17.2801	Fireman/ Volunteer Fireman Training	Sec.				11	8		712	1,873	1,056
			P-Sec.									
			Adult	X	X	2,100	26,000	2,000			1,231,296	155,483
	17.2802	Law Enforcement Training	Sec.				20	20		1,292	3,400	1,916
			P-Sec				315	50		8,187	164,120	21,330
			Adult	X	X	3,781	12,750	2,850			603,809	76,246
	17.2899	Other Public Services	Sec				118	25		7,597	19,979	11,264
			P-Sec.									
			Adult		X	176	175	25			8,288	1,047
	17.2900	Quantity Food Occupations	Sec.				709	500	20	45,583	119,873	67,582
			P-Sec. Voc.	X	X		400	250			208,407	27,086
			Adult			2,511						
	17.3000	Refrigeration	Sec.				14	10		897	2,359	1,330
			P-Sec.									
			Adult			33						
	17.3100	Small Engine Repair	Sec.				1,723	300		125,992	276,062	164,223
			P-Sec. Voc.	X	X		200	50		12,297	104,203	13,543
			Adult			920	3,000	525			142,073	17,940

FY 1978 TABLE: 12(1) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O E Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Trades and Industries 17.00	17.3300	Textile	Sec.				1,710	1,200	40	109,947	289,139	163,010
		Production/	P-Sec.				75	25			39,076	5,079
		Fabrication	Adult	X	X	7,799	7,000	1,600			331,503	41,861
	17.3400	Leather	Sec.				13	12		844	2,220	1,252
		Working	P-Sec Voc									
			Adult		X	83	35	30			1,657	209
	17.3500	Upholstering	Sec.				84	75	24	5,891	13,738	8,018
			P-Sec Voc.		X		150	100			78,152	10,157
			Adult			448						
	17.3600	Woodworking	Sec.				2,630	900		179,089	434,669	250,695
			P-Sec. Voc.		X		55	40		2,614	28,656	3,724
			Adult	X	X	1,607	4,600	450			217,843	27,508
	17.9900	Other	Sec.				1,923	1,500			448,780	183,309
			P-Sec. Surveying Voc.		X		100	40		9,906	52,102	6,772
			Adult			1,953	4,500	300			213,109	26,911
		SUBTOTAL	Sec.				54,796	13,238	1,356	3,389,865	9,395,180	5,222,321
		TRADES AND	P-Sec.	X	X		20,860	6,190		544,870	10,868,405	1,412,537
		INDUSTRIES	Adult	X	X	50,100	95,440	12,735		2,015	4,519,803	570,742
Special Programs	99.0100	Group Guidance	Sec.				133,369			1,716,232	2,705,426	2,750,240
	99.0200	Prepostsecondary	Sec.									
	99.0300	Remedial	P-Sec.	X	X		4,200	4,100			2,188,271	284,404
			Adult	X	X	N/A	3,100	7,600			146,808	18,539
	99.0400	Industrial Arts	Sec			N/A	8,077	N/A			756,710	309,025
	99.0500	Volunteer Fireman	Adult									
	99.0600	Other N.E.C.	Sec.				2,815				255,691	104,438
			P-Sec.									
			Adult									
		SUBTOTAL	Sec.				144,261			1,716,232	3,717,827	3,163,703
		SPECIAL	P-Sec.									
		PROGRAMS	Adult									
	STATE TOTAL	(Related to Occupational Education Programs)	Sec.				256,190	28,030	8,681	7,567,814	32,377,943	17,260,376
			P-Sec.				85,653	19,435		2,104,918	44,626,635	5,800,000
			Adult				200,665	23,095		2,400	9,503,000	1,200,000

FY 1979 TABLE: 12(a) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Agriculture 01.00	01.0100	Agricultural Production	Sec.				827	206	31		140,198	57,256
			P-Sec. AAS	X	X		3,150	460		13,595	1,698,241	220,715
			Adult	X	X	2,255	725	100			35,769	4,517
	01.0200	Agricultural Supplies/ Services	Sec.				265	104	12		44,965	18,363
			P-Sec. AAS				35	30			18,869	2,452
			Adult			210						
	01.0300	Agricultural Mechanics	Sec.				8,774	338	12		1,487,351	607,423
			P-Sec.	X	X		55	20			29,652	3,854
			Adult	X	X	466	300	30			14,801	1,869
	01.0400	Agricultural Products	Sec.				345	85	10		58,434	23,864
			P-Sec.	X			25	20			13,478	1,752
			Adult	X	X	958	300	40			14,801	1,869
	01.0500	Ornamental Horticulture	Sec.				5,609	832			950,844	338,317
			P-Sec.	X	X		390	145		41,326	210,258	27,327
			Adult	X	X	1,013	1,500	100			74,005	9,345
	01.0600	Agricultural Resources	Sec.				1,119	175			189,723	77,482
			P-Sec.	X	X		290	90			156,346	20,320
			Adult		X	277	60	15			2,960	374
	01.0700	Forestry	Sec.				1,416	279			239,991	98,011
			P-Sec.	X	X		360	125		3,990	194,085	25,225
			Adult			915						
	01.9900	Other	Sec.				9,415	228			1,596,052	651,816
			P-Sec. Veterinary Medical		X		120	40		8,148	64,695	8,408
			Adult	X	X	108	400	35			19,736	2,492
		SUBTOTAL AGRICULTURE	Sec.				27,770	2,247	65		4,707,558	1,872,532
			P-Sec.	X	X		4,425	930		67,059	2,385,624	310,053
			Adult	X	X	6,202	3,285	320			162,072	20,466
Distribution and Marketing 04.00	04.0100	Advertising Services	Sec.				500	313		29,087	79,935	44,531
			P-Sec.	X			145	60		2,888	78,173	10,160
			Adult	X	X	528	1,775	80			87,573	11,058
	04.0200	Apparel and Accessories	Sec.				1,561	1,069	10	90,789	249,499	138,993
			P-Sec.		X		70	30		2,940	37,739	4,905
			Adult			1,266						

FY 1979 .E: 12(b) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED F)R MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Distribution and Marketing 04.00	04.0300	Automotive	Sec.				316	242		18,369	50,482	28,123
			P-Sec.									
			Adult			1,823						
	04.0400	Finance and Credit	Sec.				101	95		5,888	16,181	9,014
			P-Sec.	X	X		425	210			229,128	29,779
			Adult	X	X	907	2,100	300			103,608	13,083
	04.0500	Floristry	Sec.				57	32			12,407	5,068
			P-Sec.		X		65	30			35,043	4,554
			Adult			102						
	04.0600	Food Distribution	Sec.				1,400	990	24	81,428	223,774	124,662
			P-Sec.									
			Adult			3,911	9,000	700				
	04.0700	Food Services	Sec.				1,362	748		79,230	217,734	121,297
			P-Sec.	X			50	25			29,956	3,503
			Adult	X	X	1,552					444,032	56,071
	04.0800	General Merchandise	Sec.				3,514	1,850		204,397	561,709	312,921
			P-Sec.									
			Adult	X	X	4,234	1,500	200			74,005	9,345
	04.0900	Hardware, Building Materials	Sec.				181	108		10,528	28,932	16,118
			P-Sec.									
			Adult			1,033						
	04.1000	Home Furnishings	Sec.				79	50		4,585	12,602	7,020
			P-Sec.				35	15			18,869	2,452
			Adult			669						
	04.1100	Hotel and Lodging	Sec.				37	25		2,143	5,891	3,282
			P-Sec.	X	X		210	75			113,216	14,715
			Adult			304						
	04.1200	Industrial Marketing	Sec.				159	111		9,253	25,427	14,165
			P-Sec.									
			Adult			799						
	04.1300	Insurance	Sec.				24	22	100	1,384	3,803	2,119
			P-Sec.		X		50	30			26,956	3,503
			Adult	X	X	1,373	850	100			41,936	5,296

FY 1979 TABLE: 12(c) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
04.00 Distribution and Marketing	04.1500	Personal Services	Sec.				410	200		23,850	65,544	36,514
			P-Sec.									
			Adult			452						
	04.1600	Petroleum	Sec.				70	60		4,070	11,185	6,231
			P-Sec.									
			Adult			1,813						
	04.1700	Real Estate	Sec.				22	15	275	1,275	3,505	1,952
			P-Sec.	X	X		700	50			377,387	49,048
			Adult	X	X	1,002	4,000	900			197,348	24,920
	04.1800	Recreation and Tourism	Sec.				105	78		6,105	16,778	9,347
			P-Sec.	X	X		190	70			102,434	13,313
			Adult			507						
	04.1900	Transportation	Sec.				149	95		8,657	23,785	13,251
			P-Sec.	X	X		400	250		8,437	215,650	28,027
			Adult	X	X	1,901	1,000	200			49,338	6,230
	04.2000	Retail Trade, Other	Sec.				2,319	1,297	200		505,551	206,495
			P-Sec.	X	X		450	140		21,987	242,605	31,532
			Adult			1,994						
	04.3100	Wholesale Trade, Other	Sec.									
			P-Sec.									
			Adult			189						
		SUBTOTAL DISTRIBUTION AND MARKETING	Sec.				12,366	7,400	609	581,038	2,114,724	1,101,103
			P-Sec.	X	X		2,716	985		36,252	1,504,156	195,491
			Adult	X	X	26,359	20,125	2,480			997,840	126,003
07.00 Health	07.0101	Dental Assistant	Sec.				33	20	6	1,685	4,630	2,579
			P-Sec Voc	X	X		320	125		38,578	172,520	22,422
			Adult			708						
	07.0102	Dental Hygienist (AAS Degree)	P-Sec.	X	X			100	51	63,562	188,693	24,524
			Adult			156						
	07.0103	Dental Laborabory Assistant	P-Sec.		X			25			37,739	4,905
			Adult			57						
	07.0203	Medical Laboratory Technician	P-Sec.	X	X			130		18,979	202,172	26,276
			Adult		X	446						

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Health 07.00	07.0301	Nursing	P-Sec.	X	X		2,500	660	40	323,324	1,341,810	175,171
		(AAS Degree)	Adult	X	X	4,297	1,350				66,605	8,411
	07.0302	Practical	P-Sec. Voc.	X	X		2,700	860	117	177,829	1,455,635	189,185
		(Voc.) Nurse	Adult	X	X	1,383	200				9,867	1,246
	07.0303	Nursing Assistant	Sec.				157	110	26	8,061	22,153	12,340
		(Aide)	P-Sec.				725	400		16,503	390,864	50,799
			Adult	X	X	1,533	14,500	580			715,386	90,336
	07.0305	Surgical	P-Sec.				140	70	5	20,067	75,477	9,810
		Technology	Adult	X	X	122						
	07.0402	Physical	P-Sec.	X	X		400	105		11,725	215,650	28,027
		Therapy	Adult			132						
	07.0499	Other	P-Sec.				45	25			24,261	3,153
		Rehabilitation	Adult		X	34						
	07.0501	Radiologic	P-Sec.	X	X		300	95	4	19,894	161,737	21,021
		Technology	Adult			136						
	07.0503	Nuclear Medical	P-Sec.		X		35	12			18,869	2,452
		Technology	Adult			13						
	07.0600	Ophthalmic	P-Sec.		X		80	40			43,130	5,605
			Adult			105						
	07.0700	Environmental	P-Sec.									
		Health Technology	Adult			68						
	07.0800	Mental Health	P-Sec.	X	X		500		3		269,562	35,034
		Technology	Adult			68						
	07.0903	Inhalation Therapy	P-Sec.	X	X		250	50		3,122	134,781	17,517
		Tech. (Respiratory)	Adult			67						
	07.0904	Medical	Sec.				5,243	407			1,011,137	412,989
		Assistant	P-Sec.	X	X		265			8,437	142,868	18,568
			Adult	X		148						
	07.0906	Health Aide	Sec.				17	15		881	2,422	1,349
			P-Sec. Voc.	X	X		400	60			215,650	28,027
			Adult			520						
	07.0907	Medical Emergency	P-Sec.				50	20			26,956	3,503
		Technology	Adult	X	X	79	7,300	35			360,160	45,479

FY 1979 TABLE: 12(e) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completions	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Health 07.00	07.0909	Mortuary Science	P-Sec.		X		55	25			29,652	3,855
			Adult			48						
	07.9900	Other	Sec. Health Aide			31	358	170			68,977	28,173
			P-Sec. Pharmacy Tech. Voc.		X	30	35	25			18,869	2,452
			Adult									
	07.9900	Other	P-Sec. Physician Assistant		X	31	15	10			8,087	1,052
			Adult	X	X		7,650	310			377,427	47,660
		SUBTOTAL HEALTH	Sec.				5,808	722	252	10,627	1,109,319	457,430
			P-Sec.	X	X		9,485	2,837		702,020	5,180,982	673,358
			Adult	X	X	10,212	31,000	925			1,529,445	193,132
Occupational Home Economics 09.00	09.0201	Care & Guidance of Children	Sec.				1,691	840	10	95,026	261,142	145,476
			P-Sec.	X	X		1,750	725		56,424	943,467	122,619
			Adult	X	X	2,292	4,050	500			199,815	25,232
	09.0202	Clothing Mgmt., Production Services	Sec.				1,115	775		62,667	172,215	95,937
			P-Sec.				85	30			45,826	5,956
			Adult	X	X	1,386	2,050	410			101,141	12,772
	09.0203	Food Mgmt., Production & Services	Sec.				1,569	800		88,177	242,320	134,991
			P-Sec.	X			50	20			26,956	3,503
			Adult	X	X	1,235	4,050	460			199,815	25,232
	09.0204	Home Furnishings, Equipment, Services	Sec.				66	48		3,716	10,211	5,688
			P-Sec.		X		110	35			59,304	7,708
			Adult	X	X	302	650	90			32,069	4,050
	09.0205	Institutional, Home Mgmt., Services	Sec.				40	28		2,246	6,172	3,438
			P-Sec.				25	15			13,478	1,752
			Adult	X	X	1,838	8,550	1,510			421,830	53,266
	09.0299	Other	Sec.				503	75			105,905	43,257
			P-Sec.									
			Adult			44						
		SUBTOTAL OCCUPATIONAL HOME ECONOMICS	Sec.				4,984	2,566	10	251,832	797,965	428,787
			P-Sec.	X	X		2,020	825		56,424	1,089,031	141,538
			Adult	X	X	7,097	19,350	2,970			954,670	120,552
Office 14.00	14.0100	Accounting and Computing	Sec.				146	130	1,490	15,585	42,828	23,856
			P-Sec.	X	X		3,050	725		58,150	1,644,328	213,709
			Adult	X	X	4,861	1,450	125			71,539	9,033

FY 1979 .BLE: 12(f) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED OR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Business and Office 14.00	14.0201	Computer and	Sec.				146	120	300	15,585	42,828	23,856
		Console	P-Sec.				200	100		3,448	107,825	14,014
		Operators	Adult	X	X	576	100	50			4,934	623
	14.0203	Programmers	Sec.				1,214	196		129,497	355,873	198,228
			P-Sec.	X	X		2,000	225		37,730	1,078,248	140,137
			Adult	X	X	251	750	50			37,003	4,673
	14.0299	Other Business Data Processing	Sec.									
			P-Sec.									
			Adult	X	X	212	250	55			12,334	1,558
	14.0300	Filing, Office	Sec.				1,215	990	27	129,609	356,183	198,401
		Machines,	P-Sec.	X	X		2,450	610		49,100	1,320,854	171,668
		Clerical	Adult	X	X	1,992	3,650	355			180,080	22,740
	14.0400	Information/	Sec.				31	25	6	3,297	9,062	5,047
		Communications	P-Sec.	X	X		310	90		2,471	167,128	21,721
			Adult			2,586						
	14.0500	Materials	Sec.				64	48		6,820	18,742	10,440
		Support,	P-Sec.									
		Transportation	Adult			2,108						
	14.0600	Personnel	Sec.				23	16		2,452	6,738	3,753
		Training &	P-Sec.	X	X		160	50			86,260	11,211
		Related	Adult	X	X	666	3,500	400			172,679	21,805
	14.0700	Steno,	Sec.				316	255	3,100	33,706	92,627	51,595
		Secretarial &	P-Sec.	X	X		5,350	1,310		158,210	2,884,314	374,866
		Related	Adult	X	X	9,154	550	380			27,135	3,427
	14.0800	Supervisory &	Sec.				28	24	1,425	2,987	8,210	4,573
		Administration,	P-Sec.	X	X		15,100	2,025		250,372	8,140,773	1,058,033
		Management	Adult	X	X	2,583	2,200	250			108,541	13,706
	14.0900	Typing and	Sec.				331	230	50	35,312	97,042	54,054
		Related	P-Sec.									
			Adult	X	X	1,600	6,250	1,060			308,356	38,938
	14.9900	Other	Sec.				3,261	370			1,303,791	532,477
			P-Sec.									
			Adult			563	6,000	200			296,021	37,380

FY 1979 TABLE: 12(g) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
		SUBTOTAL	Sec.				6,775	2,404	6,398	374,850	2,333,924	1,106,280
		BUSINESS &	P-Sec.	X	X		28,620	5,135		559,481	15,429,730	2,005,359
		OFFICE	Adult	X	X	27,152	24,700	2,925			1,218,622	153,883
Technical 16.00	16.0101	Aeronautical	P-Sec.									
		Technology	Adult			9						
	16.0103	Architectural	P-Sec.	X	X		475	100			256,084	33,283
		Technology	Adult			103						
	16.0104	Automotive	P-Sec.	X	X		300	50			161,737	21,021
		Technology	Adult			110						
	16.0105	Chemical	P-Sec.	X	X		120	50		1,442	64,695	8,408
		Technology	Adult	X	X	138	150	70			7,400	935
	16.0106	Civil	P-Sec.	X	X		525	110			283,040	36,786
		Technology	Adult	X	X	320	1,250	200			61,671	7,788
	16.0107	Electrical	P-Sec.	X	X		325	55	4		175,215	22,772
		Technology	Adult	X	X	181	1,050	105			51,804	6,542
	16.0108	Electronic	P-Sec.	X	X		1,625	310	15	26,675	876,077	113,861
		Technology	Adult	X	X	560	1,450	155		404	71,539	9,033
	16.0109	Electromechanical	P-Sec.				135	40			72,782	9,459
		Technology	Adult			62						
	16.0110	Environmental	P-Sec.	X	X		425	65		9,967	229,128	29,779
		Control Tech.	Adult			78						
	16.0111	Industrial	P-Sec.	X	X		3,600	410		16,676	1,940,847	252,246
		Technology	Adult	X	X	489	225	30			11,101	1,401
	16.0112	Instrumentation	P-Sec.	X	X		45	15		4,549	24,261	3,153
		Technology	Adult			31						
	16.0113	Mechanical	P-Sec.	X	X		535	155		8,023	288,431	37,486
		Technology	Adult			185	250	30			12,334	1,558
	16.0114	Metallurgical	P-Sec.									
		Technology	Adult			15						
	16.0117	Scientific Data	P-Sec.	X			5	3			2,696	350
		Technology	Adult			41						
	16.0601	Commercial Pilot	P-Sec.	X	X		100	70	8		53,912	7,007
		Training	Adult			98						

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Technical 16.00	16.0602	Fire & Fire Safety Technology	P-Sec.	X	X		475	75		18,627	256,083	33,283
			Adult			99						
	16.0604	Oceanographic Technology	P-Sec.		X		225	60			121,303	15,766
			Adult			75						
	16.0605	Police Science	P-Sec.	X	X		5,100	1,100		130,854	2,749,533	357,349
			Adult			1,480						
	16.9902	Water/Waste Water Technology	P-Sec.		X		35	20			18,869	2,453
			Adult			46						
		SUBTOTAL TECHNICAL	P-Sec.	X	X		14,050	2,688	27	216,815	7,574,693	984,462
			Adult	X	X	4,120	4,375	590		404	215,849	27,257
Trades and Industries 17.00	17.0100	Air Conditioning	Sec.				81	50	27	5,284	14,522	8,089
			P-Sec. Voc.	X	X		1,100	250		44,997	593,036	77,075
			Adult	X	X	522	1,050	180			51,804	6,542
	17.0200	Appliance Repair	Sec.				404	250			99,032	40,444
			P-Sec. Voc.		X		65	20		6,873	35,043	4,554
			Adult			192						
	17.0301	Body and Fender Repair	Sec.				418	250	31	27,337	75,113	41,840
			P-Sec. Voc.	X	X		1,000	160		22,788	539,124	70,068
			Adult			405						
	17.0302	Auto Mechanics	Sec.				6,219	1,200	126	406,573	1,117,312	622,346
			P-Sec.	X	X		4,000	900		71,004	2,156,496	280,274
			Adult	X	X	2,087	5,000	200		425	246,685	31,150
	17.0399	Other Automotive	Sec.				1,779	400		116,309	319,632	178,036
			P-Sec.				20	15			10,782	1,401
			Adult			193						
	17.0400	Aviation Occupations	Sec.				357	100	55	23,337	64,133	35,722
			P-Sec.	X			70	15		22,843	37,739	4,905
			Adult	X	X	124	1,200	25			59,204	7,476
	17.0600	Business Machine Maintenance	Sec.				71	40		4,640	12,753	7,103
			P-Sec. Voc.				35	25				
			Adult			99					18,869	2,452
	17.0700	Commercial Art Occupations	Sec.				244	50	10	15,960	43,861	24,431
			P-Sec.	X	X		900	225			485,212	63,062
			Adult		X	310	130	20		436	6,414	810

FY 1979 TABLE: 12(i) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program Level and Type of Institution		CC	TT	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Trades and Industries 17.00	17.0800	Commercial Fishery Occupations	Sec.				75	30		4,909	13,490	7,514
			P-Sec				165	90		4,549	88,955	11,561
			Adult	X	X	118	1,250	140			61,671	7,788
	17.0900	Commercial Photography	Sec.				411	150		26,878	73,863	41,142
			P-Sec.				165	60			88,955	11,561
			Adult		X	210						
	17.1001	Carpentry	Sec.				4,391	1,360	48	287,071	788,908	439,424
			P-Sec. Voc.	X	X		1,500	390		49,496	808,686	105,103
			Adult	X	X	2,023	2,000	205			98,674	12,460
	17.1002	Electricity	Sec.				3,380	900	72	220,977	607,272	338,252
			P-Sec. Voc.	X	X		1,400	300		67,597	754,774	98,096
			Adult	X	X	1,381	2,200	105			108,541	13,706
	17.1004	Masonry	Sec.				5,248	1,100	8	343,107	942,900	525,198
			P-Sec. Voc.	X	X		300	100		13,753	161,737	21,021
			Adult	X	X	1,438	2,400	200			118,409	14,952
	17.1007	Plumbing and Pipefitting	Sec.				225	90	7	14,700	40,396	22,501
			P-Sec. Voc.		X		175	50		8,665	94,347	12,262
			Adult	X	X	544	325	45			16,035	2,025
	17.1099	Other Construction & Maintenance	Sec.				9,152	1,200	8	598,338	1,644,307	915,884
			P-Sec. Voc.	X	X		255	105		18,971	137,477	17,867
			Adult	X	X	2,100	400	310		415	19,735	2,492
	17.1100	Custodial Service	Sec.				167	110		10,918	30,002	16,711
			P-Sec.									
			Adult			3,731						
	17.1200	Diesel Mechanic	Sec.				19	19	10	1,234	3,391	1,889
			P-Sec.				290	150		10,178	156,346	20,320
			Adult	X	X	609	350	105		425	17,268	2,180
	17.1300	Drafting Occupations	Sec.				8,148	510	20	533,033	1,463,590	815,411
			P-Sec. Voc.	X	X		1,325	300		7,699	714,339	92,841
			Adult	X	X	861	300	50			14,801	1,869
	17.1400	Electrical Occupations	Sec.				109	60	25	7,135	19,609	10,922
			P-Sec. Voc.	X	X		525	200		26,081	283,040	36,786
			Adult			549	550	105			27,135	3,426

FY 1979 TABLE: 12(j) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED [illegible] OR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution	CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
17.00 Trades and Industries	17.1500	Electronics Occupations — Sec.				104	60	4	6,787	18,650	10,388
		P-Sec Voc	X	X		1,100	295		38,109	593,036	77,075
		Adult			410	725	50			35,769	4,517
	17.1600	Fabric Maintenance Services — Sec.				23	18		1,502	4,128	2,299
		P-Sec									
		Adult			1,334						
	17.1700	Foremanship/ Management Development — Sec.									
		P-Sec.									
		Adult	X	X	3,092	14,600	2,425			720,319	90,959
	17.1900	Graphic Arts Occupations — Sec.				1,894	310	20	123,820	340,273	189,533
		P-Sec. Voc.	X	X		225	25		3,448	121,303	15,765
		Adult	X	X	399	125				6,167	779
	17.2100	Instrument Maintenance/ Repair — Sec.				7	5		456	1,253	698
		P-Sec. Voc.		X		50	20			26,956	3,503
		Adult			224						
	17.2200	Maritime Occupations — Sec.				208	85		13,600	37,374	20,817
		P-Sec. Voc.		X		50	15		4,549	26,956	3,503
		Adult			94						
	17.2302	Machine Shop — Sec.				800	310	10	52,307	143,746	80,067
		P-Sec. Voc.	X	X		1,125	250		32,696	606,515	78,827
		Adult	X	X	890	1,550	105			76,472	9,656
	17.2303	Machine Tool Operation — Sec.									
		P-Sec. Voc.	X	X		135	100			72,782	9,459
		Adult	X	X	899	650	610		415	32,069	4,050
	17.2305	Sheet Metal — Sec.				116	20	15	7,591	20,862	11,620
		P-Sec. Voc.				25	15			13,478	1,752
		Adult	X	X	137						
	17.2306	Welding and Cutting — Sec.				990	205	72	64,726	177,877	99,078
		P-Sec. Voc.	X	X		2,550	1,010		43,567	1,374,766	178,675
		Adult	X	X	1,981	1,100	455			54,271	6,853
	17.2307	Tool and Die Making — Sec.						75			
		P-Sec. Voc.		X		110	40		14,763	59,304	7,708
		Adult			92	175	25			8,634	1,090

FY 1979 TABLE: 12(k) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
17.00 Trades and Industries	17.2399	Other Metalworking Occupations	Sec.				3	3		188	516	287
			P-Sec.				60	20			32,347	4,204
			Adult			61	200	20			9,867	1,246
	17.2601	Barbering	Sec.				1	1	170	54	147	82
			P-Sec.									
			Adult			195						
	17.2602	Cosmetology	Sec.				881	200	500	57,591	158,268	88,156
			P-Sec. Voc.	X	X		1,000	425		18,360	539,124	70,068
			Adult			1,307	75	10			3,700	467
	17.2699	Other Personal Services	Sec.				333	100		21,781	59,857	33,341
			P-Sec.									
			Adult			157	350	50			17,268	2,181
	17.2700	Plastics Occupations	Sec.				25	25		1,636	4,497	2,505
			P-Sec. Voc.	X	X		55	20			29,652	3,854
			Adult	X	X	294	1,325	175			65,371	8,255
	17.2801	Firefighters/ Volunteer Firefighter Training	Sec.				11	8		724	1,991	1,109
			P-Sec.									
			Adult	X	X	2,105	26,000	2,000			1,282,760	161,983
	17.2802	Law Enforcement Training	Sec.				20	20		1,314	3,612	2,012
			P-Sec.				315	50		8,596	169,825	22,072
			Adult	X	X	3,793	12,750	2,850			629,046	79,433
	17.2899	Other Public Services	Sec.				119	30		7,779	21,378	11,907
			P-Sec.									
			Adult		X	178	190	30			9,374	1,184
	17.2900	Quantity Food Occupations	Sec.				716	525	20	46,808	128,634	71,650
			P-Sec. Voc.	X	X		415	255		6,466	223,737	29,078
			Adult			2,537						
	17.3000	Refrigeration	Sec.				14	10		912	2,506	1,396
			P-Sec.									
			Adult			35						
	17.3100	Small Engine Repair	Sec.				1,740	325		113,761	312,629	174,135
			P-Sec. Voc.	X	X		210	55		12,912	113,216	14,714
			Adult			942	3,000	525			148,011	18,690

FY 1979 TABLE: 12(1) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED OR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Trades and Industries 17.00	17.3300	Textile	Sec.				1,727	1,300	40	112,903	310,270	172,822
		Production/	P-Sec				75	30			40,435	5,255
		Fabrication	Adult	X	X	7,836	7,000	1,600			345,360	43,611
	17.3400	Leather	Sec.				13	12		858	2,359	1,314
		Working	P-Sec Voc									
			Adult		X	84	40	30			1,974	249
	17.3500	Upholstering	Sec				85	75	24	5,553	15,259	8,499
			P-Sec Voc.		X		150	100			80,870	10,510
			Adult			453						
	17.3600	Woodworking	Sec.				2,656	910		173,632	477,163	265,781
			P-Sec. Voc.		X		60	45		2,745	32,347	4,206
			Adult	X	X	1,652	4,600	450			226,950	28,658
	17.9900	Other	Sec.				1,942	1,500			475,856	194,337
			P-Sec. Surveying Voc.		X		100	40		10,400	53,912	7,007
			Adult			1,978	4,500	300			222,016	28,035
		SUBTOTAL	Sec.				55,730	13,937	1,397	3,464,023	10,093,191	5,536,692
		TRADES AND	P-Sec.	X	X		21,100	6,165		572,114	11,375,518	1,478,444
		INDUSTRIES	Adult	X	X	50,655	96,110	13,430		2,116	4,741,774	598,772
Special Programs	99.0100	Group Guidance	Sec.				134,703			1,733,394	7,481,859	3,122,673
	99.0200	Prepostsecondary	Sec.									
	99.0300	Remedial	P-Sec.	X	X		4,300	4,100			2,318,233	301,295
			Adult	X	X		3,200	3,100			157,878	19,935
	99.0400	Industrial Arts	Sec				8,158				802,503	327,810
	99.0500	Volunteer Fireman	Adult									
	99.0600	Other N.E.C.	Sec				2,843				249,387	101,824
			P-Sec									
			Adult									
		SUBTOTAL	Sec				145,704			1,733,394	2,533,749	3,552,307
		SPECIAL	P-Ser				4,300	4,100			2,318,233	301,295
		PROGRAMS	Adult				3,200	3,100			157,878	19,935
	STATE TOTAL	(Related to Occupational Education Programs)	Sec.				259,137	29,276	8,731	7,655,969	33,996,840	18,771,326
			P-Sec.				86,890	23,665		2,210,165	46,857,967	6,090,000
			Adult				202,145	26,640		2,520	9,978,150	1,260,000

FY 1980 TABLE: 12(a) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Agriculture 01.00	01.0100	Agricultural Production	Sec.				835	208	31		142,979	58,406
			P-Sec. AAS	X	X		3,150	470		14,240	1,765,299	229,431
			Adult	X	X	2,165	750	110			38,423	4,852
	01.0200	Agricultural Supplies/ Services	Sec.				267	104	12		45,732	18,681
			P-Sec. AAS				35	35			19,614	2,549
			Adult			221						
	01.0300	Agricultural Mechanics	Sec.				8,862	339	12		1,517,179	619,763
			P-Sec.	X	X		60	25			33,625	4,370
			Adult	X	X	470	310	35			15,882	2,005
	01.0400	Agricultural Products	Sec.				348	86	11		59,548	24,325
			P-Sec.	X			35	20			19,614	2,549
			Adult	X	X	970	320	45			16,394	2,070
	01.0500	Ornamental Horticulture	Sec.				5,665	835			969,791	396,156
			P-Sec.	X	X		390	145		43,289	218,561	28,406
			Adult	X	X	1,019	1,500	100			76,846	9,704
	01.0600	Agricultural Resources	Sec.				1,130	176			193,423	79,013
			P-Sec.	X	X		290	90			162,520	21,122
			Adult		X	279	60	15			3,074	388
	01.0700	Forestry	Sec.				1,430	280			244,831	100,013
			P-Sec.	X	X		360	125		4,180	201,748	26,221
			Adult			921						
	01.9900	Other	Sec.				9,509	230			1,627,920	665,000
			P-Sec. Veterinary Medical		X		120	40		8,535	67,250	8,740
			Adult	X	X	110	400	35			20,492	2,588
		SUBTOTAL AGRICULTURE	Sec.				28,045	2,258	66		4,801,403	1,961,357
			P-Sec.	X	X		4,440	950		70,244	2,488,231	323,388
			Adult	X	X	6,155	3,340	340			171,111	21,607
Distribution and Marketing 04.00	04.0100	Advertising Services	Sec.				505	322		30,326	80,920	45,432
			P-Sec.	X			150	65		3,025	84,062	10,925
			Adult	X	X	532	2,000	90			102,462	12,938
	04.0200	Apparel and Accessories	Sec.				1,577	946	10	94,645	252,549	141,791
			P-Sec.		X		75	35		3,080	42,031	5,463
			Adult			1,293						

FY 1980 TABLE: 12(b) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Distribution and Marketing 04.00	04.0300	Automotive	Sec.				319	270		19,153	51,107	28,694
			P-Sec.									
			Adult			1,865						
	04.0400	Finance and Credit	Sec.				102	60		6,133	16,363	9,187
			P-Sec.	X	X		425	220			238,175	30,955
			Adult	X	X	936	2,100	300			107,585	13,585
	04.0500	Floristry	Sec.				58	36		3,472	9,265	5,202
			P-Sec.		X		70	35			39,229	5,098
			Adult			104						
	04.0600	Food Distribution	Sec.				1,414	848	24	84,872	226,472	127,150
			P-Sec.									
			Adult			3,932	9,050	710			463,639	58,546
	04.0700	Food Services	Sec.				1,376	933		82,604	220,420	123,753
			P-Sec.	X			55	30			30,823	4,006
			Adult	X	X	1,574						
	04.0800	General Merchandise	Sec.				3,549	1,875		213,035	568,459	319,156
			P-Sec.									
			Adult			4,328	1,550	210			79,408	10,027
	04.0900	Hardware, Building Materials	Sec.				183	110		10,977	29,289	16,444
			P-Sec.									
			Adult			1,045						
	04.1000	Home Furnishings	Sec.				80	48		4,788	12,777	7,173
			P-Sec.				40	20			22,416	2,913
			Adult			677						
	04.1100	Hotel and Lodging	Sec.				37	24		2,212	5,903	3,314
			P-Sec.	X	X		220	80			123,291	16,024
			Adult			308						
	04.1200	Industrial Marketing	Sec.				161	112		9,660	25,778	14,473
			P-Sec.									
			Adult			812						
	04.1300	Insurance	Sec.				24	23	100	1,428	3,811	2,139
			P-Sec.		X		60	30			33,625	4,370
			Adult	X	X	1,378	875	110			44,827	5,661

FY 1980 TABLE: 12(c) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
04.00 Distribution and Marketing	04.1500	Personal Services	Sec.				414	210		24,838	66,275	37,210
			P-Sec.									
			Adult			457						
	04.1600	Petroleum	Sec.				71	60		4,256	11,357	6,376
			P-Sec.									
			Adult			1,832						
	04.1700	Real Estate	Sec.				22	14	775	1,316	3,512	1,972
			P-Sec.	X	X		700	55			392,289	50,985
			Adult	X	X	1,015	4,000	900			204,923	25,878
	04.1800	Recreation and Tourism	Sec.				106	78		6,356	16,961	9,523
			P-Sec.	X	X		200	75			112,082	14,567
			Adult			513						
	04.1900	Transportation	Sec.				150	90		9,017	24,059	13,508
			P-Sec.	X	X		410	260		8,838	229,769	29,862
			Adult	X	X	1,918	1,050	210			53,792	6,793
	04.2000	Retail Trade, Other	Sec.				2,342	1,298	300		515,654	210,589
			P-Sec.	X	X		450	150		23,031	252,185	32,777
			Adult			2,002						
	04.3100	Wholesale Trade, Other	Sec.						15			
			P-Sec.									
			Adult			191						
		SUBTOTAL DISTRIBUTION AND MARKETING	Sec.				12,490	7,357	1,224	609,088	2,140,931	1,123,086
			P-Sec.	X	X		2,855	1,055		37,974	1,599,977	207,945
			Adult	X	X	26,712	20,625	2,530			1,056,636	133,428
07.00 Health	07.0101	Dental Assistant	Sec.				33	20	3	1,765	4,711	2,645
			P-Sec. Voc.	X	X		325	125		40,410	182,134	23,671
			Adult			856						
	07.0102	Dental Hygienist (AAS Degree)	P-Sec.	X	X		350	105	51	66,581	196,144	25,492
			Adult			169						
	07.0103	Dental Laborabory Assistant	P-Sec.		X		70	30			39,229	5,098
			Adult			63						
	07.0203	Medical Laboratory Technician	P-Sec.	X	X		375	135		19,881	210,155	27,313
			Adult		X	457						

FY 1980 TABLE: 12(d) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Health 07.00	07.0301	Nursing	P-Sec.	X	X		2,500	670	37	338,682	1,401,031	182,088
		(AAS Degree)	Adult	X	X	4,381	1,400				71,723	9,057
	07.0302	Practical	P-Sec Voc	X	X		2,700	870	117	186,276	1,513,114	196,655
		(Voc.) Nurse	Adult	X	X	1,401	225				11,527	1,456
	07.0303	Nursing Assistant	Sec.				159	110	26	8,453	22,553	12,665
		(Aide)	P-Sec.				725	410		17,287	406,299	52,806
			Adult	X	X	1,563	14,500	580			742,847	93,804
	07.0305	Surgical	P-Sec.				145	75	5	21,020	81,260	10,561
		Technology	Adult	X	X	128						
	07.0402	Physical	P-Sec.	X	X		400	105		12,282	224,165	29,134
		Therapy	Adult			136						
	07.0499	Other	P-Sec.				45	25			25,219	3,279
		Rehabilitation	Adult		X	37						
	07.0501	Radiologic	P-Sec.	X	X		310	100	4	20,839	173,728	22,579
		Technology	Adult			140						
	07.0503	Nuclear Medical	P-Sec.		X		35	12			19,614	2,549
		Technology	Adult			14						
	07.0600	Ophthalmic	P-Sec.		X		80	45			44,833	5,827
			Adult			180						
	07.0700	Environmental	P-Sec.									
		Health Technology	Adult			71						
	07.0800	Mental Health	P-Sec.	X	X		500	70	3		280,206	36,418
		Technology	Adult			71						
	07.0903	Inhalation Therapy	P-Sec.	X	X		260	55		3,270	145,707	18,937
		Tech. (Respiratory)	Adult			79						
	07.0904	Medical	Sec.				5,295	422			1,031,437	421,321
		Assistant	P-Sec.	X	X		270			8,838	151,311	19,666
			Adult	X		156						
	07.0906	Health Aide	Sec.				17	15		909	2,427	1,363
			P-Sec. Voc.	X	X		410	65			229,769	29,862
			Adult			530						
	07.0907	Medical Emergency	P-Sec.				60	25			33,625	4,370
		Technology	Adult	X	X	82	7,300	35			373,985	47,225

FY 1980 TABLE: 12(e) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completions	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Health 07.00	07.0909	Mortuary Science	P-Sec.		X		55	25			30,823	4,006
			Adult			50						
	07.9900	Other	Sec. Health Aide			40	362	175			70,548	28,818
			P-Sec. Pharmacy Tech. Voc.		X	36	40	30			19,614	2,549
			Adult								394,477	49,812
	07.9900	Other	P-Sec. Physician Assistant		X	39	20	15			8,406	1,093
			Adult	X	X		7,700	310				
		SUBTOTAL HEALTH	Sec.				5,866	742	246	11,127	1,131,676	466,812
			P-Sec.	X	X		9,675	2,992		735,366	5,416,386	703,953
			Adult	X	X	10,607	31,125	925			1,594,559	201,354
Occupational Home Economics 09.00	09.0201	Care & Guidance of Children	Sec.				1,708	860	10	99,064	264,342	148,416
			P-Sec.	X	X		1,750	735		59,106	980,722	127,462
			Adult	X	X	2,314	4,050	500			207,485	26,200
	09.0202	Clothing Mgmt., Production Services	Sec.				1,126	780		65,299	174,242	97,829
			P-Sec.				85	30			47,635	6,191
			Adult	X	X	1,405	2,050	410			105,023	13,262
	09.0203	Food Mgmt., Production & Services	Sec.				1,585	825		91,911	245,253	137,698
			P-Sec.	X			50	20			28,021	3,642
			Adult	X	X	1,238	4,050	460			207,485	26,200
	09.0204	Home Furnishings, Equipment, Services	Sec.				67	48		3,892	10,384	5,830
			P-Sec.		X		110	35			61,645	8,012
			Adult	X	X	321	675	100			34,581	4,367
	09.0205	Institutional, Home Mgmt., Services	Sec.				41	30		2,375	6,338	3,558
			P-Sec.				25	20			14,010	1,820
			Adult	X	X	1,807	8,550	1,510			438,023	55,312
	09.0299	Other	Sec.				508	75	5		108,119	44,156
			P-Sec.									
			Adult			59						
		SUBTOTAL OCCUPATIONAL HOME ECONOMICS	Sec.				5,035	2,618	15	262,541	1,071,219	437,487
			P-Sec.	X	X		2,020	840		59,106	1,132,033	147,127
			Adult	X	X	7,144	19,375	2,980			992,597	125,341
Business & Office 14.00	14.0100	Accounting and Computing	Sec.				147	130	1,490	16,169	43,145	24,230
			P-Sec.	X	X		3,050	725		60,912	1,709,258	222,147
			Adult	X	X	4,926	1,450	125			74,285	9,380

FY 1980 TABLE: 12(f) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area: Business and Office 14.00

O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
							Completers	Other Sources	Federal	State	Local
14 0201	Computer and	Sec.				147	120	175	16,169	43,145	24,230
	Console	P-Sec.				200	105		3,612	112,082	14,567
	Operators	Adult	X	X	583	125	55			6,404	809
14 0203	Programmers	Sec.				1,226	196			494,995	202,211
		P-Sec.	X	X		2,000	225		39,522	1,120,825	145,670
		Adult	X	X	254	750	50			38,423	4,852
14.0299	Other Business Data Processing	Sec.									
		P-Sec.									
		Adult	X	X	225	250	55			12,808	1,617
14.0300	Filing, Office	Sec.				1,227	992	27	135,052	360,370	202,386
	Machines,	P-Sec.	X	X		2,450	620		51,432	1,373,010	178,446
	Clerical	Adult	X	X	2,031	3,650	355			186,993	23,613
14.0400	Information/	Sec.				31	24	6	3,403	9,079	5,099
	Communications	P-Sec.	X	X		310	95		2,588	173,728	22,579
		Adult			2,612						
14.0500	Materials	Sec.				65	48		7,153	19,090	10,721
	Support,	P-Sec.									
	Transportation	Adult			2,134						
14.0600	Personnel	Sec.				23	16		2,530	6,751	3,791
	Training &	P-Sec.	X	X		160	55			89,666	11,654
	Related	Adult	X	X	676	3,550	400			181,869	22,966
14.0700	Steno,	Sec.				319	258	3,058	35,101	93,662	52,601
	Secretarial &	P-Sec.	X	X		5,350	1,320		165,725	2,998,206	389,669
	Related	Adult	X	X	9,371	550	380			28,177	3,558
14.0800	Supervisory &	Sec.				28	21	1,425	3,083	8,225	4,619
	Administration,	P-Sec.	X	X		15,100	2,050		262,265	8,462,228	1,099,813
	Management	Adult	X	X	2,598	2,200	250			112,707	14,232
14.0900	Typing and	Sec.				334	234	50	36,758	98,086	55,085
	Related	P-Sec.									
		Adult	X	X	1,638	6,250	1,060			320,193	40,433
14.9900	Other	Sec.				3,294	370	15		1,330,086	543,355
		P-Sec.									
		Adult			572	6,000	200			307,385	38,815

FY 1980 TABLE: 12(g) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TJ	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
		SUBTOTAL	Sec.				6,841	2,409	6,246	255,418	2,506,634	1,128,328
		BUSINESS &	P-Sec.	X	X		28,620	5,195		586,056	16,039,003	2,084,545
		OFFICE	Adult	X	X	27,629	24,775	2,930			1,269,244	160,275
Technical 16.00	16.0101	Aeronautical	P-Sec.									
		Technology	Adult			11						
	16.0103	Architectural	P-Sec.	X	X		475	100			266,196	34,597
		Technology	Adult			111						
	16.0104	Automotive	P-Sec.	X	X		300	50			168,124	21,851
		Technology	Adult			111						
	16.0105	Chemical	P-Sec.	X	X		120	55		1,511	67,249	8,740
		Technology	Adult	X	X	143	160	75			8,197	1,035
	16.0106	Civil	P-Sec.	X	X		525	110			294,217	38,239
		Technology	Adult	X	X	321	1,275	210			65,319	8,248
	16.0107	Electrical	P-Sec.	X	X		325	60	14		182,134	23,671
		Technology	Adult	X	X	188	1,050	110			53,792	6,793
	16.0108	Electronic	P-Sec.	X	X		1,625	320	14	27,942	910,670	118,357
		Technology	Adult	X	X	592	1,475	160		423	75,565	9,542
	16.0109	Electromechanical	P-Sec.				135	45			75,656	9,833
		Technology	Adult			65						
	16.0110	Environmental	P-Sec.	X	X		425	65		10,443	238,175	30,955
		Control Tech.	Adult			82						
	16.0111	Industrial	P-Sec.	X	X		3,600	420		17,468	2,017,485	262,207
		Technology	Adult	X	X	492	225	30			11,528	1,456
	16.0112	Instrumentation	P-Sec.	X	X		45	15		4,765	25,219	3,278
		Technology	Adult			37						
	16.0113	Mechanical	P-Sec.	X	X		535	160		8,404	299,821	38,967
		Technology	Adult			188	275	35			14,088	1,779
	16.0114	Metallurgical	P-Sec.									
		Technology	Adult			21						
	16.0117	Scientific Data	P-Sec.	X			5	3			2,802	364
		Technology	Adult			42						
	16.0601	Commercial Pilot	P-Sec.	X	X		100	70	8		56,041	7,284
		Training	Adult			99						

FY 19__ TABLE: 12(h) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Technical 16.00	16.0602	Fire & Fire Safety Technology	P-Sec.	X	X		475	75		19,511	266,196	34,595
			Adult			102						
	16.0604	Oceanographic Technology	P-Sec.		X		225	65			126,093	16,388
			Adult			80						
	16.0605	Police Science	P-Sec.	X	X		5,100	1,150		137,070	2,858,101	371,460
			Adult			1,524						
	16.9902	Water/Waste Water Technology	P-Sec.		X		35	20			19,614	2,549
			Adult			52						
		SUBTOTAL TECHNICAL	P-Sec.	X	X		14,050	2,783	36	227,114	7,873,794	1,023,335
			Adult	X	X	4,261	4,460	620		423	228,489	28,853
Trades and Industries 17.00	17.0100	Air Conditioning	Sec.				82	55	27	5,536	14,772	8,296
			P-Sec. Voc.	X	X		1,150	250		47,134	644,474	83,761
			Adult	X	X	526	1,050	180			53,792	6,793
	17.0200	Appliance Repair	Sec.				408	275		27,514	73,417	41,231
			P-Sec. Voc.		X		70	20		7,199	39,229	5,098
			Adult			194						
	17.0301	Body and Fender Repair	Sec.				422	260	32	28,483	76,002	42,683
			P-Sec. Voc.	X	X		1,100	160		23,870	616,454	80,119
			Adult			420						
	17.0302	Auto Mechanics	Sec.				6,281	1,250	125	423,722	1,130,652	634,976
			P-Sec.	X	X		4,050	925		74,377	2,269,670	294,983
			Adult	X	X	2,118	5,000	200		445	256,154	32,346
	17.0399	Other Automotive	Sec.				1,797	410		121,237	323,508	181,682
			P-Sec.				25	20			14,010	1,821
			Adult			202						
	17.0400	Aviation Occupations	Sec.				361	102	50		89,355	36,502
			P-Sec.	X			70	15		23,928	39,229	5,098
			Adult	X	X	125	1,200	20			61,447	7,763
	17.0600	Business Machine Maintenance	Sec.				72	40		4,844	12,926	7,259
			P-Sec. Voc.				35	25			19,614	2,549
			Adult			100						
	17.0700	Commercial Art Occupations	Sec.				246	50	10	16,608	44,316	24,888
			P-Sec.	X	X		900	225			504,371	65,552
			Adult		X	360	140	25			7,172	906

FY 1980 TABLE: 12(i) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program	Level and Type of Institution	CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Trades and Industries 17.00	17.0800	Commercial Fishery Occupations	Sec.				76	30		5,121	13,664	7,674
			P-Sec.				175	95		4,765	98,072	12,746
			Adult	X	X	119	1,250	140			64,039	8,087
	17.0900	Commercial Photography	Sec.				415	150		27,984	74,673	41,936
			P-Sec.				170	65			95,270	12,382
			Adult		X	212						
	17.1001	Carpentry	Sec.				4,435	1,360	50	299,191	798,355	448,357
			P-Sec. Voc.	X	X		1,500	390		51,847	840,619	109,253
			Adult	X	X	2,057	2,000	205			102,462	12,938
	17.1002	Electricity	Sec.				3,414	900	72	230,624	614,298	345,155
			P-Sec. Voc.	X	X		1,500	310		70,808	840,619	109,253
			Adult	X	X	1,388	2,200	110			112,708	14,232
	17.1004	Masonry	Sec.				5,301	1,110	8	357,923	953,974	535,922
			P-Sec. Voc.	X	X		300	100		14,406	168,124	21,851
			Adult	X	X	1,445	2,400	200			122,954	15,526
	17.1007	Plumbing and Pipefitting	Sec.				227	90	15	15,307	40,845	22,938
			P-Sec. Voc.		X		180	55		9,077	100,874	13,110
			Adult	X	X	550	325	50			16,650	2,102
	17.1099	Other Construction & Maintenance	Sec.				9,244	1,300	12	623,626	1,664,070	934,544
			P-Sec. Voc.	X	X		255	105		19,872	142,905	18,573
			Adult	X	X	2,112	400	310		435	20,492	2,588
	17.1100	Custodial Service	Sec.				169	120		11,404	30,430	17,090
			P-Sec.									
			Adult			3,789						
	17.1200	Diesel Mechanic	Sec.				19	19	10	1,273	3,398	1,908
			P-Sec.				300	155		10,661	168,124	21,851
			Adult	X	X	616	350	105		445	17,931	2,264
	17.1300	Drafting Occupations	Sec.				8,229	510	20	555,275	1,481,211	831,923
			P-Sec. Voc.	X	X		1,325	300		8,065	742,546	96,507
			Adult	X	X	869	300	50			15,369	1,941
	17.1400	Electrical Occupations	Sec.				110	65	25	7,418	19,795	11,117
			P-Sec. Voc.	X	X		540	205		27,320	302,623	39,331
			Adult			560	550	105			28,177	3,558

FY 1980 TABLE: 12(j) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Trades and Industries 17.00	17.1500	Electronics Occupations	Sec.				105	65	4	7,086	18,908	10,619
			P-Sec. Voc.	X	X		1,125	295		39,919	630,464	81,940
			Adult			413	725	55			37,142	4,690
	17.1600	Fabric Maintenance Services	Sec.				23	18		1,550	4,136	2,323
			P-Sec.									
			Adult			1,351						
	17.1700	Foremanship/ Management Development	Sec.									
			P-Sec.									
			Adult	X	X	3,126	14,600	2,425			747,970	94,451
	17.1900	Graphic Arts Occupations	Sec.				1,913	315	20	129,043	344,336	193,380
			P-Sec. Voc.	X	X		225	25		3,612	126,093	16,388
			Adult	X	X	404	150	35			7,685	970
	17.2100	Instrument Maintenance/ Repair	Sec.				7	5		471	1,255	705
			P-Sec. Voc.		X		55	25			30,823	4,006
			Adult			227						
	17.2200	Maritime Occupations	Sec.				210	85		14,172	37,816	21,238
			P-Sec. Voc.		X		50	20		4,765	28,021	3,642
			Adult			98						
	17.2302	Machine Shop	Sec.				808	305	10	54,501	145,431	81,674
			P-Sec. Voc.	X	X		1,125	255		34,249	630,464	81,940
			Adult	X	X	895	1,550	105			79,408	10,027
	17.2303	Machine Tool Operation	Sec.									
			P-Sec. Voc.	X	X		135	105			75,656	9,833
			Adult	X	X	904	650	610		435	33,300	4,205
	17.2305	Sheet Metal	Sec.				117	20	15	7,889	21,050	11,822
			P-Sec. Voc.				25	20			14,010	1,821
			Adult	X	X	139						
	17.2306	Welding and Cutting	Sec.				1,000	208	72	67,456	179,997	101,087
			P-Sec. Voc.	X	X		2,550	1,010		45,646	1,429,052	185,730
			Adult	X	X	1,984	1,100	460			56,354	7,116
	17.2307	Tool and Die Making	Sec.						75			
			P-Sec. Voc.		X		110	45		15,464	61,645	8,012
			Adult			94	175	25			8,965	1,132

FY 1980 TABLE: 12(k) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Trades and Industries 17.00	17.2399	Other	Sec.				3	3		194	517	290
		Metalworking	P-Sec.				60	20			33,625	4,370
		Occupations	Adult			64	200	20			10,246	1,294
	17.2601	Barbering	Sec.				1	1	170	55	148	83
			P-Sec									
			Adult			199						
	17.2602	Cosmetology	Sec.				890	360	500	60,037	160,203	89,970
			P-Sec. Voc.	X	X		1,000	425		19,232	560,412	72,835
			Adult			1,326	75	10			3,842	485
	17.2699	Other	Sec.				336	100			83,161	33,972
		Personal	P-Sec.									
		Services	Adult			158	350	50			17,931	2,264
	17.2700	Plastics	Sec.				25	25		1,688	4,506	2,530
		Occupations	P-Sec. Voc.	X	X		60	25			33,625	4,370
			Adult	X	X	297	1,350	180			69,162	8,733
	17.2801	Firefighters/ Volunteer Firefighter	Sec.				11	10		747	1,995	1,120
			P-Sec.									
		Training	Adult	X	X	2,110	26,500	2,025			1,357,617	171,434
	17.2802	Law	Sec.				20	20		1,356	3,619	2,033
		Enforcement	P-Sec.				325	55		9,004	182,134	23,671
		Training	Adult	X	X	3,805	12,900	2,875			660,878	83,454
	17.2899	Other	Sec.				120	35		8,083	21,567	12,112
		Public	P-Sec.									
		Services	Adult		X	181	190	30			9,734	1,229
	17.2900	Quantity	Sec.				723	550	22	48,772	130,141	73,088
		Food	P-Sec. Voc.	X	X		425	260		6,773	238,175	30,955
		Occupations	Adult			2,563						
	17.3000	Refrigeration	Sec.				14	10		941	2,511	1,410
			P-Sec.									
			Adult			38						
	17.3100	Small Engine	Sec.				1,757	340		718,525	316,269	177,617
		Repair	P-Sec. Voc.	X	X		220	60		13,525	123,291	16,024
			Adult			964	3,050	535			156,254	19,733

FY 1s

TABLE: 12(1) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Trades and Industries 17.00	17.3300	Textile Production/ Fabrication	Sec.				1,744	1,500	20	117,667	313,980	176,331
			P-Sec.				80	35			44,832	5,827
			Adult	X	X	7,874	7,100	1,625			363,739	45,931
	17.3400	Leather Working	Sec.				13	12		886	2,363	1,327
			P-Sec. Voc.									
			Adult		X	84	40	35			2,049	259
	17.3500	Upholstering	Sec.				86	75	24	5,813	15,510	8,711
			P-Sec. Voc.	X	X		160	105			89,666	11,651
			Adult			458						
	17.3600	Woodworking	Sec.				2,683	910		180,998	482,972	271,238
			P-Sec. Voc.		X		60	45		2,876	33,625	4,370
			Adult	X	X	1,697	4,650	460			238,223	30,082
	17.9900	Other	Sec.				1,961	1,500			485,260	198,233
			P-Sec. Surveying Voc.		X		100	40		10,895	56,041	7,284
			Adult			2,003	4,500	300			230,539	29,111
		SUBTOTAL TRADES AND INDUSTRIES	Sec.				55,871	14,568	1,388	3,591,020	10,237,304	5,648,994
			P-Sec.	X	X		21,535	6,290		599,289	12,068,481	1,568,507
			Adult	X	X	51,218	97,020	13,560		2,217	4,970,415	627,644
Special Programs	99.0100	Group Guidance	Sec.				136,050			1,750,728	2,049,526	3,185,473
	99.0200	Prepostsecondary	Sec.									
	99.0300	Remedial	P-Sec.	X	X		4,400	4,200			2,465,816	320,475
			Adult	X	X		3,300	3,100			169,062	21,348
	99.0400	Industrial Arts	Sec.				8,240				818,684	334,436
	99.0500	Volunteer Fireman	Adult									
	99.0600	Other N.E.C.	Sec.				2,871				254,402	103,893
			P-Sec.									
			Adult									
		SUBTOTAL SPECIAL PROGRAMS	Sec.				147,161			1,750,728	3,122,612	3,623,802
			P-Sec.				4,400	4,200			2,465,816	320,475
			Adult				3,300	3,100			169,062	21,348
STATE TOTAL		(Related to Occupational Education Programs)	Sec.				317,450	29,952	9,185	7,719,927	35,696,682	
			P-Sec.				87,585	24,235		2,315,149	49,083,721	6,379,275
			Adult				204,020	26,985		2,640	10,452,113	1,319,850

FY 1981 TABLE: 12(a) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Agriculture 01.00	01.0100	Agricultural Production	Sec.				843	208	32		144,407	58,994
			P-Sec. AAS	X	X		3,150	480		14,881	1,817,083	236,162
			Adult	X	X	2,078	750	110			39,964	5,047
	01.0200	Agricultural Supplies/ Services	Sec.				270	105	12		46,189	18,869
			P-Sec. AAS				38	40			21.920	2,849
			Adult			233						
	01.0300	Agricultural Mechanics	Sec.				8,951	342	12		1,532,336	625,996
			P-Sec.	X	X		60	25			34,611	4,498
			Adult	X	X	475	310	35			16,519	2,086
	01.0400	Agricultural Products	Sec.				352	86	11		60,143	24,570
			P-Sec.	X			40	25			23,074	2,999
			Adult	X	X	982	320	45			17,051	2,153
	01.0500	Ornamental Horticulture	Sec.				5,722	840			979,479	400,140
			P-Sec.	X	X		390	150		45,237	224,972	29,238
			Adult	X	X	1,024	1,500	100			79,928	10,093
	01.0600	Agricultural Resources	Sec.				1,141	177			195,355	79,807
			P-Sec.	X	X		290	90			167,287	21,742
			Adult		X	280	70	20			3,730	471
	01.0700	Forestry	Sec.				1,444	282			247,276	101,018
			P-Sec.	X	X		370	130		4,368	213,435	27,740
			Adult			928						
	01.9900	Other	Sec.				9,604	232			1,644,184	671,688
			P-Sec. Veterinary Medical		X		120	45		8,919	69,222	8,996
			Adult	X	X	111	400	35			21,314	2,691
		SUBTOTAL AGRICULTURE	Sec.				28,327	2,272	67		4,849,369	1,981,082
			P-Sec.	X	X		4,458	985		73,405	2,571,604	334,224
			Adult	X	X	6,111	3,340	345			178,506	22,541
Distribution and Marketing 04.00	04.0100	Advertising Services	Sec.				511	331		30,517	81,844	45,887
			P-Sec.	X			160	65		3,161	92,296	11,995
			Adult	X	X	537	2,000	90			106,571	13,457
	04.0200	Apparel and Accessories	Sec.				1,592	950	10	95,243	255,432	143,211
			P-Sec.		X		75	40		3,219	43,264	5,623
			Adult			1,321						

FY 19b. TABLE: 12(b) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Distribution and Marketing 04.00	04.0300	Automotive	Sec.				322	193		27,728	74,362	41,692
			P-Sec.									
			Adult			1,907						
	04.0400	Finance and Credit	Sec.				103	61		6,171	16,550	9,279
			P-Sec.	X	X		450	230			259,583	33,737
			Adult	X	X	964	2,200	300			117,228	14,803
	04.0500	Floristry	Sec.				58	39		3,494	9,371	5,254
			P-Sec.		X		70	35			40,380	5,248
			Adult			106						
	04.0600	Food Distribution	Sec.				1,429	928	24	85,409	229,057	128,423
			P-Sec.									
			Adult			3,949	9,050	710			482,234	60,894
	04.0700	Food Services	Sec.				1,389	982		83,127	222,936	124,992
			P-Sec.	X			55	35			31,727	4,123
			Adult	X	X	1,592						
	04.0800	General Merchandise	Sec.				3,585	1,860		214,382	574,948	322,351
			P-Sec.									
			Adult	X	X	4,423	1,550	210			82,592	10,429
	04.0900	Hardware, Building Materials	Sec.				185	111		11,046	29,624	16,609
			P-Sec.									
			Adult			1,057						
	04.1000	Home Furnishings	Sec.				81	50		4,818	12,923	7,245
			P-Sec.				40	20			23,074	2,999
			Adult			685						
	04.1100	Hotel and Lodging	Sec.				38	24		2,226	5,970	3,347
			P-Sec.	X	X		230	80			132,676	17,244
			Adult			313						
	04.1200	Industrial Marketing	Sec.				162	114		9,722	26,072	14,618
			P-Sec.									
			Adult			825						
	04.1300	Insurance	Sec.				24	22	100	1,437	3,854	2,161
			P-Sec.		X		65	35			37,495	4,873
			Adult	X	X	1,382	875	110			46,625	5,888

FY 1981 TABLE: 12(c) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
04.00 Distribution and Marketing	04.1500	Personal Services	Sec				418	215		24,994	67,032	37,582
			P-Sec.									
			Adult			461						
	04.1600	Petroleum	Sec				72	62		4,283	11,487	6,440
			P-Sec.									
			Adult			1,850						
	04.1700	Real Estate	Sec.				22	15	275	1,324	3,552	1,991
			P-Sec.	X	X		700	60			403,796	52,481
			Adult	X	X	1,029	4,000	900			213,142	26,915
	04.1800	Recreation and Tourism	Sec.				107	78		6,396	17,155	9,618
			P-Sec.	X	X		205	75			118,254	15,369
			Adult			519						
	04.1900	Transportation	Sec.				152	96		9,074	24,334	13,643
			P-Sec.	X	X		410	270		9,236	236,509	30,738
			Adult	X	X	1,936	1,050	210			55,950	7,065
	04.2000	Retail Trade, Other	Sec.				2,365	1,310	200		520,825	212,697
			P-Sec.	X	X		475	160		24,067	274,005	35,612
			Adult			2,009						
	04.3100	Wholesale Trade, Other	Sec.						15			
			P-Sec.									
			Adult			194						
		SUBTOTAL DISTRIBUTION AND MARKETING	Sec.				12,615	7,441	624	621,391	2,187,328	1,147,040
			P-Sec.	X	X		2,935	1,105		39,683	1,693,059	220,042
			Adult	X	X	27,059	20,725	2,530			1,104,342	139,451
07.00 Health	07.0101	Dental Assistant	Sec.				33	20	8	1,777	4,764	2,672
			P-Sec. Voc	X	X		325	150		42,228	187,477	24,366
			Adult			1,004						
	07.0102	Dental Hygienist (AAS Degree)	P-Sec.	X	X		350	110	50	69,557	201,898	26,240
			Adult			181						
	07.0103	Dental Laborabory Assistant	P-Sec.		X		70	30			40,380	5,248
			Adult			70						
	07.0203	Medical Laboratory Technician	P-Sec.	X	X		400	140		20,776	230,741	29,989
			Adult		X	469						

FY 1981 TABLE: 12(d) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Health 07.00	07.0301	Nursing	P-Sec.	X	X		2,550	680	45	353,923	1,470,971	191,178
		(AAS Degree)	Adult	X	X	4,467	1,400				74,600	9,420
	07.0302	Practical	P-Sec Voc	X	X		2,700	880	117	194,658	1,557,499	202,424
		(Voc) Nurse	Adult	X	X	1,420	225				11,989	1,514
	07.0303	Nursing Assistant	Sec.				161	115	26	8,505	22,811	12,792
		(Aide)	P-Sec.				750	420		18,065	432,639	56,229
			Adult	X	X	1,592	14,000	560			745,997	94,201
	07.0305	Surgical	P-Sec.				145	75	5	21,966	83,643	10,871
		Technology	Adult	X	X	134						
	07.0402	Physical	P-Sec.	X	X		400	110		12,835	230,741	29,989
		Therapy	Adult			139						
	07.0499	Other	P-Sec.				50	30			28,843	3,749
		Rehabilitation	Adult		X	41						
	07.0501	Radiologic	P-Sec.	X	X		310	100	5	21,777	178,824	23,241
		Technology	Adult			143						
	07.0503	Nuclear Medical	P-Sec.		X		40	12			23,074	2,999
		Technology	Adult			15						
	07.0600	Ophthalmic	P-Sec.		X		80	50			46,148	5,998
			Adult			110						
	07.0700	Environmental	P-Sec.									
		Health Technology	Adult			73						
	07.0800	Mental Health	P-Sec.	X	X		500		3		288,426	37,486
		Technology	Adult			73						
	07.0903	Inhalation Therapy	P-Sec.	X	X		260	55		3,416	149,981	19,493
		Tech. (Respiratory)	Adult			91						
	07.0904	Medical	Sec.				5,348	437			1,041,739	425,526
		Assistant	P-Sec.	X	X		270			9,236	155,750	20,242
			Adult	X		164						
	07.0906	Health Aide	Sec.				17	15		915	2,454	1,376
			P-Sec. Voc.	X	X		410	65			236,509	30,738
			Adult			540						
	07.0907	Medical Emergency	P-Sec.				60	25			34,611	4,498
		Technology	Adult	X	X	86	7,400	40			394,313	49,792

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FY 1981 TABLE: 12(e) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completions	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Health 07.00	07.0909	Mortuary Science	P-Sec.		X		55	30			31,727	4,123
			Adult			52						
	07.9900	Other	Sec. Health Aide			48	366	180			71,253	29,105
			P-Sec. Pharmacy Tech. Voc.		X	43	40	30			23,074	2,999
			Adult								410,298	51,811
	07.9900	Other	P-Sec. Physician Assistant		X	47	20	15			11,537	1,499
			Adult	X	X		7,700	320				
		SUBTOTAL HEALTH	Sec.				5,925	767	259	11,197	1,143,021	471,471
			P-Sec.	X	X		9,785	3,007		768,457	5,644,493	733,599
			Adult	X	X	11,002	30,725	920			1,637,197	206,738
Occupational Home Economics 09.00	09.0201	Care & Guidance of Children	Sec.				1,725	850		99,688	267,353	149,905
			P-Sec.	X	X		1,775	735	20	61,766	1,023,912	133,075
			Adult	X	X	2,337	4,100	520			218,470	27,588
	09.0202	Clothing Mgmt., Production Services	Sec.				1,137	780		65,613	176,325	98,811
			P-Sec.				90	35			51,917	6,747
			Adult	X	X	1,425	2,100	420			111,900	14,130
	09.0203	Food Mgmt., Production & Services	Sec.				1,601	810		92,490	248,046	139,080
			P-Sec.	X			60	25			34,611	4,498
			Adult	X	X	1,240	4,100	470			218,470	27,588
	09.0204	Home Furnishings, Equipment, Services	Sec.				68	48		3,916	10,503	5,889
			P-Sec.		X		120	40			69,222	8,997
			Adult	X	X	340	675	100			35,968	4,542
	09.0205	Institutional, Home Mgmt., Services	Sec.				41	28		2,390	6,410	3,594
			P-Sec.				30	20			17,305	2,249
			Adult	X	X	1,776	8,600	1,520			458,255	57,866
	09.0299	Other	Sec.				513	75			109,201	44,599
			P-Sec.									
			Adult			73						
		SUBTOTAL OCCUPATIONAL HOME ECONOMICS	Sec.				5,085	2,591	20	264,097	817,838	441,878
			P-Sec.	X	X		2,075	855		61,766	1,196,967	155,566
			Adult	X	X	7,191	19,575	3,030			1,043,063	131,714
Business & Office 14.00	14.0100	Accounting and Computing	Sec.				148	130	1,490	16,271	43,638	24,475
			P-Sec.	X	X		3,075	750		63,653	1,773,819	230,538
			Adult	X	X	4,990	1,500	130			79,928	10,093

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TABLE: 12(f) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area 14.00 Business and Office

O.E Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
14.0201	Computer and Console Operators	Sec.			590	148	122	301	16,271	43,638	24,475
		P-Sec.	X	X		210	105		3,775	121,139	15,744
		Adult				125	55			6,661	841
14.0203	Programmers	Sec.	X	X	257	1,238	196		135,789	364,171	204,253
		P-Sec.	X	X		2,000	225		41,300	1,153,703	149,945
		Adult				750	50			39,964	5,047
14.0299	Other Business Data Processing	Sec.			237						
		P-Sec.	X	X		275	60			14,653	1,850
		Adult				1,239	990	27	135,762	364,629	204,429
14.0300	Filing, Office Machines, Clerical	Sec.	X	X	2,069	2,500	630		53,746	1,442,128	187,429
		P-Sec.	X	X		3,700	360			197,156	24,896
		Adult				31	25	6	3,424	9,183	5,150
14.0400	Information/ Communications	Sec.	X	X	2,656	320	95		2,704	184,592	23,991
		P-Sec.									
		Adult				66	49		7,199	19,308	10,829
14.0500	Materials Support, Transportation	Sec.			2,160						
		P-Sec.									
		Adult				23	17		2,546	6,828	3,830
14.0600	Personnel Training & Related	Sec.	X	X	687	170	55			98,065	12,745
		P-Sec.	X	X		3,550	410			189,164	23,887
		Adult				322	255	3,060	35,323	94,731	53,132
14.0700	Steno, Secretarial & Related	Sec.	X	X	9,589	5,400	1,340		173,183	3,114,999	404,848
		P-Sec.	X	X		575	390			30,639	3,869
		Adult				28	24	300	3,102	8,320	4,666
14.0800	Supervisory & Administration, Management	Sec.	X	X	2,612	15,200	2,100		274,068	8,768,144	1,139,571
		P-Sec.	X	X		2,300	275			122,557	15,476
		Adult				337	236	200	36,991	99,205	55,641
14.0900	Typing and Related	Sec.			1,677						
		P-Sec.	X	X		6,300	1,070			355,699	42,390
		Adult				3,327	375			1,343,427	548,841
14.9900	Other	Sec.			582						
		P-Sec.				6,000	200			319,713	40,372
		Adult									

FY 1981 TABLE: 12 (g) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution	C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
							Completers	Other Sources	Federal	State	Local
Technical 16.00		SUBTOTAL				6,907	2,419	5,384	392,678	2,397,078	1,139,721
		BUSINESS & OFFICE Sec.				28,875	5,300		612,429	16,656,589	2,164,811
		P-Sec.	X	X	28,106	25,075	3,000			1,336,134	168,721
		Adult	X	X							
	16.0101	Aeronautical Technology P-Sec.			13	475	100			274,005	35,612
		Adult	X	X							
	16.0103	Architectural Technology P-Sec.			120	300	50			173,055	22,492
		Adult	X	X							
	16.0104	Automotive Technology P-Sec.			113	130	110		1,579	74,991	9,746
		Adult	X	X		160	75			8,526	1,077
	16.0105	Chemical Technology P-Sec.			149	550	120			317,268	41,234
		Adult	X	X		1,275	210			67,939	8,579
	16.0106	Civil Technology P-Sec.			323	350	65	4		201,898	26,240
		Adult	X	X		1,100	110			58,614	7,402
	16.0107	Electrical Technology P-Sec.			196	1,650	330	15	29,199	951,805	123,703
		Adult	X	X		1,500	165		442	79,928	10,093
	16.0108	Electronic Technology P-Sec.			583	150	45			86,528	11,246
		Adult	X	X		450	70		10,914	259,583	33,737
	16.0109	Electromechanical Technology P-Sec.			67	3,700	430		18,254	2,134,351	277,396
		Adult	X	X		250	35			13,321	1,682
	16.0110	Environmental Control Tech. P-Sec.			86	50	20		4,979	28,843	3,749
		Adult	X	X		550	165		8,782	317,268	41,234
	16.0111	Industrial Technology P-Sec.			495	275	35			14,654	1,850
		Adult	X	X							
	16.0112	Instrumentation Technology P-Sec.			44	5	3			2,884	375
		Adult	X	X							
	16.0113	Mechanical Technology P-Sec.			190	100	70	8		57,685	7,497
		Adult	X	X							
	16.0114	Metallurgical Technology P-Sec.			26						
		Adult	X								
	16.0117	Scientific Data Technology P-Sec.			44						
		Adult	X	X							
	16.0601	Commercial Pilot Training P-Sec.			99						
		Adult	X	X							

FY 19__ TABLE: 12(h) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Technical 16.00	16.0602	Fire & Fire Safety Technology	P-Sec.	X	X		500	80		20,389	288,426	37,486
			Adult			106						
	16.0604	Oceanographic Technology	P-Sec.		X		250	65			144,213	18,743
			Adult			86						
	16.0605	Police Science	P-Sec.	X	X		5,200	1,150		143,238	2,999,628	389,854
			Adult			1,567						
	16.9902	Water/Waste Water Technology	P-Sec.		X		35	20			20,190	2,624
			Adult			58						
		SUBTOTAL TECHNICAL	P-Sec.	X	X		14,445	2,893	27	237,334	8,332,621	1,082,968
			Adult	X	X	4,365	4,560	630		442	242,982	30,683
Trades and Industries 17.00	17.0100	Air Conditioning	Sec.				83	60	30	5,571	14,941	8,378
			P-Sec. Voc.	X	X		1,150	275		49,255	663,379	86,218
			Adult	X	X	531	1,075	185			57,282	7,233
	17.0200	Appliance Repair	Sec.				412	90		27,688	74,257	41,639
			P-Sec. Voc.		X		75	30		7,524	43,264	5,623
			Adult			197						
	17.0301	Body and Fender Repair	Sec.				426	180	31	28,663	76,871	43,105
			P-Sec. Voc.	X	X		1,150	170		24,945	663,379	86,218
			Adult			435						
	17.0302	Auto Mechanics	Sec.				6,344	1,100	126	426,409	1,143,579	641,252
			P-Sec.	X	X		4,050	925		77,724	2,336,249	303,636
			Adult	X	X	2,150	5,000	200		465	266,427	33,643
	17.0399	Other Automotive	Sec.				1,815	300			449,213	183,478
			P-Sec.				25	20			14,421	1,874
			Adult			211						
	17.0400	Aviation Occupations	Sec.				365	100	55	24,513	65,740	36,863
			P-Sec.	X			70	15		25,006	40,380	5,248
			Adult	X	X	126	1,100	20			58,614	7,402
	17.0600	Business Machine Maintenance	Sec.				73	52		4,875	13,073	7,331
			P-Sec. Voc.				40	30			23,074	2,999
			Adult			101						
	17.0700	Commercial Art Occupations	Sec.				248	62	10	16,713	44,823	25,134
			P-Sec.	X	X		900	225			519,166	67,475
			Adult		X	410	140	25		478	7,460	942

FY 1981 TABLE: 12(k) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
17.00 Trades and Industries	17.2399	Other Metalworking Occupations	Sec.				3	2		195	523	293
			P-Sec.				60	20			34,611	4,498
			Adult			66	200	20			10,657	1,346
	17.2601	Barbering	Sec.				1	1	160	56	149	84
			P-Sec									
			Adult			204						
	17.2602	Cosmetology	Sec.				899	400	500	60,418	162,035	90,859
			P-Sec. Voc.	x	x		1,000	425		20,097	576,852	74,972
			Adult			1,346	75	10			3,996	504
	17.2699	Other Personal Services	Sec.				339	200			83,997	34,308
			P-Sec.									
			Adult			159	350	50			18,650	2,355
	17.2700	Plastics Occupations	Sec.				25	15		1,699	4,557	2,555
			P-Sec. Voc.	x	x		60	25			34,611	4,498
			Adult	x	x	301	1,350	180			71,935	9,084
	17.2801	**Firefighters/ Volunteer Firefighter Training**	Sec.				11	10		752	2,017	1,131
			P-Sec.									
			Adult	x	x	2,115	26,500	2,025			1,412,065	178,310
	17.2802	Law Enforcement Training	Sec.				20	10		1,365	3,660	2,053
			P-Sec.				325	55		9,409	187,477	24,366
			Adult	x	x	3,817	12,900	2,875			687,383	86,800
	17.2899	Other Public Services	Sec.				121	75		8,134	21,814	12,232
			P-Sec.									
			Adult		x	183	210	35			11,190	1,413
	17.2900	Quantity Food Occupations	Sec.				730	438	20	49,081	131,630	73,810
			P-Sec. Voc.	x	x		425	265		7,078	245,162	31,863
			Adult			2,589						
	17.3000	Refrigeration	Sec.				14	10		947	2,540	1,424
			P-Sec.									
			Adult			40						
	17.3100	Small Engine Repair	Sec.				1,775	300		119,276	319,886	179,373
			P-Sec. Voc.	x	x		220	65		14,134	126,907	16,494
			Adult			987	3,050	535			162,521	20,522

FY 1981 TABLE: 12 (1) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Trades and Industries 17.00	17.3300	Textile	Sec.				1,761	1,400	40	118,413	317,570	178,074
		Production/	P-Sec.				80	40			46,148	5,997
		Fabrication	Adult	X	X	7,911	7,100	1,625			378,327	47,774
	17.3400	Leather	Sec.				13	12		891	2,391	1,340
		Working	P-Sec Voc		X							
			Adult			85	45	35			2,398	303
	17.3500	Upholstering	Sec.		X		87	68	24	5,850	15,688	8,797
			P-Sec. Voc.				160	105			92,296	11,994
			Adult		X	462						
	17.3600	Woodworking	Sec.	X	X		2,710	1,175		182,146	488,494	273,919
			P-Sec. Voc.				60	50		3,005	34,612	4,498
			Adult			1,742	4,650	460			247,778	31,287
	17.9900	Other	Sec.				1,981	1,200			490,134	200,192
			P-Sec. Surveying Voc		X		100	40		11,385	57,685	7,497
			Adult			2,028	4,500	300			239,785	30,279
		SUBTOTAL	Sec.				56,934	14,833	1,387	3,487,123	10,480,117	5,704,833
		TRADES AND	P-Sec.	X	X		21,845	6,405		626,257	12,601,323	1,637,759
		INDUSTRIES	Adult	X	X	51,781	97,570	13,645		2,317	5,199,065	656,516
Special Programs 1-5680 Voc	99 0100	Group Guidance	Sec.				137,411			1,768,235	1,004,617	3,217,034
	99 0200	Prepostsecondary	Sec.									
	99 0300	Remedial	P-Sec.	X	X		4,500	4,300			2,595,833	337,373
			Adult	X	X		3,400	3,200			181,170	22,879
	99.0400	Industrial Arts	Sec				8,322				826,856	337,756
	99 0500	Volunteer Fireman	Adult									
	99 0600	Other N.E.C.	Sec				2,900				256,936	104,938
			P-Sec									
			Adult									
		SUBTOTAL	Sec							1,768,235	1,083,792	3,659,728
		SPECIAL	P-Sec				4,500	4,300			2,595,833	337,373
		PROGRAMS	Adult				3,400	3,200			181,170	22,879
	STATE	(Related to	Sec.				253,204	30,323	7,741	7,797,126	34,680,177	14,545,753
	TOTAL	Occupational Education Programs)	P-Sec.				88,918	25,050		2,419,331	51,292,489	6,666,342
			Adult				204,980	27,300		2,759	10,922,459	1,379,243

FY 1982 TABLE: 12(a) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Agriculture 01.00	01.0100	Agricultural Production	Sec.				851	210	32		145,849	59,581
			P-Sec. AAS	X	X		3150	490		15,551	1,885,977	245,115
			Adult	X	X	1995	770	120			42,578	5,377
	01.0200	Agricultural Supplies/ Services	Sec.				273	106	12		46,650	19,057
			P-Sec. AAS				40	45			23,949	3,113
			Adult			243						
	01.0300	Agricultural Mechanics	Sec.				9040	345	14		1,547,636	632,229
			P-Sec.	X	X		65	30			38,917	5,058
			Adult	X	X	479	320	40			17,695	2,234
	01.0400	Agricultural Products	Sec.				355	86	11		60,743	24,814
			P-Sec.	X			40	25			23,949	3,113
			Adult	X	X	994	330	50			18,248	2,304
	01.0500	Ornamental Horticulture	Sec.				5,200	800			989,259	404,125
			P-Sec.	X	X		350	138		47,273	233,502	30,348
			Adult	X	X	1,032	1,000	87			82,944	10,474
	01.0600	Agricultural Resources	Sec.				1152	178			197,306	80,602
			P-Sec.	X	X		290	90			173,630	22,566
			Adult		X	282	70	20			3,871	489
	01.0700	Forestry	Sec.				1458	285			249,746	102,024
			P-Sec.	X	X		370	130		4,564	221,527	28,791
			Adult			934						
	01.9900	Other	Sec.				8,750				1,660,600	678,376
			P-Sec. Veterinary Medical		X		120	45		9,320	71,847	9,338
			Adult	X	X	113	400	35			22,118	2,793
		SUBTOTAL AGRICULTURE	Sec.				27,079	2,010	69		4,897,789	2,000,808
			P-Sec.	X	X		4,425	993		76,708	2,673,289	347,442
			Adult	X	X	6,072	2,890	352			187,454	23,671
Distribution and Marketing 04.00	04.0100	Advertising Services	Sec.				516	340		30,108	83,380	46,342
			P-Sec.	X			170	70		3,303	101,783	13,228
			Adult	X	X	541	2025	100			111,975	14,140
	04.0200	Apparel and Accessories	Sec.				1608	955		93,967	260,223	144,630
			P-Sec.		X		80	45		3,364	47,898	6,225
			Adult			1,348						

FY 1982 TABLE: 12(b) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Distribution and Marketing 04.00	04.0300	Automotive	Sec.				325	194		19,016	52,660	29,268
			P-Sec.									
			Adult			1,949						
	04.0400	Finance and Credit	Sec.				104	70		6,088	16,861	9,371
			P-Sec.	x	x		450	240			269,425	35,016
			Adult	x	x	933	2,200	300			121,652	15,362
	04.0500	Floristry	Sec.				59	39		3,447	9,547	5,306
			P-Sec.		x		75	40			44,904	5,836
			Adult			109						
	04.0600	Food Distribution	Sec.				1,443	930	26	84,264	233,354	129,696
			P-Sec.									
			Adult			3,969	9,100	720			503,196	63,541
	04.0700	Food Services	Sec.				1,403	982		82,012	227,119	126,231
			P-Sec.	x			60	40			35,923	4,669
			Adult	x	x	1,609						
	04.0800	General Merchandise	Sec.				3,621	1,865		211,508	585,734	325,546
			P-Sec.									
			Adult	x	x	4,518	1,600	220			88,474	11,172
	04.0900	Hardware, Building Materials	Sec.				187	112		10,898	30,180	16,774
			P-Sec.									
			Adult			1,069						
	04.1000	Home Furnishings	Sec.				82	50		4,754	13,165	7,317
			P-Sec.				45	25			26,943	3,502
			Adult			694						
	04.1100	Hotel and Lodging	Sec.				38	24		2,196	6,082	3,380
			P-Sec.	x	x		230	85			137,706	17,897
			Adult			318						
	04.1200	Industrial Marketing	Sec.				164	115		9,591	26,562	14,763
			P-Sec.									
			Adult			838						
	04.1300	Insurance	Sec.				24	22	100	1,418	3,926	2,182
			P-Sec.		x		70	35			41,911	5,447
			Adult	x	x	1,387	900	120			49,767	6,284

FY 1982 TABLE: 12 (c) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
04.00 Distribution and Marketing	04.1500	Personal Services	Sec				422	215		24,659	68,290	37,955
			P-Sec.									
			Adult			468						
	04.1600	Petroleum	Sec.				73	62		4,226	11,702	6,504
			P-Sec.									
			Adult			1,868						
	04.1700	Real Estate	Sec.				22	15	275	1,307	3,618	2,011
			P-Sec.	X	X		700	65			419,105	54,470
			Adult	X	X	1,043	4,000	900			221,185	27,930
	04.1800	Recreation and Tourism	Sec.				108	78		6,311	17,476	9,713
			P-Sec.	X	X		210	80			125,732	16,341
			Adult			525						
	04.1900	Transportation	Sec.				154	96		8,952	24,790	13,778
			P-Sec.	X	X		420	280		9,652	251,464	32,682
			Adult	X	X	1,954	1,100	220			60,826	7,681
	04.2000	Retail Trade, Other	Sec.				2,389	1,315	200		526,046	214,806
			P-Sec.	X	X		475	160		25,150	284,393	36,962
			Adult			2,017			15			
	04.3100	Wholesale Trade, Other	Sec.									
			P-Sec.									
			Adult			197						
		SUBTOTAL DISTRIBUTION AND MARKETING	Sec.				12,742	7,479	616	604,722	2,200,715	1,145,573
			P-Sec.	X	X		2,985	1,165		41,469	1,787,187	232,275
			Adult	X	X	27,354	20,925	2,580			1,157,075	146,110
07.00 Health	07.0101	Dental Assistant	Sec.				33	20	8	1,753	4,853	2,698
			P-Sec. Voc.	X	X		330	150		44,128	197,578	25,679
			Adult			1,152						
	07.0102	Dental Hygienist (AAS Degree)	P-Sec.	X	X		350	115		72,708	209,553	27,235
			Adult			194						
	07.0103	Dental Laborabory Assistant	P-Sec.		X		70	35			41,911	5,447
			Adult			76						
	07.0203	Medical Laboratory Technician	P-Sec.	X	X		400	145		21,710	239,489	31,126
			Adult		X	479						

FY 1982 TABLE: 12(d) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Health 07 00	07.0301	Nursing	P-Sec.	X	X		2550	690	45	369,850	1,526,743	198,426
		(AAS Degree)	Adult	X	X	4,552	1450				80,180	10,125
	07.0302	Practical	P-Sec. Voc	X	X		2700	890	120	203,418	1,616,551	210,099
		(Voc.) Nurse	Adult	X	X	1,438	250				13,824	1,746
	07.0303	Nursing Assistant	Sec.				163	115	26	8,391	23,237	12,918
		(Aide)	P-Sec.				750	430		18,878	449,042	58,361
			Adult	X	X	1,602	14,000	560			774,147	97,756
	07.0305	Surgical	P-Sec.				150	80	5	22,954	89,808	11,672
		Technology	Adult	X	X	140						
	07.0402	Physical	P-Sec.	X	X		400	110		13,413	239,489	31,126
		Therapy	Adult			142						
	07.0499	Other	P-Sec.				50	30			29,936	3,891
		Rehabilitation	Adult		X	45						
	07.0501	Radiologic	P-Sec.	X	X		320	105	5	22,757	191,591	24,900
		Technology	Adult			146						
	07.0503	Nuclear Medical	P-Sec.		X		40	12			23,949	3,112
		Technology	Adult			16						
	07.0600	Ophthalmic	P-Sec.		X		80	55			47,898	6,225
			Adult			112						
	07.0700	Environmental	P-Sec.									
		Health Technology	Adult			75						
	07.0800	Mental Health	P-Sec.	X	X		500		3		299,361	38,907
		Technology	Adult			76						
	07.0903	Inhalation Therapy	P-Sec.	X	X		270	60		3,570	161,655	21,010
		Tech. (Respiratory)	Adult			102						
	07.0904	Medical	Sec.				5401	437			1,052,146	429,731
		Assistant	P-Sec.	X	X		275	100		9,652	164,649	21,399
			Adult	X		172						
	07.0906	Health Aide	Sec.				17	15		903	2,500	1,390
			P-Sec. Voc.	X	X		420	70			251,464	32,682
			Adult			551	7,700	320			425,781	53,766
	07.0907	Medical Emergency	P-Sec.				70	30			41,911	5,447
		Technology	Adult	X	X	90	7400	40			409,192	51,671

FY 1982 TABLE: 12(e) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completions	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Health 07.00	07.0909	Mortuary Science	P-Sec.		X		55	30			32,930	4,280
			Adult			54						
	07.9900	Other	Sec. Health Aide			56	370	185			71,965	29,393
			P-Sec. Pharmacy Tech. Voc.		X	50	50	35			29,936	3,891
			Adult									
	07.9900	Other	P-Sec. Physician Assistant		X	55	25	20			14,968	1,945
			Adult	X	X							
		SUBTOTAL HEALTH	Sec.				5,984	872	212	11,047	1,154,701	476,130
			P-Sec.	X	X		9,855	3,092		803,038	5,900,412	766,860
			Adult	X	X	11,375	30,800	920			1,703,124	215,064
Occupational Home Economics 09.00	09.0201	Care & Guidance of Children	Sec.				1,742	860	20	98,350	272,361	151,393
			P-Sec.	X	X		1,775	745		64,546	1,062,733	138,120
			Adult	X	X	2,360	4,100	520			226,714	28,629
	09.0202	Clothing Mgmt., Production Services	Sec.				1,148	812		64,828	179,529	99,792
			P-Sec.				90	35			53,885	7,003
			Adult	X	X	1,444	2,100	420			116,122	14,663
	09.0203	Food Mgmt., Production & Services	Sec.				1,617	812		91,248	252,693	140,461
			P-Sec.	X			60	25			35,923	4,669
			Adult	X	X	1,243	4,100	470			226,714	28,629
	09.0204	Home Furnishings, Equipment, Services	Sec.				69	50		3,864	10,699	5,947
			P-Sec.		X		120	40			71,847	9,338
			Adult	X	X	359	700	110			38,707	4,888
	09.0205	Institutional, Home Mgmt., Services	Sec.				42	28		2,358	6,530	3,630
			P-Sec.				30	25			17,962	2,334
			Adult	X	X	1,745	8,600	1,520			475,547	60,050
	09.0299	Other	Sec.				518	75			110,292	45,042
			P-Sec.									
			Adult			88						
		SUBTOTAL OCCUPATIONAL HOME ECONOMICS	Sec.				5,136	2,637	20	260,648	832,104	446,265
			P-Sec.	X	X		2,075	870		64,546	1,242,350	161,464
			Adult	X	X	7,239	19,600	3,040			1,083,804	136,859
Business & Office 14.00	14.0100	Accounting and Computing	Sec.				149	130	1,490	16,053	44,456	24,720
			P-Sec.	X	X		3,075	750		66,517	1,841,072	239,279
			Adult	X	X	5,054	1,500	130			82,944	10,474

FY 1982 TABLE: 12 (f) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
Business and Office 14.00	14.0201	Computer and Console Operators	Sec.				149	122	301	16,053	44,456	24,720
			P-Sec.				210	110		3,945	125,732	16,341
			Adult	X	X	597	150	60			8,295	1,047
	14.0203	Programmers	Sec.				1,155	100		133,969	371,002	206,294
			P-Sec.	X	X		1,750	140		43,159	1,197,445	155,629
			Adult	X	X	260	600	30			41,472	5,237
	14.0299	Other Business Data Processing	Sec.						27			
			P-Sec.									
			Adult	X	X	250	275	60			15,207	1,920
	14.0300	Filing, Office Machines, Clerical	Sec.				1,251	992	6	134,084	371,323	206,472
			P-Sec.	X	X		2,500	640		56,164	1,496,807	194,536
			Adult	X	X	2,107	3,700	360			204,596	25,836
	14.0400	Information/ Communications	Sec.				31	25		3,378	9,355	5,202
			P-Sec.	X	X		320	100		2,826	191,591	24,901
			Adult			2,691						
	14.0500	Materials Support, Transportation	Sec.				67	50		7,103	19,669	10,937
			P-Sec.									
			Adult			2,185						
	14.0600	Personnel Training & Related	Sec.				23	17		2,512	6,956	3,868
			P-Sec.	X	X		170	60			101,783	13,228
			Adult	X	X	696	3,600	410			199,066	25,137
	14.0700	Steno, Secretarial & Related	Sec.				325	258	3,060	34,849	96,509	53,663
			P-Sec.	X	X		5,400	1,350		180,976	3,233,103	420,197
			Adult	X	X	9,807	575	390			31,795	4,015
	14.0800	Supervisory & Administration, Management	Sec.				28	24	300	3,061	8,475	4,713
			P-Sec.	X	X		15,200	2,150		286,401	9,100,585	1,182,778
			Adult	X	X	2,627	2,300	275			127,181	16,060
	14.0900	Typing and Related	Sec.				3,340	236	200	36,495	101,066	56,197
			P-Sec.									
			Adult	X	X	1,704	6,300	1,070			348,366	43,990
	14.9900	Other	Sec.				3,340	368			1,356,892	554,327
			P-Sec.									
			Adult			571	6,000	200			331,777	41,896

FY 1982 TABLE: 12(g) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Technical 16.00		SUBTOTAL	Sec.				6,858	2,322	5,384	387,557	2,430,159	1,151,113
		BUSINESS &	P-Sec.	X	X		28,625	5,300		639,988	17,288,118	2,246,889
		OFFICE	Adult	X	X	28,549	25,000	2,985			1,390,699	175,612
	16.0101	Aeronautical	P-Sec.									-
		Technology	Adult			15					-	-
	16.0103	Architectural	P-Sec.	X	X		475	100			284,393	36,962
		Technology	Adult			128					-	-
	16.0104	Automotive	P-Sec.	X	X		300	50			179,617	23,344
		Technology	Adult			115					-	-
	16.0105	Chemical	P-Sec.	X	X		130	110		1,650	77,834	10,116
		Technology	Adult	X	X	154	170	80			8,400	1,187
	16.0106	Civil	P-Sec.	X	X		550	120			329,298	42,798
		Technology	Adult	X	X	321	1,300	220			71,885	9,077
	16.0107	Electrical	P-Sec.	X	X		350	70			209,553	27,235
		Technology	Adult	X	X	204	1,100	115			60,826	7,681
	16.0108	Electronic	P-Sec.	X	X		1,650	340		30,513	987,893	128,394
		Technology	Adult	X	X	595	1,525	170		462	84,327	10,648
	16.0109	Electromechanical	P-Sec.				150	50			89,808	11,672
		Technology	Adult			70					-	-
	16.0110	Environmental	P-Sec.	X	X		450	70		11,405	269,425	35,016
		Control Tech.	Adult			90					-	-
	16.0111	Industrial	P-Sec.	X	X		3,700	400		19,075	2,215,274	287,913
		Technology	Adult	X	X	498	250	35			13,824	1,746
	16.0112	Instrumentation	P-Sec.	X	X		50	20		5,203	29,936	3,891
		Technology	Adult			51					-	-
	16.0113	Mechanical	P-Sec.	X	X		550	170		9,177	329,298	42,798
		Technology	Adult			193	300	40			16,589	2,095
	16.0114	Metallurgical	P-Sec.								-	-
		Technology	Adult			32					-	-
	16.0117	Scientific Data	P-Sec.	X			5	3			2,994	389
		Technology	Adult			45					-	-
	16.0601	Commercial Pilot	P-Sec.	X	X		100	70			59,872	7,781
		Training	Adult			100					-	-

FY 1982 TABLE: 12(h) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Technical 16.00	16.0602	Fire & Fire	P-Sec.	X	X		500	80		21,307	299,361	38,907
		Safety Technology	Adult			110						
	16.0604	Oceanographic	P-Sec.		X		250	70			149,681	19,454
		Technology	Adult			91						
	16.0605	Police	P-Sec.	X	X		5,200	1,200		149,684	3,113,358	404,634
		Science	Adult			1,611						
	16.9902	Water/Waste	P-Sec.		X		35	20			20,955	2,724
		Water Technology	Adult			64						
		SUBTOTAL	P-Sec.	X	X		14,445	2,943		248,014	8,648,550	1,124,028
		TECHNICAL	Adult	X	X	4,487	4,645	660		462	256,851	32,434
Trades and Industries 17.00	17.0100	Air	Sec.				84	60	30	5,496	15,222	8,462
		Conditioning	P-Sec. Voc.	X	X		1,200	275		51,471	718,467	93,377
			Adult	X	X	536	1,075	185			59,444	7,506
	17.0200	Appliance	Sec.				416	92		27,317	75,651	42,056
		Repair	P-Sec. Voc.		X		80	30		7,863	47,898	6,225
			Adult			199						
	17.0301	Body and	Sec.				430	182	31	28,279	78,315	43,537
		Fender Repair	P-Sec. Voc.	X	X		1,150	170		26,068	688,531	89,486
			Adult			450						
	17.0302	Auto	Sec.				5,610	980	126	420,701	1,165,055	647,681
		Mechanics	P-Sec.	X	X		3,950	900		81,222	2,454,763	319,039
			Adult	X	X	2,181	400	125		486	276,481	34,913
	17.0399	Other	Sec.				1,833	195		120,373	333,351	185,318
		Automotive	P-Sec.				30	25			17,962	2,334
			Adult			220						
	17.0400	Aviation	Sec.				335	45	45	24,184	66,975	37,233
		Occupations	P-Sec.	X			70	15		26,131	41,911	5,447
			Adult	X	X	127	1,100	20			60,826	7,681
	17.0600	Business	Sec.				74	52		4,809	13,319	7,404
		Machine	P-Sec. Voc.				40	30			23,949	3,113
		Maintenance	Adult			102						
	17.0700	Commercial	Sec.				250	62	10	16,489	45,665	25,386
		Art	P-Sec.	X	X		900	225			538,850	70,033
		Occupations	Adult		X	460	150	30		500	8,295	1,047

FY 1982 TABLE: 12(i) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program	Level and Type of Institution	C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Trades and Industries 17.00	17.0800	Commercial Fishery Occupations	Sec.				70	26		5,084	14,080	7,827
			P-Sec.				180	50		5,203	107,770	14,007
			Adult	X	X	121	1,300	45			71,885	9,077
	17.0900	Commercial Photography	Sec.				387	145			104,729	42,775
			P-Sec.				175	70			104,777	13,618
			Adult		X	216						
	17.1001	Carpentry	Sec.				4,524	1,210	48	297,057	822,647	457,329
			P-Sec. Voc.	X	X		1,600	415		56,618	957,956	124,503
			Adult	X	X	2,124	2,100	210			116,122	14,663
	17.1002	Electricity	Sec.				3,482	940	70	228,681	633,291	352,062
			P-Sec. Voc.	X	X		1,600	320		77,324	957,956	124,503
			Adult	X	X	1,403	2,250	115			124,417	15,711
	17.1004	Masonry	Sec.				5,407	1,400	8	355,073	983,310	546,645
			P-Sec. Voc.	X	X		300	100		15,731	179,617	23,344
			Adult	X	X	1,458	2,400	200			132,711	16,758
	17.1007	Plumbing and Pipefitting	Sec.				231	130	7	15,198	42,087	23,397
			P-Sec. Voc.		X		185	60		9,912	110,764	14,396
			Adult	X	X	562	350	55			19,354	2,444
	17.1099	Other Construction & Maintenance	Sec.				9,429	1,300	8	618,371	1,715,512	953,244
			P-Sec. Voc.	X	X		265	110		21,700	158,662	20,621
			Adult	X	X	2,135	450	315		475	24,883	3,142
	17.1100	Custodial Service	Sec.				172	120		11,323	31,356	17,432
			P-Sec.									
			Adult	X	X	3,906						
	17.1200	Diesel Mechanic	Sec.				19	15	10	1,264	3,501	1,946
			P-Sec.	X	X		320	160		11,642	191,591	24,901
			Adult	X	X	630	375	110		486	20,736	2,618
	17.1300	Drafting Occupations	Sec.				8,479	476	20	551,188	1,526,413	848,569
			P-Sec. Voc.	X	X		1,325	300		8,807	793,308	103,104
			Adult			884	300	50			16,589	2,095
	17.1400	Electrical Occupations	Sec.				112	85	25	7,365	20,397	11,339
			P-Sec. Voc.				575	210		29,834	344,266	44,743
			Adult			583	575	110			31,795	4,015

FY 1982 TABLE: 12(j) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		CC	TI	Projected Job Openings	Projected Enrollment	Estimated Supply		Estimated Expenditures		
								Completers	Other Sources	Federal	State	Local
17 00 Trades and Industries	17.1500	Electronics Occupations	Sec.				107	75	5	7,035	19,484	10,831
			P-Sec. Voc.	X	X		1,150	300		43,592	688,531	89,486
			Adult			419	750	60			41,472	5,237
	17.1600	Fabric Maintenance Services	Sec.				23	18		1,539	4,262	2,369
			P-Sec.									
			Adult			1,385						
	17.1700	Foremanship/ Management Development	Sec.									
			P-Sec.									
			Adult	X	X	3,195	14,700	2,450			812,855	102,644
	17.1900	Graphic Arts Occupations	Sec.				1,952	375	20	128,123	354,814	197,249
			P-Sec. Voc.	X	X		225	25		3,945	134,713	17,508
			Adult	X	X	414	150	35			8,295	1,047
	17.2100	Instrument Maintenance/ Repair	Sec.				7	5		467	1,294	719
			P-Sec. Voc.		X		60	30			35,923	4,669
			Adult			233						
	17.2200	Maritime Occupations	Sec.				214	90		14,071	38,967	21,663
			P-Sec. Voc.		X		50	25		5,203	29,936	3,891
			Adult			105						
	17.2302	Machine Shop	Sec.				824	375	10	54,113	149,856	83,308
			P-Sec. Voc.	X	X		1,150	260		37,401	688,531	89,486
			Adult	X	X	905	1,600	110			88,474	11,172
	17.2303	Machine Tool Operation	Sec.									
			P-Sec. Voc.	X	X		150	110			89,808	11,672
			Adult	X	X	914	700	620		474	38,707	4,888
	17.2305	Sheet Metal	Sec.				119	85	15	7,832	21,691	12,058
			P-Sec. Voc.				35	25			20,955	2,734
			Adult	X	X	141						
	17.2306	Welding and Cutting	Sec.				1,020	450	70	66,975	185,474	103,109
			P-Sec. Voc.	X	X		2,600	1,020		49,847	1,556,679	202,317
			Adult	X	X	1,992	1,125	465			62,208	7,855
	17.2307	Tool and Die Making	Sec.						75			
			P-Sec. Voc.		X		140	50		16,887	83,821	10,894
			Adult			96	200	30			11,059	1,397

FY 1982 TABLE: 12(k) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Trades and Industries 17 00	17.2399	Other Metalworking Occupations	Sec.				3	2		192	533	296
			P-Sec.				60	20			35,923	4,669
			Adult			69	200	20			11,059	1,397
	17.2601	Barbering	Sec.				1	1	160	55	152	85
			P-Sec									
			Adult			209						
	17.2602	Cosmetology	Sec.				908	400	500	59,609	165,078	91,770
			P-Sec. Voc.	x	x		1,000	425		21,001	598,723	77,814
			Adult			1,365	75	10			4,147	524
	17 2699	Other Personal Services	Sec.				343	200			84,840	34,652
			P-Sec.									
			Adult			160	350	50			19,354	2,444
	17.2700	Plastics Occupations	Sec.				25	20		1,676	4,643	2,581
			P-Sec. Voc.	x	x		65	30			38,917	5,058
			Adult	x	x	305	1,375	185			76,032	9,601
	17.2801	Fireman/ Volunteer Fireman Training	Sec.				11	10		742	2,055	1,142
			P-Sec.									
			Adult	x	x	2,120	27,000	2,050			1,492,998	188,530
	17.2802	Law Enforcement Training	Sec.				20	10		1,347	3,729	2,073
			P-Sec				330	60		9,832	197,579	25,679
			Adult	x	x	3,829	13,100	2,900			724,381	91,472
	17.2899	Other Public Services	Sec				122	85		8,025	22,223	12,355
			P-Sec.									
			Adult		x	186	210	35			11,612	1,466
	17.2900	Quantity Food Occupations	Sec.				737	475	20	48,424	134,102	74,550
			P-Sec. Voc.	x	x		450	270		7,397	269,425	35,017
			Adult			2,615						
	17.3000	Refrigeration	Sec.				14	12		934	2,588	1,439
			P-Sec.									
			Adult			42						
	17.3100	Small Engine Repair	Sec.				1,793	350		117,680	325,892	181,171
			P-Sec. Voc.	x	x		240	70		14,770	143,693	18,675
			Adult			1,009	3,100	545			171,418	21,646

FY 1982 TABLE: 12(1) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O.E. Course Number	Instructional Program, Level and Type of Institution		C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply: Completers	Estimated Supply: Other Sources	Estimated Expenditures: Federal	Estimated Expenditures: State	Estimated Expenditures: Local
Trades and Industries 17.00	17.3300	Textile	Sec.				1,779	1,410	40	116,828	323,533	179,860
		Production/	P-Sec.				85	40			50,891	6,614
		Fabrication	Adult	X	X	7,949	7,100	1,650			392,603	49,576
	17.3400	Leather	Sec.				13	12		879	2,436	1,354
		Working	P-Sec. Voc									
			Adult		X	85	45	40			2,488	314
	17.3500	Upholstering	Sec.				88	68	24	5,771	15,983	8,885
			P-Sec. Voc.		X		170	110			101,783	13,228
			Adult			467						
	17.3600	Woodworking	Sec.				2,737	1,200		179,708	497,667	276,665
			P-Sec. Voc.		X		70	50		3,140	41,911	5,447
			Adult	X	X	1,787	4,700	470			259,892	32,818
	17.9900	Other	Sec.				2,001	1,200			495,057	202,199
			P-Sec. Surveying Voc.		X		100	40		11,898	59,872	7,781
			Adult			2,053	4,500	300			248,833	31,422
		SUBTOTAL	Sec.				56,205	14,443	1,440	3,560,277	10,547,229	5,762,025
		TRADES AND	P-Sec.	X	X		22,075	6,425		654,439	13,306,612	1,729,423
		INDUSTRIES	Adult	X	X	52,346	93,805	13,595		2,421	5,441,425	687,120
Special Programs	99.0100	Group Guidance	Sec.				138,785			1,785,917	1,097,953	3,249,329
	99.0200	Prepostsecondary	Sec.									
	99.0300	Remedial	P-Sec.	X	X		4,600	4,400			2,754,124	357,946
			Adult	X	X		3,500	3,300			193,537	24,439
	99.0400	Industrial Arts	Sec				8,405				835,112	341,161
	99.0500	Volunteer Fireman	Adult									
	99.0600	Other N.E.C.	Sec.				2,929				259,497	105,983
			P-Sec									
			Adult									
		SUBTOTAL	Sec.				150,119			1,785,917	2,192,562	3,696,473
		SPECIAL	P-Sec				4,600	4,400			2,754,124	357,946
		PROGRAMS	Adult				3,500	3,300			193,537	24,439
	STATE TOTAL	(Related to Occupational Education Programs)	Sec.				264,123	29,763	7,741	7,875,097	35,026,979	19,655,240
			P-Sec.				89,085	25,188		2,528,202	53,600,651	6,966,327
			Adult				201,165	27,432		2,883	11,413,969	1,441,309

FY 1978

TABLE: 13(a)

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING CONSUMER & HOMEMAKING NEEDS

Instructional Program, Level and Type of Institution		CC	TI	Projected Enrollment*	Estimated Expenditures		
					Federal	State	Local
Exploratory Home Economics				2,600		317,825	129,821
Exploratory Home Economics				4,300		525,584	214,683
Introductory Home Economics				34,800		4,253,566	1,737,439
Consumer Education and Management	Sec.			1,400		171,136	69,903
	Adult			-0-			
Adv. Home Economics				10,000	304,818	917,486	499,270
Adv. Child Development	Sec.			3,950	120,416	362,408	197,218
	Adult	x	x	2,000		13,333	
Adv. Clothing and Textiles	Sec.			4,800	146,312	440,342	239,629
	Adult	x	x	38,000		253,334	
Adv. Foods and Nutrition	Sec.			5,700	173,762	522,958	284,587
	Adult	x	x	5,000		33,333	
Adv. Housing and Home Furnishings				2,550	77,735	233,953	127,314
Adv. Interpersonal Relationships				1,740	53,049	159,659	86,884
Family Life Education				10,250	312,346	940,444	511,723
Personal Management for Wage Earning				575	17,527	52,749	28,705
Personal Management for Careers				315	9,607	28,896	15,727
SUBTOTAL CONSUMER AND HOMEMAKING	Sec.			82,980	1,215,572	8,927,006	4,142,903
	Adult	x	x	45,000		300,000	

Data from Management Information Service, N. C. Dept. of Education.

* Projected Enrollment for Consumer/Homemaking is by duplicate count for Secondary.

FY 1979

TABLE: 13(b) NORTH CAROLINA VOCATIONAL EDUCATION P FOR MEETING CONSUMER & HOMEMAKING NEEDS

Instructional Program, Level and Type of Institution		C C	T I	Projected Enrollment*	Estimated Expenditures Federal	State	Local
Exploratory Home Economics				3,500		449,185	183,469
Exploratory Home Economics				5,100		654,551	267,350
Introductory Home Economics				36,200		4,645,879	1,897,600
Consumer Education and Management	Sec.			1,640		210,458	85,961
	Adult			-			
Adv. Home Economics				10,690	301,364	1,070,616	560,382
Adv. Child Development	Sec.			4,400	124,111	440,541	230,631
	Adult	x	x	2,100		14,667	
Adv. Clothing and Textiles	Sec.			5,290	149,216	529,655	277,283
	Adult	x	x	38,000		265,411	
Adv. Foods and Nutrition	Sec.			6,000	169,250	600,767	314,512
	Adult	x	x	5,000		34,922	
Adv. Housing and Home Furnishings				2,900	81,804	290,369	152,013
Adv. Interpersonal Relationships				2,000	56,424	200,283	104,852
Family Life Education				10,900	307,478	1,091,420	571,377
Personal Management for Wage Earning				800	22,570	80,113	41,941
Personal Management for Careers				550	15,511	55,058	28,824
SUBTOTAL CONSUMER AND HOMEMAKING	Sec.			89,970	1,227,728	10,318,895	4,716,195
	Adult	x	x	45,100		315,000	

Data from Management Information Services, N. C. Dept. of Education.

*Projected enrollment for Consumer & Homemaking is by duplicate count for Secondary.

FY 1980

TABLE: 13(c)

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING CONSUMER & HOMEMAKING NEEDS

Instructional Program, Level and Type of Institution		C C	T I	Projected Enrollment	Estimated Expenditures Federal	State	Local
Exploratory Home Economics				3,600		466,697	190,600
Exploratory Home Economics				5,230		677,896	276,854
Introductory Home Economics				37,000		4,796,079	1,958,730
Consumer Education and Management	Sec.			1,750		226,840	92,642
	Adult			-			
Adv. Home Economics				10,690	298.129	1,087,580	565,927
Adv. Child Development	Sec.			4,525	126,348	460,225	239,557
	Adult	x	x	2,200		16,024	
Adv. Clothing and Textiles	Sec.			5,350	149,388	544,149	283,242
	Adult	x	x	38,000		276,790	
Adv. Foods and Nutrition	Sec.			6,100	170,325	620,414	322,940
	Adult	x	x	5,100		37,149	
Adv. Housing and Home Furnishings				3,000	83,772	305,142	158,833
Adv. Interpersonal Relationships				2,150	60,246	218,449	113,820
Family Life Education				11,050	308,521	1,123,795	584,961
Personal Management for Wage Earning				900	25,120	91,502	47,629
Personal Management for Careers				650	18,156	66,135	34,425
SUBTOTAL CONSUMER AND HOMEMAKING	Sec.			91,995	1,240,005	10,684,903	4,870,160
	Adult			45,300		329,963	

FY 198

TABLE: 13(d) NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING CONSUMER & HOMEMAKING NEEDS

Instructional Program, Level and Type of Institution		CC	TI	Projected Enrollment	Estimated Expenditures		
					Federal	State	Local
Exploratory Home Economics				3,600		471,365	192,512
Exploratory Home Economics				5,230		684,677	279,631
Introductory Home Economics				37,000		4,844,054	1,978,377
Consumer Education and Management	Sec.			1,750		229,109	93,571
	Adult			-			
Adv. Home Economics				10,600	302,718	1,085,084	566,797
Adv. Child Development	Sec.			4,525	115,524	413,916	241,960
	Adult	x	x	2,250		17,090	
Adv. Clothing and Textiles	Sec.			5,350	152,833	547,641	286,083
	Adult	x	x	38,000		288,608	
Adv. Foods and Nutrition	Sec.			6,100	174,265	624,384	326,179
	Adult	x	x	5,150		39,113	
Adv. Housing and Home Furnishings				3,000	85,710	307,094	160,426
Adv. Interpersonal Relationships				2,150	61,420	220,063	114,962
Family Life Education				11,050	315,658	1,130,985	590,829
Personal Management for Wage Earning				900	25,701	92,087	48,106
Personal Management for Careers				650	18,576	66,558	34,770
SUBTOTAL CONSUMER AND HOMEMAKING	Sec.			91,905	1,252,405	10,717,017	4,914,203
	Adult			45,400		344,811	

FY 1982

TABLE: 13(e)

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING CONSUMER & HOMEMAKING NEEDS

Instructional Program, Level and Type of Institution		C C	T I	Projected Enrollment	Estimated Expenditures		
					Federal	State	Local
Exploratory Home Economics				3,600		480,361	194,424
Exploratory Home Economics				5,230		691,523	282,408
Introductory Home Economics				37,000		4,892,485	1,998,024
Consumer Education and Management	Sec.			1,750		231,400	94,501
	Adult			-			
Adv. Home Economics				10,690	311,621	1,101,942	577,280
Adv. Child Development	Sec.			4,525	131,819	466,544	244,363
	Adult	x	x	2,250		17,839	
Adv. Clothing and Textiles	Sec.			5,350	155,857	551,621	288,924
	Adult	x	x	38,000		301,263	
Adv. Foods and Nutrition	Sec.			6,100	177,701	628,933	392,418
	Adult	x	x	5,200		41,225	
Adv. Housing and Home Furnishings				3,000	87,400	309,331	162,020
Adv. Interpersonal Relationships				2,150	62,631	221,666	116,103
Family Life Education				10,050	292,749	1,036,114	542,689
Personal Management for Wage Earning				900	26,208	92,758	48,584
Personal Management for Careers				650	18,943	67,042	35,115
SUBTOTAL CONSUMER AND HOMEMAKING	Sec.			90,995	1,264,929	10,771,720	4,976,853
	Adult			45,450		360,327	

PROJECTED PROGRAM FUNDING

SECONDARY TABLE: 14(a)

PROGRAM SERVICE	FY 1978 Federal	FY 1978 State	FY 1978 Local	FY 1979 Federal	FY 1979 State	FY 1979 Local	FY 1980 Federal	FY 1980 State	FY 1980 Local	FY 1981 Federal	FY 1981 State	FY 1981 Local	FY 1982 Federal	FY 1982 State	FY 1982 Local
DISADVANTAGED (Subpart 2)	$ 1,918,785	$ 805,890	$1,112,895	$ 1,937,973	$ 813,949	$1,124,094	$ 1,957,353	$ 822,088	$ 1,135,335	$ 1,976,927	$ 830,309	$ 1,146,688	$ 1,996,696	$ 838,612	$ 1,158,155
Limited English Speaking	(502)	(211)	(292)	(508)	(214)	(295)	(513)	(216)	(298)	(518)	(218)	(301)	(524)	(220)	(304)
HANDICAPPED (Subpart 2)	959,393	402,945	556,448	968,987	406,974	562,012	978,677	411,044	567,632	988,464	415,154	573,308	998,349	419,306	579,041
SUBPART 2 (Section 120) SUBTOTAL	4,796,961	23,751,135	10,788,063	4,844,597	25,279,226	11,372,244	4,892,710	26,063,615	11,648,576	4,941,304	26,087,919	11,777,344	4,990,384	26,321,006	11,882,169
A. Vocational Education	4,636,010	19,988,801	10,058,208	4,682,370	21,406,068	10,604,648	4,729,194	22,143,569	10,869,957	4,776,486	22,131,687	10,990,963	4,824,251	22,322,194	11,087,697
B. Work-Study	127,616		52,124	128,892		52,645	130,181		53,171	131,483		53,703	132,798		54,240
C. Cooperative Education		(4,975,077)	(2,032,073)		(5,327,824)	(2,176,154)		(5,511,384)	(2,251,128)		(5,508,426)	(2,249,291)		(5,555,842)	(2,269,288)
D. Energy Education															
E. Construction															
F. Sex Bias Office Personnel	33,335			33,335			33,335			33,335			33,335		
I. Industrial Arts		756,710	309,025		802,503	327,810		818,684	334,436		826,856	337,756		835,112	341,161
J. Support Services for Women															
K. Day Care Services															
L. Prgms./Homemakers, Head-Household															
102a Administration State	-0-	2,131,246		-0-	2,152,558		-0-	2,174,084		-0-	2,192,825		-0-	2,217,783	
102a Administration Local		874,378	368,706		918,097	387,141		927,278	391,012		936,551	394,922		945,917	398,871
SUBPART 3 (Section 130) SUBTOTAL	1,918,785	2,769,212	2,757,219	1,937,973	7,846,283	3,129,722	1,957,352	2,114,594	3,192,592	1,976,925	1,070,336	3,224,224	1,996,694	1,164,329	3,256,591
1. Research	177,553	63,786	6,979	179,329	64,424	7,049	181,122	65,068	7,119	182,933	65,719	7,190	184,762	66,376	7,262
2. Exemplary															
3. Curriculum Development		(250,000)			(250,000)			(250,000)			(250,000)			(250,000)	
4. Guidance and Counseling	1,716,232	2,705,426	2,750,240	1,733,394	7,481,859	3,122,673	1,750,728	2,049,526	3,185,473	1,768,235	1,004,617	3,217,034	1,785,917	1,097,953	3,249,329
5. Preservice & Inservice Training	25,000	(120,000)		25,250	(120,000)		25,502	(120,000)		25,757	(120,000)		26,015	(120,000)	
6. Grants (Overcome Sex Bias)															
102a Administration State															
102a Administration Local															
SUBPART 4 (Section 140) Special Program for Disadvantaged	395,246			399,198			403,190			407,222			411,294		
SUBPART 5 (Section 150) ANCILLARY SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Consumer and Homemaking (Program/Instruction)	1,215,572	8,927,006	4,142,903	1,227,728	10,318,895	4,716,195	1,240,005	10,684,903	4,870,160	1,252,405	10,717,017	4,914,203	1,264,929	10,771,720	4,976,853
102d Five-year - Annual Plan, Reporting, Data Collection, Eval.															
TOTAL	$11,204,742	$36,656,188	$19,357,523	$11,316,456	$44,365,327	$20,904,267	$11,429,287	$40,096,244	$21,414,295	$11,543,247	$39,120,735	$21,635,767	$11,658,346	$39,514,973	$21,852,809

PROJECTED PROGRAM FUNDING

POST-SECONDARY TABLE: 14(b)

PROGRAM SERVICE	FY 78 Federal	FY 78 State	FY 78 Local	FY 79 Federal	FY 79 State	FY 79 Local	FY 80 Federal	FY 80 State	FY 80 Local	FY 81 Federal	FY 81 State	FY 81 Local	FY 82 Federal	FY 82 State	FY 82 Local
DISADVANTAGED (Subpart 2)	791,000	791,000	-0-	830,550	830,550	-0-	870,001	870,001	-0-	909,151	909,151	-0-	950,063	950,063	-0-
Limited English Speaking	(208)	(208)		(218)	(218)		(228)	(228)		(239)	(239)		(249)	(249)	
HANDICAPPED (Subpart 2)	395,472	395,472	-0-	415,246	415,246	-0-	434,970	434,970	-0-	454,544	454,544	-0-	474,998	474,998	-0-
SUBPART 2 (Section 120) SUBTOTAL	2,395,722	66,526,635	11,751,207	2,674,676	69,717,967	12,113,767	2,793,333	75,201,322	15,475,421	2,911,083	78,360,382	15,834,314	3,034,132	80,661,599	14,709,357
A. Vocational Education	2,029,471	44,360,000	5,800,000	2,130,945	46,578,000	6,090,000	2,232,165	48,790,455	6,379,275	2,332,612	50,986,025	6,666,342	2,437,580	53,280,396	6,966,327
B. Work-Study	51,207	-0-	51,207	53,767	-0-	53,767	56,321	-0-	56,321	58,855	-0-	58,855	61,503	-0-	61,503
C. Cooperative Education	-0-	200,000	-0-	-0-	210,000	-0-	-0-	219,975	-0-	-0-	229,874	-0-	-0-	240,218	-0-
D. Energy Education	12,890	660	-0-	13,535	693	-0-	14,178	726	-0-	14,816	759	-0-	15,483	793	-0-
E. Construction	222,932	2,700,000	4,500,000	234,079	2,700,000	4,500,000	245,198	5,000,000	7,500,000	256,232	5,000,000	7,500,000	267,762	4,000,000	6,000,000
F. Sex Bias Office Personnel	16,665	-0-	-0-	16,665	-0-	-0-	16,665	-0-	-0-	16,665	-0-	-0-	16,665	-0-	-0-
I. Industrial Arts	-0-	-0-	-0-												
J. Support Services for Women	10,963	17,191	-0-	11,511	18,051	-0-	12,058	18,908	-0-	12,601	19,759	-0-	13,168	20,648	-0-
K. Day Care Services	39,594	36,784	-0-	41,574	38,623	-0-	43,549	40,458	-0-	45,509	42,279	-0-	47,557	44,182	-0-
L. Prgms./Homemakers, Head-Household	12,000	12,000	-0-	12,600	12,600	-0-	13,199	13,199	-0-	13,793	13,793	-0-	14,414	14,414	-0-
102a Administration State	-0-	1,900,000		160,000	1,995,000		160,000	2,089,763	-0-	160,000	2,183,802	-0-	160,000	2,282,073	-0-
102a Administration Local		17,300,000	1,400,000		18,165,000	1,470,000		19,027,838	1,539,825		9,884,091	1,609,117		20,778,875	1,681,527
SUBPART 3 (Section 130) SUBTOTAL	959,248	5,740,330	85,000	1,047,211	6,027,347	89,250	1,095,054	6,313,646	93,489	1,142,531	6,597,760	97,696	1,192,145	6,894,660	102,092
1. Research	(128,257)	(30,366)	-0-	(134,600)	(31,800)		(141,300)	(33,400)		(148,300)	(35,000)		(155,700)	(36,700)	
2. Exemplary	-0-	-0-	-0-												
3. Curriculum Development	-0-	(400,000)	-0-	-0-	(420,000)	-0-	-0-	(439,950)	-0-	-0-	(459,748)	-0-	-0-	(480,437)	-0-
4. Guidance and Counseling	873,133	5,670,000	85,000	916,790	5,953,500	89,250	960,338	6,236,291	93,489	1,003,553	6,516,924	97,696	1,048,713	6,810,186	102,092
5. Preservice & Inservice Training	64,935	50,000	-0-	68,182	52,500	-0-	71,421	54,994	-0-	74,635	57,469	-0-	77,994	60,055	-0-
6. Grants (Overcome Sex Bias)	21,180	20,330	-0-	22,239	21,347	-0-	23,295	22,361	-0-	24,343	23,367	-0-	25,438	24,419	-0-
102a Administration State	-0-	-0-		40,000			40,000			40,000			40,000		
102a Administration Local		-0-	-0-												
SUBPART 4 (Section 140) Special Program for Disadvantaged	197,594	-0-	-0-	200,000	-0-	-0-	225,000	-0-	-0-	250,000	-0-	-0-	300,000	-0-	-0-
SUBPART 5 (Section 150) Consumer and Homemaking	-0-	-0-	-0-												
102d Five-year - Annual Plan, Reporting, Data Collection, Eval.	-0-	(70,000)	-0-												
TOTAL	4,739,036	73,453,438	11,836,207	5,167,683	76,991,110	12,203,017	5,418,358	82,819,939	15,568,910	5,667,309	86,321,837	15,932,010	5,951,338	88,981,320	14,811,449

PROJECTED PROGRAM FUNDING

ADULT TABLE: 14(c)

PROGRAM SERVICE	FY 78 Federal	FY 78 State	FY 78 Local	FY 79 Federal	FY 79 State	FY 79 Local	FY 80 Federal	FY 80 State	FY 80 Local	FY 81 Federal	FY 81 State	FY 81 Local	FY 82 Federal	FY 82 State	FY 82 Local
DISADVANTAGED (Subpart 2)	168,248	168,248	-0-	176,660	176,660	-0-	185,051	185,051	-0-	193,378	193,378	-0-	202,080	202,080	-0-
Limited English Speaking	(44)	(44)		(47)	(47)		(49)	(49)		(51)	(51)		(53)	(53)	
HANDICAPPED (Subpart 2)	84,152	84,152	-0-	88,360	88,360	-0-	92.557	92.557	-0-	96,722	96,722	-0-	101,074	101,074	-0-
SUBPART 2 (Section 120) SUBTOTAL	2,400	13,603,000	1,500,000	2,520	14,283,150	1,575,000	2,640	14,961,601	1,649,813	2,759	15,634,874	1,724,054	2,883	16,338,443	1,801,636
A. Vocational Education	-0-	9,500,000	1,200,000	-0-	9,975,000	1,260,000	-0-	10,448,813	1,319,850	-0-	10,919,010	1,379,243	-0-	11,410,365	1,441,309
B. Work-Study	-0-	-0-	-0-												
C. Cooperative Education	-0-	-0-	-0-												
D. Energy Education	-0-	-0-	-0-												
E. Construction	-0-	-0-	-0-												
F. Sex Bias Office Personnel	-0-	-0-	-0-												
I. Industrial Arts	-0-	-0-	-0-												
J. Support Services for Women	-0-	-0-	-0-												
K. Day Care Services	-0-	-0-	-0-												
L. Prgms./Homemakers, Head-Household	2,400	3,000	-0-	2,520	3,150	-0-	2,640	3,300	-0-	2,759	3,449	-0-	2,883	3,604	-0-
102a Administration State	-0-	400,000		-0-	420,000		-0-	439,950		-0-	459,748		-0-	480,437	
102a Administration Local		3,700,000	300,000		3,885,000	315,000		4,069,538	329,963		4,252,667	344,811		4,444,037	360,327
SUBPART 3 (Section 130) SUBTOTAL	-0-	1,211,634	-0-	-0-	1,272,216	-0-	-0-	1,332,646	-0-	-0-	1,392,615	-0-	-0-	1,455,283	-0-
1. Research	-0-	-0-	-0-												
2. Exemplary	-0-	-0-	-0-												
3. Curriculum Development	-0-	-0-	-0-												
4. Guidance and Counseling	-0-	1,200,000	-0-	-0-	1,260,000	-0-	-0-	1,319,850	-0-	-0-	1,379,243	-0-	-0-	1,441,309	-0-
5. Preservice & Inservice Training	-0-	11,634	-0-	-0-	12,216	-0-	-0-	12,796	-0-	-0-	13,372	-0-	-0-	13,974	-0-
6. Grants (Overcome Sex Bias)	-0-	-0-	-0-												
102a Administration State	-0-	-0-													
102a Administration Local		-0-	-0-												
SUBPART 4 (Section 140) Special Program for Disadvantaged	-0-	-0-	-0-												
SUBPART 5 (Section 150) Consumer and Homemaking	-0-	300,000	-0-	-0-	315,000	-0-	-0-	329,963	-0-	-0-	344,811	-0-	-0-	360,327	-0-
102d Five-year - Annual Plan, Reporting, Data Collection, Eval.	-0-	(15,000)	-0-												
TOTAL	254,800	15,367,034	1,500,000	267,540	16,135,386	1,575,000	280,248	16,901,818	1,649,813	292,859	17,662,400	1,724,054	306,037	18,457,207	1,801,636

Rationale for Vocational Programs as Related to Needs Assessment

Table 11

.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 interrelated with Business and Office curriculums, therefore, Federal funds have gone to Business programs.

.07 HEALTH OCCUPATIONS A total of 53,022 allied health workers are needed to fill expansion and replacement needs of less than baccalaureate levels by 1982. Federal funds are allotted to those secondary and post-secondary programs with the greatest labor market needs. Other types of health programs plus adult up-grading courses are funded with State and local funds.

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

16.0 TECHNICAL cont. 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.

TABLE 15(a)

PROGRAM PLANNING AND BUDGETING

LEVEL: Secondary

ACTIVITIES	1978 BUDGETED TOTAL FUNDS	BENEFITS 1978-1982
DISADVANTAGED (Subpart 2)	$3,837,570	
1. Provide learning experiences for disadvantaged youth in vocational education to enable them to meet with success in pursuing vocational objectives.		1. Approximately 11,500 disadvantaged students in grades 7-12 will have benefited from special programs to enable them to succeed in vocational education.
2. Provide State level leadership and State/Federal resources to local units to serve disadvantaged students.		2. Improvement in programs and instruction from State leadership and allotted funds.
3. Identification of students within existing definition of "disadvantaged."		
4. Provide special in-service activities and teaching materials for teachers of disadvantaged.		4. Improved instruction and services.
5. Allocation of work-study funds to enable needy disadvantaged vocational students to remain in school.		5. Approximately 800 disadvantaged vocational students per year will receive financial assistance through work-study to enable them to remain in school.
6. Identify dropouts and potential dropouts among disadvantaged students and provide alternative opportunities to enable them to succeed in vocational programs.		6. Approximately 3,000 disadvantaged dropouts and potential dropouts will have received vocational education through optional/extended day programs.
7. Programs for limited English speaking		7. Limited English-speaking students will develop sufficient communication ability and job skills to obtain employment.
HANDICAPPED (Subpart 2)		
1. 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.	$1,918,786	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.
SUBPART 2 (Section 120)		
A. VOCATIONAL EDUCATION	$34,683,019	
1. To maintain, extend and improve programs of vocational education; to develop new programs of vocational education through 145 Local Education Agencies in the State.		1. Approximately 350,000 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, and d. Handicapped.

TABLE 15(a)

PROGRAM PLANNING AND BUDGETING

LEVEL: Secondary

ACTIVITIES	1978 BUDGETED TOTAL FUNDS	BENEFITS 1978-1982
B. WORK STUDY	$ 179,740	B. Approximately 800 disadvantaged vocational students per year will receive financial assistance through workstudy, enabling them to remain in school.
1. Work study funds will be allocated to Local Education Agencies by criteria established in the State Plan.		
C. COOPERATIVE EDUCATION	$7,007,150	
1. Cooperative Vocational Education will be conducted through program areas at skill development levels in 145 Local Education Agencies.		1(a) Approximately 22,000 students per year will have opportunity to participate in cooperative education at skill development level through several program areas.
2. Cooperative Education programs will be funded with State and local funds and will be conducted by criteria established in the State Plan.		(b) Students will have opportunity to experience specialized occupations with remuneration.
F. SEX BIAS OFFICE PERSONNEL	$ 33,000	
1. Employ full time person to eliminate sex-bias and descrimination in vocational programs.		1. Full time person will provide leadership in vocational education opportunities to persons of both sexes.
2. Establish office to fulfill requirements of the Act as stated in the State Plan.		2. Progress will be made toward eliminating sex bias and sex stereotyping from vocational programs.
I. INDUSTRIAL ARTS	$1,065,735	
1. Provide State level leadership and State resources to Industrial Arts programs which comply with requirements of the Act.		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) ADMINISTRATION		
1. State Administration Provide State staff for administration and supervision of Vocational Education.	$2,131,246	1. Maintenance of State vocational education staff and activities to ensure direction and quality of programs within State.
2. Local Administration (a) Provide resources and consultant help to 145 Local Education Agencies for local administration, supervision, and evaluation of local programs.	$1,243,084	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.
(b) State and local funds support a local director/planner for each Local Education Agency.		

TABLE 15(a)

PROGRAM PLANNING AND BUDGETING

LEVEL: Secondary

ACTIVITIES	1978 BUDGETED TOTAL FUNDS	BENEFITS 1978-1982
SUBPART 3 (Section 120)		
1. RESEARCH	$ 248,318	
1. Continue Research Coordinating Unit which will provide leadership in research projects in:		1. Priorities will be validated by research
(a) Relating program course priorities to labor market needs.		(a) Vocational program offerings will more closely relate to labor market needs.
(b) Developing models for training and retraining teachers.		(b) Teachers will more closely relate to needs of business and industry.
(c) Develop and validate system for determining core competencies.		(c) Core competencies will be more accurately validated.
(d) Develop and install a comprehensive evaluation and follow-up system.		(d) Comprehensive evaluation and follow-up systems will improve from results of research.
3. CURRICULUM DEVELOPMENT	($250,000)	
(a) Provide State leadership in curriculum search and research, validation of competencies needed in vocational education, acquisition and dissemination of materials, and in-service for teachers.		(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.
(b) Development of course guides and units, plus material for individualized instruction.		
4. GUIDANCE and COUNSELING	$7,171,898	
(a) Provide State leadership through adequate staff for Vocational Guidance, Counseling and Placement.		(a) A statewide system of Vocational Guidance, Counseling, and Placement will be maintained and expanded.
(b) Provide resources and consultant services to Local Education Agencies.		(b) Vocational Guidance funds will be allocated to Local Education Agencies to provide local staff to serve needs of students.
5. PRESERVICE and INSERVICE TRAINING	$ 145,000	
(a) Provide inservice training for teachers and administrators of vocational education.		(a) Administration and quality of instruction will improve as result of inservice.
SUBPART 4 (Section 140)		
SPECIAL PROGRAM for DISADVANTAGED	$ 395,246	
Provide State leadership and resources to qualified Local Education Agencies to serve needs of special disadvantaged.		The most severely disadvantaged will receive instruction and services to enable them to succeed in vocational education and become employable.

TABLE 15(a)

PROGRAM PLANNING AND BUDGETING

LEVEL: Secondary

ACTIVITIES	1978 BUDGETED TOTAL FUNDS	BENEFITS 1978-1982
SUBPART 5 (Section 150) CONSUMER and HOMEMAKING Ancillary Services Educational Programs (a) Provide State leadership in administration and supervision and commit resources to Local Education Agencies for programs in Consumer/Homemaking Education.	$14,285,481	(a) Provide for approximately 900 Consumer/Homemaking Teachers in 145 Local Education Agencies. (b) Approximately 80,000 students will benefit from Consumer/Homemaking Education. (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.

TABLE 15(b)

LEVEL: Post-Secondary

PROGRAM PLANNING AND BUDGETING

ACTIVITIES	1978 BUDGETED TOTAL FUNDS	BENEFITS
DISADVANTAGED AND LIMITED ENGLISH SPEAKING 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.	$ 1,582,000	These target groups will receive instruction and program services which will make them employable and thereby reduce the number who are unemployed.
HANDICAPPED 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.	$ 790,944	Handicapped individuals will receive instruction and program services which will make them employable.
SUBPART 2		
Vocational Education Provide vocational/technical programs of less than baccalaureate level. Expand, where possible, new and emerging occupational programs.	$52,189,471	Needs of individuals will be served and labor market needs will be more fully realized.
Work-Study Provide work-study programs to assist selected individuals to continue their vocational programs.	$ 102,414	Provide income for students who work for a public or non-profit agency.
Cooperative Education Provide work experience related to program of study through cooperating businesses and industries.	$ 200,000	Student will be able to use educational knowledge and skills in actual job performance.
Energy Education Provide vocational programs to train individuals to install and maintain solar energy equipment.	$ 13,550	Individuals will be trained to work in the expanding field of solar energy.
Construction Expand facilities at three institutions: Davidson County Community College, Mayland Technical Institute, and Beaufort County Technical Institute.	$ 7,422,932	Additional space will be available to provide additional program options.

TABLE 15(b)

PROGRAM PLANNING AND BUDGETING

LEVEL: Post-Secondary

ACTIVITIES	1978 BUDGETED TOTAL FUNDS	BENEFITS
Sex Bias Office Personnel Full-time individual will assist in furnishing equal educational opportunities in vocational education and eliminating sex discrimination and sex stereotyping in vocational education programs.	$ 16,665	Provide opportunity for individuals to become informed of the wide variety of jobs and thereby make a selection of a vocational program.
Support Services for Women Provide counseling, job development and job follow-up services for women seeking employment in non-traditional areas.	$ 28,154	Increased numbers of women may seek training and employment in non-traditional areas.
Day Care Services Provide day care services for children of vocational/ technical students, while they are enrolled in vocational education programs.	$ 76,378	Care will be provided for young children so that a parent may participate in a vocational education program.
Program for Homemakers - Heads of Household Provide vocational programs, orientation in how to seek employment and job placement services.	$ 24,000	Homemakers and heads of household will receive instruction to become employable.
Administration Provide for the administration and supervision of vocational education.	$20,600,000	Improve the quality of programs, services, and activities.
SUBPART 3		
Research Provide contracts to study ways of improving programs.	$ 158,623	Continued search for new ideas and techniques will improve the quality of programs offered.
Curriculum Development Support the continued development and revision of curriculum materials.	$ 400,000	Develop competency-based curriculums.
Guidance and Counseling Provide counseling and guidance services for all students.	$ 6,628,133	Assistance to students in selecting program and preparing for entrance into the labor market.

TABLE 15(b)

LEVEL: Post-Secondary

PROGRAM PLANNING AND BUDGETING

ACTIVITIES	1978 BUDGETED TOTAL FUNDS	BENEFITS
Pre-Service and Inservice Training	$ 114,935	
Provide inservice training for instructors and administrators.		Improve quality of instruction and administration.
Grants (Overcome Sex Bias)	$ 41,510	
Provide support for activities that are directed toward reducing sex discrimination and sex stereotyping.		Encourage students to select training in non-traditional areas.
SUBPART 4		
Special Programs for the Disadvantaged	$ 197,594	
Provide programs, services and activities for the disadvantaged to assist them to succeed in vocational programs.		Disadvantaged will receive instruction so that they will become employable.

TABLE 15(c)

LEVEL: Adult

PROGRAM PLANNING AND BUDGETING

ACTIVITIES	1978 BUDGETED TOTAL FUNDS	BENEFITS
DISADVANTAGED AND LIMITED ENGLISH SPEAKING 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.	$ 336,496	These target groups will receive instruction and program services which will make them employable and thereby reduce the number who are unemployed.
HANDICAPPED 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.	$ 168,304	Handicapped individuals will receive instruction and program services which will make them employable.
SUBPART 2		
Vocational Education Provide preparatory and supplemental vocational education programs for adults who can profit from such instruction.	$10,700,000	Increase the skill and competency of the work force.
Programs for Homemakers - Heads of Household Provide vocational programs, orientation in how to seek employment and job placement services.	$ 5,400	Homemakers and heads of household will receive instruction to become employable.
Administration Provide for the administration and supervision of vocational education.	$ 4,400,000	Improve the quality of programs, services, and activities.
SUBPART 3		
Guidance and Counseling Provide counseling and guidance services for all students.	$ 1,200,000	Assistance to students in selecting program and preparing for entrance into the labor market.
Pre-service and Inservice Training Provide inservice training for instructors and administrators.	$ 11,634	Improve quality of instruction and administration.

TABLE 15(c)

LEVEL: Adult

PROGRAM PLANNING AND BUDGETING

ACTIVITIES	1978 BUDGETED TOTAL FUNDS	BENEFITS
SUBPART 5		
Consumer and Homemaking	$ 300,000	
Provide programs, services and activities to assist adults in becoming better consumers and homemakers.		Improve the quality of family living.

PART III

ANNUAL PROGRAM PLAN
VOCATIONAL EDUCATION

FISCAL YEAR 1978

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Certificate of State Board

State of North Carolina

I hereby certify that the attached Annual 1978 Fiscal Year State Plan for Vocational Education was adopted by the North Carolina State Board of Education on June 2, 1977. 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)

June 13, 1977
Date

By _____
State Superintendent

CERTIFICATE OF PUBLIC HEARING

State of North Carolina

I hereby certify that:

1. *Notification of dates and purposes for public hearing on the FY 1978 Annual State Plan was provided as follows:*

Date of Notification	Sent to:
March 15, 1977	° Superintendents of Schools ° Presidents of Community Colleges and Technical Institutes ° Local Directors/Planners of Occupational Education ° State Advisory Council on Vocational Education ° Head Teacher Educators ° N. C. Vocational Association ° Program Advisory Committees ° Selected Lay People
March 14, 1977	° News Media - Public Notice of Hearing to following newspapers, (1) Charlotte Observer, (2) Raleigh News & Observer, (3) Carolinian, and (4) Asheville Citizen

2. *A Public hearing on the State Plan for Vocational and Technical Education was held as follows:*

Date	Place		Attendance
April 5, 1977	Highway Building Auditorium	Raleigh	Total 41

3. *The hearing was conducted by:* R. Barton Hayes, Moderator, State Board of of Education. Also attending were: Evelyn S. Tyler, State Board of Education; Charles J. Law, Division of Occupational Education; Anthony J. Bevacqua Department of Community Colleges; E. Michael Latta, State Advisory Council on Vocational Education

Nine individuals made presentations to the Board at this hearing, with two persons who were unable to attend submitting prepared manuscripts. The hearing was taped and the prepared manuscripts were collected for analysis and summary and as a matter or record.

Many of the concerns expressed were due to the brevity of the first draft of the Plan which failed to show, at the state of development, some of the content and direction they were seeking. Many of the recommendations and concerns have, or will be incorporated into the Plan. The recommendations that seem to be contrary to Board policy or require additional funding or time to implement will either be rejected or will require additional consideration.

The concerns and recommendations are summarized as follows:

° Business and Office Education should be expanded in North Carolina since it prepares for a rapidly growing segment of employment. Vocational schools and programs should be very flexible to be able to respond to needs. Incentives should be provided for units which most adequately meet labor market needs.

° There are many emerging needs for new and different situations in homemaking as described in Section 150 of the Act. State programs of consumer and Homemaking should be designed to help meet needs of these groups.

° The Plan should provide for more effective placement and follow-up strategies to evaluate effectiveness of training at both secondary and post-secondary levels. Improved data and information gathering techniques are needed.

° Funding for college career planning and placement services should be included in the funding provisions of the Plan.

° The Extended School Day/Optional School Program has great potential for serving dropouts and potential dropouts. Increased funding is needed and programs should operate on 12-month basis.

° There should be increased visibility of goals and strategies to reduce sex bias exhibited in the Plan. Also the Plan should be a directional document toward achieving the goal of eliminating sex bias and stereotyping in vocational education.

° It is difficult to assess the labor market needs for the broad field of agriculture, therefore difficult to come up with rational figures for training needs. The size of the total agricultural enterprise in this State demands that we have a continuing program of vocational agriculture for both youth and adults. North Carolina should plan a program to meet its own special needs in agriculture.

June 13, 1977
(Date)

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

By: _____
State Superintendent of Public Instruction

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 107 of the Act did meet on the indicated dates and that such agencies, councils and individuals have been afforded the opportunity to be involved in the development of the Annual Plan.

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

June 13, 1977
Date

By _____
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, or the agency specified in the Act.

We, the undersigned, certify that we have had the opportunity to actively participate in the formulating of the Annual Plan as required by Section 108 of the Act. We further certify that the signatures below constitute approval of the Annual Plan for Fiscal Year 1978 by this committee. The dates which the planning group met were as follows:

April 5, 1977, May 3, 1977, May 24, 25, 1977.

Date of Signatures by Committee Members May 25, 1977

State Agency - Secondary
Robert Mullen, Deputy Director
Division of ~~Vocational~~ Education, Raleigh

Post-Secondary
Marcus Allred, Director
Institutional Planning
Department of Community Colleges, Raleigh

Community Colleges
Morris Johnson, Educational Consultant
Department of Community Colleges, Raleigh

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

Local School Board
Ray Boyette, Chairman
Johnston County Board of Education, Kenly

Thomas Burwell, Member
Board of Trustees
Davidson County Community College, Lexington

Vocational Teachers
Eloise Keefer, Business Education
Dudley High School
President, NCVA, Greensboro

Betty Randolph, Early Childhood Education
Beaufort Technical Institute, Washington

Local School Administrators

Robert Lee, Superintendent
Moore County Schools, Carthage

Ray Oxendine, Principal
East Montgomery High School, Biscoe

Richard Koontz, Local Director
Occupational Education
Stanly County/Albemarle City, Albemarle

Merton Branson, President
Randolph Technical Institute, Asheboro

Dr. Jerry Owens, Executive Vice President
Guilford Technical Institute, Jamestown

Dr. Edward Wilson
Educational Development Officer
Wayne Community College, Goldsboro

State Manpower Services Council

Dr. William Culbertson, Chief of Planning
Office of Employment and Training, Raleigh

State Advisory Council

John Guy, Member
State Advisory Council on Vocational Education
Greenville

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

The following recommendations were made by the planning group and have been rejected and the reason for the rejection:

TABLE 1 POST-SECONDARY AND ADULT

RANK ORDER IN WHICH APPLICATIONS WILL BE CONSIDERED

	ECONOMICALLY DEPRESSED AREA	UNEMPLOYMENT RATE
Robeson TI	*	16.2
Piedmont TI	*	15.6
Bladen TI	*	13.8
Tri-County TI	*	11.7
Mayland TI	*	10.8
Southeastern CC	*	10.8
Halifax CC	*	10.7
Pamlico TI	*	10.4
Anson TI	*	10.2
Martin CC	*	9.6
James Sprunt Inst.	*	8.9
Johnston TI	*	8.7
Sampson TI	*	8.4
Southwestern TI	*	8.1
Wilson County TI	*	7.5
Carteret TI	*	7.2
Roanoke-Chowan TI	*	7.0
Beaufort County TI	*	6.2
Pitt TI	*	6.2
Richmond TI		13.4
Central Carolina TI		11.9
Sandhills CC		11.9
Surry CC		11.9
Gaston College		11.5
Catawba Valley TI		11.4
Caldwell CC & TI		11.2
Cleveland County TI		10.9
Haywood TI		10.5
Isothermal CC		10.4
Asheville-Buncombe TI		10.1
Mitchell CC		10.0
Rockingham CC		9.9
Western Piedmont CC		9.9
Randolph TI		9.7
Edgecombe TI		9.6
McDowell TI		9.4
Vance-Granville CC		9.4
Stanly TI		9.2
T.I. of Alamance		9.2
Davidson County CC		9.1
Montgomery TI		8.9
Wayne CC		8.3
Cape Fear TI		8.1
Wilkes CC		8.1
Rowan TI		7.6
Blue Ridge TI		7.5
Forsyth TI		7.4
Central Piedmont CC		7.3
Guilford TI		7.1
Coastal Carolina CC		7.0
College of Albemarle		6.9
Nash TI		6.9
Fayetteville TI		6.8
Lenoir CC		6.8
Craven CC		6.4
Durham TI		5.5
Wake TI		5.3

Source: Tables 6 and 7 of Part II of this Plan.

TABLE 2

ESTIMATES OF FEDERAL VOCATIONAL EDUCATION AND REQUIRED MATCHING FUNDS BY PURPOSE 1977-78

POST-SECONDARY AND ADULT

	DIS-ADVANTAGED	HANDI-CAPPED	SUBPART 2	SUBPART 3*	SUBPART 4	TOTAL	Percent of Federal Funds**
Anson TI	14,511	7,256	32,654	14,511		68,932	52 %
Asheville-Buncombe TI	56,103	28,051	126,243	56,103	21,006	287,506	48
Beaufort County TI	21,082	10,541	47,440	21,082		100,145	50
Bladen TI	18,112	9,056	40,757	18,112		86,037	50
Blue Ridge TI	22,911	11,455	51,554	22,911		108,831	48
Caldwell CC & TI	19,805	9,902	44,565	19,805	7,415	101,492	50
Cape Fear TI	38,460	19,230	86,544	38,460		182,694	45
Carteret TI	14,099	7,050	31,726	14,099		66,974	48
Catawba Valley TI	26,339	13,170	59,269	26,339	9,862	134,979	45
Central Carolina TI	13,746	6,873	30,932	13,746		65,297	50
Central Piedmont CC	127,559	63,779	287,036	127,559		605,933	45
Cleveland County TI	27,757	13,878	62,459	27,757	10,398	142,249	50
Coastal Carolina CC	53,444	26,722	120,260	53,444		253,870	55
College of Albemarle	14,195	7,097	31,942	14,195		67,429	52
Craven CC	32,070	16,035	72,164	32,070		152,339	55
Davidson County CC	30,976	15,488	69,703	30,976		147,143	48
Durham TI	58,719	29,360	132,132	58,719		278,930	48
Edgecombe TI	32,860	16,430	73,942	32,860	12,304	168,396	52
Fayetteville TI	117,926	58,963	265,360	117,926		560,175	52
Forsyth TI	79,032	39,516	177,841	79,032		375,421	48
Gaston College	46,571	23,286	104,796	46,571	17,437	238,661	48
Guilford TI	96,926	48,463	218,106	96,926		460,421	45
Halifax CC	37,248	18,624	83,816	37,248	13,946	190,882	50
Haywood TI	16,770	8,385	37,735	16,770	6,279	85,939	
Isothermal CC	18,247	9,123	41,059	18,247	6,832	93,508	
James Sprunt Inst.	23,901	11,950	53,782	23,901		113,534	52
Johnston TI	34,602	17,301	77,862	34,602		164,367	55
Lenoir CC	32,269	16,135	72,613	32,269		153,286	50
Martin	15,287	7,643	34,398	15,287		72,615	48
Mayland TI	23,759	11,879	53,462	23,759	8,896	121,755	52
McDowell TI	12,127	6,063	27,288	12,127	4,541	62,146	50
Mitchell CC	24,772	12,386	55,742	24,772	9,275	126,947	50
Montgomery TI	9,120	4,560	20,523	9,120	3,415	46,738	48
Nash TI	35,745	17,873	80,435	35,745		169,798	50
Pamlico TI	5,487	2,743	12,347	5,487		26,064	55
Piedmont TI	12,898	6,449	29,024	12,898		61,269	45
Pitt TI	50,004	25,002	112,520	50,004		237,530	50
Randolph TI	24,444	12,222	55,004	24,444		116,114	50
Richmond TI	20,113	10,057	45,260	20,113	7,531	103,074	55
Roanoke-Chowan TI	14,755	7,378	33,202	14,755		70,090	52
Robeson TI	61,436	30,718	138,245	61,436	22,998	314,833	55
Rockingham CC	25,717	12,859	57,870	25,717	9,629	131,792	48
Rowan TI	29,278	14,639	65,883	29,278		139,078	48
Sampson TI	28,904	14,452	65,041	28,904		137,301	55
Sandhills CC	20,000	10,000	45,005	20,000	7,489	102,494	50
Southeastern CC	29,892	14,946	67,264	29,892		141,994	55
Southwestern TI	13,117	6,558	29,516	13,117		62,308	55
Stanly TI	13,715	6,858	30,863	13,715	5,135	70,286	50
Surry CC	20,484	10,242	46,093	20,484		97,303	50
T. I. of Alamance	28,919	14,460	65,075	28,919		137,373	50
Tri-County TI	15,277	7,639	34,377	15,277	5,720	78,290	52
Vance-Granville	36,409	18,205	81,929	36,409		172,952	55
Wake TI	98,283	49,141	221,158	98,283		466,865	50
Wayne CC	47,076	23,538	105,932	47,076		223,622	52
Western Piedmont CC	19,993	9,996	44,988	19,993	7,486	102,456	50
Wilkes CC	23,701	11,851	53,333	23,701		112,586	52
Wilson County TI	31,544	15,772	70,981	31,544		149,841	
TOTAL	1,918,496	959,248	4,317,050	1,918,496	197,594	9,310,884	

*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 3 (a)

STATE BOARD OF EDUCATION.
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
MONTHS OF EMPLOYMENT ALLOCATION

Local Education Agency	ESTIMATED MONTHS IF NO ADDITIONAL APPROPRIATION			ESTIMATED PAYABLE REIMBURSEMENT			ESTIMATED MONTHS IF ADD. APPROPRIATION IS RECEIVED			ESTIMATED PAYABLE REIMBURSEMENT		
	State	Federal	Total	State	Federal	Local	State	Federal	Total	State	Federal	Local
010 Alamance	434.5	80	514.5	435,087	80,108	119,879	447.0	80	527	447,603	80,108	122,791
011 Burlington	223.5	52	275.5	223,802	52,070	64,192	262.5	52	314.5	262,854	52,070	73,279
020 Alexander	130.0	31.5	161.5	130,176	31,543	37,630	150.5	31.5	182	150,703	31,543	42,406
030 Alleghany	86	13	99	86,116	13,018	23,067	93	13	106	93,126	13,018	24,698
040 Anson	202	40	242	202,273	40,054	56,386	212	40	252	212,286	40,054	58,716
050 Ashe	237.5	38	275.5	237,821	38,051	64,192	260	38	298	260,351	38,051	69,434
060 Avery	88	22.5	110.5	88,119	22,530	25,747	90.5	22.5	113	90,622	22,530	26,329
070 Beaufort	151	32.5	183.5	151,204	32,544	42,756	154.5	32.5	187	154,709	32,544	43,571
071 Washington	104	25.5	129.5	104,140	25,534	30,174	117	25.5	142.5	117,158	25,534	33,203
080 Bertie	187.5	39	226.5	187,753	39,053	52,775	195	39	234	195,263	39,053	54,522
090 Bladen	226	52	278	226,305	52,070	64,774	235	52	287	235,317	52,070	66,871
100 Brunswick	189	48	237	189,255	48,065	55,221	221.5	48	269.5	221,799	48,065	62,794
110 Buncombe	552	171.5	723.5	552,745	171,732	168,576	690.5	171.5	862	691,432	171,732	200,846
111 Asheville	196.5	47	243.5	196,765	47,063	56,736	203	47	250	203,274	47,063	58,250
120 Burke	387	85.5	472.5	387,522	85,615	110,093	423.5	85.5	509	424,072	85,615	118,597
130 Cabarrus	266	52	318	266,359	52,070	74,094	292	52	344	292,394	52,070	80,152
131 Concord	120	18	138	120,162	18,024	32,154	127	18	145	127,171	18,024	33,785
132 Kannapolis	163.5	30.5	194	163,721	30,541	45,202	172	30.5	202.5	172,232	30,541	47,183
140 Caldwell	376.5	88	464.5	377,008	88,119	108,229	417	88	505	417,563	88,119	117,665
150 Camden	50	8.5	58.5	50,068	8,511	13,631	51.5	8.5	60	51,570	8,511	13,980

TABLE 3(b)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
MONTHS OF EMPLOYMENT ALLOCATION

Local Education Agency	ESTIMATED MONTHS IF NO ADDITIONAL APPROPRIATION			ESTIMATED PAYABLE REIMBURSEMENT			ESTIMATED MONTHS IF ADD. APPROPRIATION IS RECEIVED			ESTIMATED PAYABLE REIMBURSEMENT		
	State	Federal	Total	State	Federal	Local	State	Federal	Total	State	Federal	Local
160 Carteret	176.5	45.5	222	176,738	45,561	51,726	219	45.5	264.5	219,296	45,561	61,629
170 Caswell	130.5	28	158.5	130,676	28,038	36,931	142	28	170	142,192	28,038	39,610
180 Catawba	313	78.5	391.5	313,423	78,606	91,220	364	78.5	442.5	364,491	78,606	103,103
181 Hickory	139.5	36	175.5	139,688	36,049	40,892	165.5	36	201.5	165,723	36,049	46,950
182 Newton	91	19.5	110.5	91,123	19,526	25,747	94.5	19.5	114	94,628	19,526	26,562
190 Chatham	227	40.5	267.5	227,306	40,555	62,328	236.5	40.5	277	236,819	40,555	64,541
200 Cherokee	90.5	27	117.5	90,622	27,036	27,378	107.5	27	134.5	107,645	27,036	31,339
210 Chowan	91	18	109	91,123	18,024	25,397	94	18	112	94,127	18,024	26,096
220 Clay	64.5	9.5	74	64,587	9,513	17,242	71.5	9.5	81	71,597	9,513	18,873
230 Cleveland	241	59	300	241,325	59,080	69,900	275	59	334	275,371	59,080	77,822
231 Kings Mountain	122	26.5	148.5	122,165	26,536	34,601	128.5	26.5	155	128,673	26,536	36,115
232 Shelby	127.5	29	156.5	127,672	29,039	36,465	139	29	168	139,188	29,039	39,144
240 Columbus	366	66.5	432.5	366,494	66,590	100,773	386.5	66.5	453	387,022	66,590	105,549
241 Whiteville	91	21.5	112.5	91,123	21,529	26,213	95	21.5	116.5	95,128	21,529	27,145
250 Craven	250	44	294	250,338	44,059	68,502	260	44	304	260,351	44,059	70,832
251 New Bern	184	37.5	221.5	184,248	37,551	51,610	192	37.5	229.5	192,259	37,551	53,474
260 Cumberland	775	214	989	776,046	214,289	230,437	1,033	214	1,247	1,034,395	214,289	290,551
261 Fayetteville	247.5	73	320.5	247,834	73,099	74,677	348.5	73	421.5	348,970	73,099	98,210
270 Currituck	65.5	13	78.5	65,588	13,018	18,291	73.5	13	86.5	73,599	13,018	20,155
280 Dare	54	11	65	54,073	11,015	15,145	60.5	11	71.5	60,582	11,015	16,660

TABLE 3 (c)

STATE BOARD OF EDUCATION.
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
MONTHS OF EMPLOYMENT ALLOCATION

Local Education Agency	ESTIMATED MONTHS IF NO ADDITIONAL APPROPRIATION			ESTIMATED PAYABLE REIMBURSEMENT			ESTIMATED MONTHS IF ADD. APPROPRIATION IS RECEIVED			ESTIMATED PAYABLE REIMBURSEMENT		
	State	Federal	Total	State	Federal	Local	State	Federal	Total	State	Federal	Local
290 Davidson	398.5	94	492.5	399,038	94,127	114,753	467.5	94	561.5	468,131	94,127	130,830
291 Lexington	105	24.5	129.5	105,142	24,533	30,174	123	24.5	147.5	123,166	24,533	34,368
292 Thomasville	92	19.5	111.5	92,124	19,526	25,980	100	19.5	119.5	100,135	19,526	27,844
300 Davie	133.5	29	162.5	133,680	29,039	37,863	150	29	179	150,203	29,039	41,707
310 Duplin	321	66.5	387.5	321,433	66,590	90,288	333.5	66.5	400	333,950	66,590	93,200
320 Durham County	370	111.5	481.5	370,500	111,651	112,190	466	111.5	577.5	466,629	111,651	134,558
321 Durham City	308.5	69	377.5	308,916	69,093	87,958	316	69	385	316,427	69,093	89,705
330 Edgecombe	200	52.5	252.5	200,270	52,571	58,833	204.5	52.5	257	204,776	52,571	59,881
331 Tarboro	86	27.5	113.5	86,116	27,537	26,446	101.5	27.5	129	101,637	27,537	30,057
340 Forsyth	1,083.5	276	1,359.5	1084,963	276,373	316,764	1,360	276	1636	1,361,836	276,373	381,188
350 Franklin	148.5	37	185.5	148,700	37,050	43,222	159	37	196	159,215	37,050	45,668
351 Franklinton	60	10.5	70.5	60,081	10,514	16,427	64.5	10.5	75	64,587	10,514	17,475
360 Gaston	967	216	1183	968,305	216,292	275,639	1,007.5	216	1,223.5	1,008,860	216,292	285,076
370 Gates	69.5	13	82.5	69,594	13,018	19,223	71	13	84	71,096	13,018	19,572
380 Graham	87	11	98	87,117	11,015	22,834	96	11	107	96,130	11,015	24,931
390 Granville	214.5	48.5	263	214,790	48,565	61,279	229.5	48.5	278	229,810	48,565	64,774
400 Greene	120	27.5	147.5	120,162	27,537	34,368	125.5	27.5	153	125,669	27,537	35,649
410 Guilford	652	162.5	814.5	652,880	162,719	189,779	778.5	162.5	941	779,551	162,719	219,253
411 Greensboro	656.5	177.5	834	657,386	177,740	194,322	836	177.5	1013.5	837,129	177,740	236,146
412 High Point	227	63.5	290.5	227,306	63,586	67,687	295.5	63.5	359	295,899	63,586	83,647

TABLE 3 (d)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
MONTHS OF EMPLOYMENT ALLOCATION

Local Education Agency	ESTIMATED MONTHS IF NO ADDITIONAL APPROPRIATION			ESTIMATED PAYABLE REIMBURSEMENT			ESTIMATED MONTHS IF ADD. APPROPRIATION IS RECEIVED			ESTIMATED PAYABLE REIMBURSEMENT		
	State	Federal	Total	State	Federal	Local	State	Federal	Total	State	Federal	Local
420 Halifax	270.5	59.5	330	270,865	59,580	76,890	278.5	59.5	338	278,876	59,580	78,754
421 Roanoke Rapids	61.5	21.5	83	61,583	21,529	19,339	84.5	21.5	106	84,614	21,529	24,698
422 Weldon	60	12.5	72.5	60,081	12,517	16,893	62.5	12.5	75	62,584	12,517	17,475
430 Harnett	326.5	75.5	402	326,941	75,602	93,666	364.5	75.5	440	364,992	75,602	102,520
440 Haywood	318	61.5	379.5	318,429	61,583	88,424	330.5	61.5	392	330,946	61,583	91,336
450 Henderson	178.5	53.5	232	178,741	53,572	54,056	235.5	53.5	289	235,818	53,572	67,337
451 Hendersonville	42	12	54	42,057	12,016	12,582	53.5	12	65.5	53,572	12,016	15,262
460 Hertford	160.5	37	197.5	160,717	37,050	46,018	170	37	207	170,230	37,050	48,231
470 Hoke	150	30.5	180.5	150,203	30,541	42,057	154.5	30.5	185	154,709	30,541	43,105
480 Hyde	49	9	58	49,066	9,012	13,514	51	9	60	51,069	9,012	13,980
490 Iredell	304.5	66	370.5	304,911	66,089	86,327	325.5	66	391.5	325,939	66,089	91,220
491 Mooresville	59.5	16	75.5	59,580	16,022	17,592	75	16	91	75,101	16,022	21,203
492 Statesville	92	24	116	92,124	24,032	27,028	113.5	24	137.5	113,653	24,032	32,038
500 Jackson	111.5	30.5	142	111,651	30,541	33,086	116	30.5	146.5	116,157	30,541	34,135
510 Johnston	450	104.5	554.5	450,608	104,641	129,199	466.5	104.5	571	467,130	104,641	133,043
520 Jones	114.5	16	130.5	114,655	16,022	30,407	124	16	140	124,167	16,022	32,620
530 Lee/Sanford	184	52.5	236.5	184,248	52,571	55,105	227.5	52.5	280	227,807	52,571	65,240
540 Lenoir	340	48	388	340,459	48,065	90,404	369	48	417	369,498	48,065	97,161
541 Kinston	141.5	35.5	177	141,691	35,548	41,241	160	35.5	195.5	160,216	35,548	45,552
550 Lincoln	195.5	57	252.5	195,764	57,077	58,833	248	57	305	248,335	57,077	71,065

TABLE 3(e)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
MONTHS OF EMPLOYMENT ALLOCATION

Local Education Agency	ESTIMATED MONTHS IF NO ADDITIONAL APPROPRIATION			ESTIMATED PAYABLE REIMBURSEMENT			ESTIMATED MONTHS IF ADD. APPROPRIATION IS RECEIVED			ESTIMATED PAYABLE REIMBURSEMENT		
	State	Federal	Total	State	Federal	Local	State	Federal	Total	State	Federal	Local
560 Macon	106.5	26	132.5	106,644	26,035	30,873	109	26	135	109,147	26,035	31,455
570 Madison	128.5	26.5	155	128,673	26,536	36,115	138.5	26.5	165	138,687	26,536	38,445
580 Martin	184	44.5	228.5	184,248	44,560	53,241	194.5	44.5	239	194,763	44,560	55,687
590 McDowell	230.5	46	276.5	230,811	46,062	64,425	240	46	286	240,324	46,062	66,638
600 Mecklenburg	1,891	452	2,343	1,893,553	452,610	545,919	2,322.5	452	2,774.5	2,325,635	452,610	646,459
610 Mitchell	82.5	22.5	105	82,611	22,530	24,465	87.5	22.5	110	87,618	22,530	25,630
620 Montgomery	139.5	29	168.5	139,688	29,039	39,261	144	29	173	144,194	29,039	40,309
630 Moore	346.5	69	415.5	346,968	69,093	96,812	361	69	430	361,487	69,093	100,190
640 Nash	329.5	65.5	395	329,945	65,588	92,035	337.5	65.5	403	337,956	65,588	93,899
641 Rocky Mount	157.5	43.5	201	157,713	43,559	46,833	202.5	43.5	246	202,773	43,559	57,318
650 New Hanover	426	122	548	426,575	122,165	127,684	577	122	699	577,779	122,165	162,867
660 Northampton	160	41.5	201.5	160,216	41,556	46,950	178	41.5	219.5	178,240	41,556	51,144
670 Onslow	424.5	101.5	526	425,073	101,637	122,558	491	101.5	592.5	491,663	101,637	138,053
680 Orange	155	28.5	183.5	155,209	28,538	42,756	158.5	28.5	187	158,714	28,538	43,571
681 Chapel Hill	84	31.5	115.5	84,113	31,543	26,912	149.5	31.5	181	149,702	31,543	42,173
690 Pamlico	96	16	112	96,130	16,022	26,096	102	16	118	102,138	16,022	27,494
700 Pasquotank	159.5	39	198.5	159,715	39,053	46,251	188	39	227	188,254	39,053	52,891
710 Pender	133.5	35	168.5	133,680	35,047	39,261	155	35	190	155,209	35,047	44,270
720 Perquimans	59	14.5	73.5	59,080	14,520	17,126	62	14.5	76.5	62,084	14,520	17,825
730 Person	173	48.5	221.5	173,234	48,565	51,610	193	48.5	241.5	193,261	48,565	56,270

TABLE 3 (f)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
MONTHS OF EMPLOYMENT ALLOCATION

Local Education Agency	ESTIMATED MONTHS IF NO ADDITIONAL APPROPRIATION			ESTIMATED PAYABLE REIMBURSEMENT			ESTIMATED MONTHS IF ADD. APPROPRIATION IS RECEIVED			ESTIMATED PAYABLE REIMBURSEMENT		
	State	Federal	Total	State	Federal	Local	State	Federal	Total	State	Federal	Local
740 Pitt	343.5	76	419.5	343,964	76,103	97,744	354	76	430	354,478	76,103	100,190
741 Greenville	111.5	39.5	151	111,650	39,553	35,183	165.5	39.5	205	165,723	39,553	47,765
750 Polk	93.5	11	104.5	93,626	11,015	24,349	103	11	114	103,139	11,015	26,562
751 Tryon	29.5	4.5	34	29,540	4,506	7,922	31.5	4.5	36	31,543	4,506	8,388
760 Randolph	387.5	80	467.5	388,023	80,108	108,928	399	80	479	399,539	80,108	111,607
761 Asheboro	113.5	28.5	142	113,653	28,538	33,086	133.5	28.5	162	133,680	28,538	37,746
770 Richmond	265.5	69	334.5	265,858	69,095	77,939	295	69	364	295,398	69,095	84,812
780 Robeson	346	93.5	439.5	346,467	93,626	102,404	385.5	93.5	479	386,020	93,626	111,607
781 Fairmont	65.5	20	85.5	65,588	20,027	19,922	79	20	99	79,107	20,027	23,067
782 Lumberton	86.5	34	120.5	86,617	34,046	28,077	130	34	164	130,176	34,046	38,212
783 Maxton	33.5	9.5	43	33,545	9,513	10,019	40.5	9.5	50	40,555	9,513	11,650
784 Red Springs	56	12.5	68.5	56,076	12,517	15,961	58.5	12.5	71	58,579	12,517	16,543
785 St Pauls	39.5	13	52.5	39,553	13,018	12,233	50	13	63	50,068	13,018	14,679
790 Rockingham	126.5	31	157.5	126,671	31,042	36,698	146.5	31	177.5	146,698	31,042	41,358
791 Eden	128	29	157	128,173	29,039	36,581	141.5	29	170.5	141,691	29,039	39,727
792 Madison-Mayodan	85	17	102	85,115	17,023	23,766	87	17	104	87,117	17,023	24,232
793 Reidsville	138.5	30	168.5	138,687	30,040	39,261	146.5	30	176.5	146,698	30,040	41,125
800 Rowan	348.5	87	435.5	348,970	87,117	101,472	426	87	513	426,575	87,117	119,529
801 Salisbury	95	20.5	115.5	95,128	20,528	26,912	104.5	20.5	125	104,641	20,528	29,125
810 Rutherford	305	72.5	377.5	305,412	72,598	87,958	323.5	72.5	396	323,937	72,598	92,268

TABLE 3(g)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
MONTHS OF EMPLOYMENT ALLOCATION

Local Education Agency	ESTIMATED MONTHS IF NO ADDITIONAL APPROPRIATION			ESTIMATED PAYABLE REIMBURSEMENT			ESTIMATED MONTHS IF ADD. APPROPRIATION IS RECEIVED			ESTIMATED PAYABLE REIMBURSEMENT		
	State	Federal	Total	State	Federal	Local	State	Federal	Total	State	Federal	Local
820 Sampson	296	54.5	350.5	296,400	54,573	81,667	313.5	54.5	368	313,923	54,573	85,744
821 Clinton	78	23.5	101.5	78,105	23,532	23,650	95.5	23.5	119	95,629	23,532	27,727
830 Scotland	188.5	46.5	235	188,754	46,563	54,755	216.5	46.5	263	216,792	46,563	61,279
840 Stanly	278	43.5	321.5	278,375	43,559	74,910	294.5	43.5	338	294,898	43,559	78,754
841 Albemarle	62	15.5	77.5	62,084	15,521	18,058	75.5	15.5	91	75,602	15,521	21,203
850 Stokes	199	40.5	239.5	199,269	40,555	55,804	203.5	40.5	244	203,775	40,555	56,852
860 Surry	259.5	58	317.5	259,850	58,078	73,978	265	58	323	265,358	58,078	75,259
861 Elkin	40	8.5	48.5	40,054	8,511	11,301	41.5	8.5	50	41,556	8,511	11,650
862 Mount Airy	60.5	17	77.5	60,582	17,023	18,058	72	17	89	72,097	17,023	20,737
870 Swain	90.5	15	105.5	90,622	15,020	24,582	99	15	114	99,134	15,020	26,562
880 Transylvania	128	27.5	155.5	128,173	27,537	36,232	142.5	27.5	170	142,692	27,537	39,610
890 Tyrrell	48	7.5	55.5	48,065	7,510	12,932	52.5	7.5	60	52,571	7,510	13,980
900 Union	296	66.5	362.5	296,400	66,590	84,463	336.5	66.5	403	336,954	66,590	93,899
901 Monroe	84.5	18	102.5	84,614	18,024	23,883	92	18	110	92,124	18,024	25,630
910 Vance	211.5	54.5	266	211,785	54,574	61,978	231	54.5	285.5	231,312	54,574	66,522
920 Wake	1244.5	298	1542.5	1246,180	298,402	359,403	1597	298	1895	1,599,156	298,402	441,535
930 Warren	128	30.5	158.5	128,173	30,541	36,931	131.5	30.5	162	131,677	30,541	37,746
940 Washington	113.5	23.5	137	113,653	23,532	31,921	118	23.5	141.5	118,159	23,532	32,970
950 Watauga	154.5	35.5	190	154,709	35,548	44,270	159.5	35.5	195	159,715	35,548	45,435
960 Wayne	415.5	92.5	508	416,061	92,625	118,364	452	92.5	544.5	452,610	92,625	126,869

TABLE 3 (h)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
MONTHS OF EMPLOYMENT ALLOCATION

Local Education Agency	ESTIMATED MONTHS IF NO ADDITIONAL APPROPRIATION			ESTIMATED PAYABLE REIMBURSEMENT			ESTIMATED MONTHS IF ADD. APPROPRIATION IS RECEIVED			ESTIMATED PAYABLE REIMBURSEMENT		
	State	Federal	Total	State	Federal	Local	State	Federal	Total	State	Federal	Local
962 Goldsboro	158	43.5	201.5	158,213	43,559	46,950	201.5	43.5	245	201,772	43,559	57,085
970 Wilkes	340	79.5	419.5	340,459	79,607	97,744	366.5	79.5	446	366,995	79,607	103,918
980 Wilson	374.5	88	462.5	375,006	88,119	107,763	397	88	485	397,536	88,119	113,005
990 Yadkin	213.5	37	250.5	213,788	37,050	58,367	225	37	262	225,304	37,050	61,046
995 Yancey	79.5	22	101.5	79,607	22,030	23,650	86.5	22	108.5	86,617	22,030	25,281
Total	32,333	7,559	39,892	32,376,646	7,569,207	9,294,885	36,853	7,559	44,412	36,902,752	7,569,207	10,348,014

TABLE 4(a)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

Local Education Agency	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	State	Federal	Local	State	Federal	Local	State	Federal	Local	State	Federal	Local
Alamance	$ 8,514	$ 20,347	$ 11,788	$ 4,257	$ 10,173	$ 5,894		$ 842	$ 343		$	
Burlington	5,515	13,179	7,636	2,757	6,590	3,818		839	343			
Alexander	3,352	8,011	4,641	1,676	4,005	2,320		971	397		13,142	
Alleghany	1,383	3,306	1,915	692	1,653	958		724	296			
Anson	4,290	10,251	5,939	2,145	5,126	2,971		911	372			
Ashe	4,025	9,620	5,573	2,013	4,810	2,787		1,222	499		13,127	
Avery	2,410	5,761	3,337	1,205	2,880	1,669		1,149	469		13,076	
Beaufort	3,429	8,194	4,747	1,714	4,097	2,374		652	266			
Washington	2,721	6,503	3,768	1,361	3,251	1,884		694	283			
Bertie	4,122	9,851	5,707	2,061	4,925	2,853		881	360			
Bladen	5,519	13,189	7,641	2,759	6,595	3,821		1,110	453			
Brunswick	5,057	12,086	7,002	2,529	6,043	3,501		941	384			
Buncombe	18,194	43,480	25,191	9,097	21,740	12,595		938	383			
Asheville	4,999	11,946	6,921	2,500	5,973	3,461		956	391			
Burke	9,054	21,637	12,536	4,527	10,818	6,268		941	384			
Cabarrus	5,517	13,183	7,638	2,758	6,592	3,819		811	331			
Concord	1,907	4,558	2,641	954	2,279	1,321		751	307			
Kannapolis	3,205	7,660	4,438	1,602	3,830	2,219		814	332			
Caldwell	9,371	22,327	12,947	4,675	11,174	6,474		1,059	433			
Camden	923	2,207	1,278	462	1,103	639		670	274			

TABLE 4(b)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

Local Education Agency	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	State	Federal	Local	State	Federal	Local	State	Federal	Local	State	Federal	Local
Carteret	$ 4,841	$ 11,568	$ 6,702	$ 2,420	$ 5,785	$ 3,351		$ 863	$ 352		$	
Caswell	2,966	7,089	4,107	1,483	3,545	2,054		857	350			
Catawba	8,354	19,965	11,567	4,177	9,983	5,784		992	405			
Hickory	3,822	9,135	5,292	1,911	4,568	2,646		1,086	444		13,157	
Newton	2,080	4,970	2,880	1,040	2,485	1,440		1,035	423		13,085	
Chatham	4,322	10,328	5,984	2,161	5,164	2,992		712	291			
Cherokee	2,899	6,929	4,014	1,450	3,464	2,007		1,098	448		13,102	
Chowan	1,897	4,533	2,626	948	2,267	1,313		790	323			
Clay	1,014	2,422	1,403	507	1,211	702		1,023	418		13,031	
Cleveland	6,267	14,978	8,678	3,133	7,489	4,339		974	398			
Kings Mountain	2,851	6,812	3,947	1,425	3,406	1,973		1,020	417		13,117	
Shelby	3,121	7,457	4,321	1,560	3,729	2,160		938	383			
Columbus	7,057	16,865	9,771	3,528	8,433	4,885		959	392			
Whiteville	2,270	5,424	3,143	1,135	2,712	1,571		935	382			
Craven	4,682	11,189	6,483	2,341	5,594	3,241		685	280			
New Bern	3,969	9,484	5,495	1,984	4,743	2,748		842	344			
Cumberland	22,769	54,413	31,525	11,384	27,207	15,763		700	286			
Fayetteville	7,765	18,556	10,751	3,882	9,279	5,376		682	279			
Currituck	1,386	3,311	1,918	693	1,656	959		875	357			
Dare	1,165	2,785	1,613	583	1,392	807		567	232			

TABLE 4(c)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

Local Education Agency	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	State	Federal	Local	State	Federal	Local	State	Federal	Local	State	Federal	Local
Davidson	$ 9,974	$ 23,836	$ 13,810	$ 4,987	$ 11,918	$ 6,905		$ 836	$ 341			
Lexington	2,626	6,276	3,636	1,313	3,138	1,818		893	365			
Thomasville	2,081	4,974	2,882	1,041	2,487	1,441		875	357			
Davie	3,115	7,444	4,313	1,557	3,722	2,156		751	307			
Duplin	7,116	17,007	9,853	3,558	8,503	4,926		823	336			
Durham County	11,864	28,354	16,427	5,932	14,177	8,214		609	249			
Durham City	7,339	17,539	10,161	3,670	8,769	5,081		778	318			
Edgecombe	5,548	13,260	7,682	2,774	6,630	3,841		977	399			
Tarboro	2,962	7,077	4,100	1,481	3,538	2,050		893	365		13,182	
Forsyth	29,341	70,120	40,625	14,670	35,060	20,312		700	286			
Franklin	3,941	9,417	5,456	1,970	4,709	2,728		950	388			
Franklinton	1,079	2,579	1,494	540	1,289	747		926	378			
Gaston	22,985	54,931	31,825	11,493	27,465	15,912		1,056	431		13,913	
Gates	1,365	3,262	1,890	682	1,631	945		567	232			
Graham	1,177	2,814	1,630	589	1,406	815		1,095	447		13,042	
Granville	5,187	12,397	7,182	2,594	6,198	3,591		751	307			
Greene	2,933	7,008	4,060	1,466	3,505	2,030		787	321			
Guilford	17,271	41,276	23,914	8,636	20,638	11,957		691	282			
Greensboro	18,920	45,215	26,196	9,460	22,608	13,098		700	286			
High Point	6,718	16,056	9,302	3,359	8,028	4,651		766	313			

TABLE 4(d)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

Local Education Agency	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	State	Federal	Local	State	Federal	Local	State	Federal	Local	State	Federal	Local
Halifax	$ 6,317	$ 15,098	$ 8,747	$ 3,159	$ 7,549	$ 4,374		$ 1,026	$ 419		$ 13,236	
Roanoke Rapids	2,243	5,359	3,105	1,121	2,680	1,553		968	395			
Weldon	1,335	3,189	1,848	667	1,595	924		971	397		13,050	
Harnett	8,078	19,304	11,184	4,039	9,652	5,592		754	308			
Haywood	6,548	15,650	9,067	3,274	7,825	4,533		956	390			
Henderson	5,705	13,634	7,899	2,852	6,817	3,949		754	308			
Hendersonville	1,292	3,086	1,788	646	1,543	894		721	294			
Hertford	3,939	9,414	5,454	1,969	4,707	2,727		742	303			
Hoke	3,245	7,755	4,493	1,623	3,877	2,246		1,134	463		13,131	
Hyde	999	2,388	1,383	499	1,194	692		606	248			
Iredell	7,020	16,778	9,720	3,510	8,389	4,860		950	388			
Mooresville	1,710	4,086	2,367	855	2,043	1,184		965	394			
Statesville	2,567	6,134	3,554	1,284	3,067	1,777		929	379			
Jackson	3,221	7,698	4,460	1,610	3,849	2,230		790	323			
Johnston	11,126	26,590	15,405	5,563	13,295	7,703		790	323			
Jones	1,749	4,180	2,422	875	2,090	1,211		670	274			
Lee/Sanford	5,561	13,290	7,700	2,781	6,645	3,850		995	406			
Lenoir	5,056	12,082	7,000	2,528	6,041	3,500		706	288			
Kinston	3,767	9,001	5,215	1,883	4,501	2,608		775	317			
Lincoln	6,086	14,544	8,426	3,043	7,272	4,213		1,131	462		13,240	

TABLE 4(e)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

Local Education Agency	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	State	Federal	Local	State	Federal	Local	State	Federal	Local	State	Federal	Local
Macon	$ 2,743	$ 6,554	$ 3,797	$ 1,371	$ 3,278	$ 1,899		$ 902	$ 368		$	
Madison	2,802	6,695	3,879	1,401	3,348	1,940		941	384			
Martin	4,743	11,336	6,567	2,372	5,668	3,284		881	360			
McDowell	4,868	11,633	6,740	2,434	5,817	3,370		998	408		13,188	
Mecklenburg	50,143	112,765	66,544	25,085	56,369	33,266		721	294			
Mitchell	2,410	5,758	3,336	1,205	2,879	1,668		977	399		13,080	
Montgomery	3,080	7,360	4,264	1,540	3,680	2,132		896	366			
Moore	7,341	17,545	10,165	3,671	8,772	5,082		1,056	431		13,280	
Nash	6,964	16,644	9,643	3,482	8,322	4,821		802	328			
Rocky Mount	4,627	11,057	6,406	2,313	5,529	3,203		811	331			
New Hanover	12,977	31,012	17,967	6,489	15,506	8,984		836	341			
Northampton	4,372	10,448	6,053	2,186	5,224	3,027		745	304			
Onslow	10,782	25,768	14,929	5,391	12,884	7,464		709	290			
Orange	3,007	7,186	4,163	1,504	3,593	2,082		552	225			
Chapel Hill	3,371	8,057	4,668	1,686	4,028	2,334		398	163			
Pamlico	1,748	4,176	2,420	874	2,088	1,210		902	368			
Pasquotank	4,126	9,860	5,713	2,063	4,930	2,856		754	308			
Pender	3,745	8,950	5,185	1,872	4,475	2,592		1,191	486		13,146	
Perquimans	1,543	3,688	2,137	771	1,844	1,068		661	270			
Person	5,137	12,277	7,113	2,569	6,138	3,556		1,222	499			

TABLE 4(f)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

Local Education Agency	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	State	Federal	Local	State	Federal	Local	State	Federal	Local	State	Federal	Local
Pitt	$ 8,093	$ 19,341	$ 11,205	$ 4,047	$ 9,670	$ 5,603		$ 655	$ 268		$	
Greenville	4,199	10,034	5,813	2,099	5,017	2,907		667	272			
Polk	1,180	2,819	1,633	590	1,409	816		682	279			
Tryon	489	1,168	677	244	584	338		606	248			
Randolph	8,535	20,396	11,817	4,267	10,199	5,909		917	375			
Asheboro	2,994	7,156	4,146	1,497	3,578	2,073		866	354			
Richmond	7,352	17,569	10,179	3,676	8,785	5,090		1,128	461		13,274	
Robeson	9,946	23,769	13,771	4,973	11,885	6,886		1,267	518		13,357	
Fairmont	2,116	5,056	2,929	1,058	2,528	1,465		1,324	541		13,075	
Lumberton	3,677	8,788	5,091	1,838	4,394	2,545		1,252	511			
Maxton	1,023	2,445	1,417	512	1,222	708		1,261	515		13,039	
Red Springs	1,324	3,165	1,834	662	1,582	917		1,273	520		13,046	
St. Pauls	1,349	3,224	1,868	674	1,612	934		1,327	542		13,048	
Rockingham	3,271	7,818	4,529	1,636	3,909	2,265		938	383			
Eden	3,084	7,369	4,270	1,542	3,685	2,135		929	379			
Madison-Mayodan	1,812	4,331	2,509	906	2,166	1,255		920	376			
Reidsville	3,170	7,576	4,389	1,585	3,788	2,195		911	372			
Rowan	9,256	22,120	12,816	4,628	11,060	6,408		766	313			
Salisbury	2,190	5,234	3,032	1,095	2,617	1,516		754	308			
Rutherford	7,696	18,392	10,656	3,848	9,196	5,328		1,007	411		13,295	

TABLE 4(g)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

Local Education Agency	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	State	Federal	Local	State	Federal	Local	State	Federal	Local	State	Federal	Local
Sampson	$ 5,770	$ 13,788	$ 7,988	$ 2,885	$ 6,894	$ 3,994		$ 772	$ 315		$	
Clinton	2,484	5,936	3,439	1,242	2,968	1,720		851	348			
Scotland	4,949	11,826	6,852	2,474	5,913	3,426		884	361			
Stanly	4,583	10,952	6,345	2,291	5,476	3,172		875	357			
Albemarle	1,672	3,995	2,315	836	1,997	1,157		929	379			
Stokes	4,322	10,328	5,984	2,161	5,164	2,992		851	348			
Surry	6,220	14,865	8,612	3,110	7,433	4,306		1,032	422		13,238	
Elkin	886	2,119	1,227	443	1,060	614		974	398			
Mount Airy	1,783	4,260	2,468	891	2,130	1,234		989	404			
Swain	1,581	3,777	2,188	790	1,889	1,094		1,210	494		13,049	
Transylvania	2,944	7,035	4,076	1,472	3,518	2,038		757	309			
Tyrrell	814	1,945	1,127	407	972	563		823	336			
Union	7,065	16,884	9,782	3,533	8,442	4,891		845	345			
Monroe	1,898	4,537	2,628	949	2,269	1,314		887	362			
Vance	5,817	13,903	8,055	2,909	6,951	4,027		947	387			
Wake	31,702	75,762	43,894	15,851	37,881	21,947		603	246			
Warren	3,217	7,688	4,454	1,609	3,844	2,227		1,213	495		13,113	
Washington	2,490	5,949	3,447	1,245	2,974	1,723		778	318			
Watauga	3,779	9,030	5,232	1,889	4,515	2,616		878	359			
Wayne	9,826	23,483	13,605	4,913	11,741	6,802		751	307			

TABLE 4(h)

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1977-78
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

Local Education Agency	SUB-PART 2									SUB-PART 4		
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	State	Federal	Local	State	Federal	Local	State	Federal	Local	State	Federal	Local
Goldsboro	$ 4,612	$ 11,023	$ 6,386	$ 2,306	$ 5,511	$ 3,193		$ 799	$ 326			
Wilkes	8,477	20,259	11,737	4,239	10,129	5,869		823	336			
Wilson	9,333	22,303	12,922	4,666	11,152	6,461		790	323			
Yadkin	3,931	9,395	5,443	1,966	4,697	2,722		766	313			
Yancey	2,340	5,593	3,240	1,170	2,796	1,620		918	375			
Total	$805,890	$1,918,785	$1,112,895	$402,945	$959,393	$556,448		$127,616	$52,123		$395,246	

SUB PART V

CONSUMER AND HOMEMAKING EDUCATION

ESTIMATED FUNDS ALLOTTED TO NORTH CAROLINA

TABLE 5 SECONDARY SCHOOL UNITS 1977-78

LEA	TOTAL	STATE	FEDERAL	LOCAL
Alamance	125,917	125,917		41,259
Burlington	44,337	44,337		14,528
Alexander	26,824	26,824		8,789
Alleghany	17,735	17,735		5,811
Anson	62,072	33,620	28,452	20,339
Ashe	62,072	34,472	27,600	20,339
Avery	17,735	9,128	8,607	5,811
Beaufort	45,224	15,493	29,731	14,819
Washington	26,602	13,387	13,215	8,717
Bertie	44,337	19,561	24,776	14,528
Bladen	71,826	37,988	33,838	23,535
Brunswick	53,204	35,232	17,972	17,434
Buncombe	106,409	106,409		34,867
Asheville	53,204	53,204		17,434
Burke	70,939	70,939		23,245
Cabarrus	44,337	44,337		14,528
Concord	26,602	26,602		8,717
Kannapolis	26,602	26,602		8,717
Caldwell	101,975	101,975		33,414
Camden	17,735	7,825	9,910	5,811
Carteret	37,243	13,459	23,784	12,204
Caswell	46,997	25,527	21,470	15,400
Catawba	39,017	39,017		12,785
Hickory	26,602	26,602		8,717
Newton	17,735	17,735		5,811
Chatham	70,939	70,939		23,245
Cherokee	26,602	11,737	14,865	8,717
Chowan	35,416	10,640	24,776	11,605
Clay	8,867	5,562	3,305	2,906
Cleveland	44,337	44,337		14,528
Kings Mountain	19,508	19,508		6,392
Shelby	17,735	17,735		5,811
Columbus	123,479	54,836	68,643	40,460
Whiteville	27,436	10,921	16,515	8,990
Craven	26,602	26,602		8,717
New Bern	35,470	35,470		11,622
Cumberland	233,213	233,213		76,417
Fayetteville	97,541	97,541		31,962
Currituck	17,735	7,825	9,910	5,811
Dare	17,735	8,652	9,083	5,811

TABLE 5

LEA	TOTAL	STATE	FEDERAL	LOCAL
Davidson	79,807	79,807		26,150
Lexington	26,602	26,602		8,717
Thomasville	17,735	17,735		5,811
Davie	26,602	26,602		8,717
Duplin	62,072	22,431	39,641	20,339
Durham	75,373	75,373		24,698
Durham City	47,884	47,884		15,690
Edgecombe	53,204	53,204		17,434
Tarboro	26,602	26,602		8,717
Forsyth	234,525	234,525		76,847
Franklin	50,544	27,473	23,071	16,562
Franklinton	17,735	11,130	6,605	5,811
Gaston	88,674	88,674		29,056
Gates	17,735	7,825	9,910	5,811
Graham	18,622	11,165	7,457	6,102
Granville	47,884	47,884		15,690
Greene	35,470	19,906	15,564	11,622
Guilford	157,637	157,637		51,653
Greensboro	133,011	133,011		43,584
High Point	86,901	86,901		28,475
Halifax	62,072	27,386	34,686	20,339
Roanoke Rapids	8,867	3,912	4,955	2,906
Weldon	17,735	12,081	5,654	5,811
Harnett	102,862	102,862		33,705
Haywood	61,185	61,185		20,049
Henderson	44,337	44,337		14,528
Hendersonville	8,867	8,867		2,906
Hertford	47,884	23,108	24,776	15,690
Hoke	35,913	19,398	16,515	11,768
Hyde	8,867	(5,998)	14,865	2,906
Iredell	68,279	68,279		22,373
Mooresville	17,735	17,735		5,811
Statesville	17,735	17,735		5,811
Jackson	44,275	28,632	15,643	14,508
Johnston	124,144	63,543	60,601	40,678
Jones	46,572	21,796	24,776	15,260
Lee/Sanford	49,134	49,134		16,100
Lenoir	70,052	70,052		22,954
Kinston	35,470	35,470		11,622
Lincoln	26,602	26,602		8,717
Macon	26,602	8,199	18,403	8,717
Madison	26,602	18,263	8,339	8,717
Martin	62,072	27,386	34,686	20,339
MCDowell	48,771	48,771		15,981
Mecklenburg	202,611	202,611		66,390

TABLE 5

LEA	TOTAL	STATE	FEDERAL	LOCAL
Mitchell	26,602	11,737	14,865	8,717
Montgomery	26,602	26,602		8,717
Moore	88,674	88,674		29,056
Nash	88,674	88,674		29,056
Rocky Mount	40,790	40,790		13,366
New Hanover	84,240	84,240		27,603
North Hampton	63,624	30,588	33,036	20,848
Onslow	88,674	88,674		29,056
Orange	29,262	29,262		9,588
Chapel Hill	8,867	8,867		2,906
Pamlico	26,602	15,255	11,347	8,717
Pasquotank	27,489	27,489		9,007
Pender	44,337	24,710	19,627	14,528
Perquimans	17,735	7,825	9,910	5,811
Person	35,470	16,328	19,142	11,622
Pitt	115,276	71,463	43,813	37,773
Greenville	26,602	13,223	13,379	8,717
Polk	17,735	17,735		5,811
Tryon	8,867	8,867		2,906
Randolph	62,072	62,072		20,339
Asheboro	35,470	35,470		11,622
Richmond	89,561	89,561		29,347
Robeson	115,276	64,546	50,730	37,773
Fairmont	26,602	6,782	19,820	8,717
Lumberton	26,602	11,737	14,865	8,717
Maxton	17,735	7,825	9,910	5,811
Red Springs	17,309	2,444	14,865	5,672
St. Pauls	8,867	3,912	4,955	2,906
Rockingham	38,130	38,130		12,494
Eden	17,735	17,735		5,811
Madison-Mayodan	17,735	17,735		5,811
Reidsville	26,602	26,602		8,717
Rowan	88,612	88,612		29,036
Salisbury	26,602	26,602		8,717
Rutherford	67,392	67,392		22,083
Sampson	97,515	52,092	45,423	31,953
Clinton	26,602	14,214	12,388	8,717
Scotland	53,204	53,204		17,434
Stanly	44,337	44,337		14,528
Albemarle	26,602	26,602		8,717
Stokes	35,470	35,470		11,622
Surry	79,807	79,807		26,150
Elkin	8,867	8,867		2,906
Mount Airy	8,867	8,867		2,906
Swain	8,814	(1,096)	9,910	2,888
Transylvania	26,602	26,602		8,717

TABLE 5

LEA	TOTAL	STATE	FEDERAL	LOCAL
Tyrrell	13,301	5,868	7,433	4,358
Union	74,486	74,486		24,407
Monroe	17,735	17,735		5,811
Vance	45,224	45,224		14,819
Wake	316,566	316,596		103,760
Warren	53,204	26,367	26,837	17,434
Washington	26,602	11,737	14,865	8,717
Watauga	26,602	16,870	9,732	8,717
Wayne	109,956	109,956		36,029
Goldsboro	26,602	26,602		8,717
Wilkes	93,108	93,108		30,509
Wilson	81,731	26,596	55,130	26,781
Yadkin	44,337	44,337		14,528
Yancey	8,867	7,876	991	2,906
TOTAL	$7,489,193	$6,273,646	$1,215,572	$2,454,034

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27611

July 14, 1977

MEMO TO: All Presidents

FROM: Vincent C. Outland
Assistant Vice President
Institutional Services

SUBJECT: Capital Improvement Funds 1977-79

The withdrawal of most of our Vo-Ed funds, along with the minimal funding by the 1977 General Assembly, created confusion for planning purposes. It would appear that we now have the following funds:

$1,600,000	State funds - July 1976
1,327,246	Vo-Ed funds - July 1976
1,000,000	State funds - July 1977
200,000	Vo-Ed funds - Oct. 1977
1,000,000	State funds - July 1978
200,000	Vo-Ed funds - Oct. 1978
$5,327,246	Total

It is my recommendation that the above funds be allocated on the existing Vo-Ed priority rank order adopted by the State Board of Education in 1976 with a few exceptions due to size, urgency of project, or legislative intent.

The recommended allocations are shown on the attached sheet. I hope we can find time to discuss this method at your Wilmington meeting and present this or a modification to the State Board of Education in August.

If you have questions or suggestions, please let me know or present your ideas to the group in Wilmington.

VCO:fh

Attachment

cc: Dr. Ben E. Fountain, Jr.
Mr. Hugh Battle

DEPARTMENT OF COMMUNITY COLLEGES
PROPOSED CAPITAL ALLOCATIONS
STATE AND VO-ED FUNDS

7-15-77
VCO

Institution	Vo-Ed Balance (1)	State July 76 (2)	Vo-Ed July 76 (3)	State July 77 (4)	Vo-Ed Oct 77 (5)	State July 78 (6)	Vo-Ed Oct 78 (7)
Fayetteville T.I.	-0-						
Robeson T.I.	-0-						
Gaston College	-0-						
Mitchell C.C.	-0-	100,000*		400,000*			
Coastal Carolina C.C.	-0-						
Wake T.I.	-0-						
Central Piedmont C.C.	500,000	500,000					
Randolph T.I.	282,899			282,899			
Vance-Granville C.C.	-0-						
Wayne C.C.	120,000		120,000**				
Guilford T.I.	-0-						
Asheville-Buncombe T.I.	-0-						
Forsyth T.I.	-0-						
Johnston T.I.	-0-						
Davidson County C.C.	500,000			254,486	54,420	191,094	
Durham T.I.	-0-						
T.I. of Alamance	-0-						
Cleveland County T.I.	252,500	20,921**				231,579	
Cape Fear T.I.	-0-						
Craven C.C.	270,000	270,000**					
Halifax County C.C.	-0-						
Catawba Valley T.I.	337,319		337,319				
Rowan T.I.	169,904	169,904**					
Wilkes C.C.	-0-						
Pitt T.I.	-0-						
Southeastern C.C.	500,000					426,335	73,665
Wilson County T.I.	405,000					150,992	
Nash T.I.	-0-						
Sampson T.I.	-0-						
Lenoir C.C.	-0-						
Western Piedmont C.C.	-0-						
Caldwell C.C. & T.I.	-0-						
Rockingham C.C.	500,000	71,675	428,325				
Isothermal C.C.	-0-						
Surry C.C.	500,000	350,000	150,000**				
Edgecombe County T.I.	17,500						
Mayland T.I.	250,000			62,615	51,000*		
Richmond T.I.	450,000						
Tri-County T.I.	475,000						
Bladen T.I.	332,983	100,000					
James Sprunt Inst.	206,965		206,965**				
Stanly T.I.	500,000						
Southwestern T.I.	500,000						
Haywood T.I.	250,000						
Beaufort County T.I.	94,580				94,580		
McDowell T.I.	295,364						126,335*
Pamlico T.I.	500,000						
Sandhills C.C.	500,000						
Anson T.I.	252,500						
College of Albemarle	500,000						
Roanoke-Chowan T.I.	500,000						
Blue Ridge T.I.	400,000						
Central Carolina T.I.	285,000		84,637				
Carteret T.I.	500,000	17,500**					
Martin C.C.	200,000						
Piedmont T.I.	500,000						
Montgomery T.I.	500,000						
TOTAL		1,600,000	1,327,246	1,000,000	200,000	1,000,000	200,000

*Legislative intent
**Previous allocation by SBE

TABLE 6

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

Units Which Will Receive 68% Reimbursement		Units Which Will Receive 70% Reimbursement		Units Which Will Receive 72% Reimbursement		Units Which Will Receive 74% Reimbursement	
Watauga	125,550	Jackson	108,920	Avery	90,445	Caswell	69,087
Chatham	125,787	Currituck	108,930	Hertford	90,572	Robeson	69,432
Davie	127,655	Beaufort	109,357	Sampson	91,313	Fairmont	
Moore	127,717	Washington		Clinton		Lumberton	
Transylvania	131,026	Craven	109,757	Halifax	92,375	Maxton	
Carteret	131,060	New Bern		Roanoke Rapids		Red Springs	
Onslow	135,525	McDowell	111,196	Weldon		St. Pauls	
Rowan	135,987	Lee	111,871	Johnston	93,093	Cherokee	74,476
*Salisbury		Iredell	112,774	Vance	95,231	Hoke	75,012
Henderson	139,558	Mooresville		Scotland	95,717	Warren	78,180
Hendersonville		Statesville		Union	96,940	Bertie	78,388
Person	139,810	Randolph	113,285	Monroe		Graham	79,647
Buncombe	147,070	Asheboro		Edgecombe	97,442	Columbus	79,661
Asheville		Tyrell	113,633	Tarboro		Whiteville	
New Hanover	153,176	Lenoir	113,707	Duplin	97,788	Pamlico	80,803
Durham	159,386	Kinston		Hyde	100,434	Northampton	81,057
Durham City		Cumberland	114,152	Caldwell	100,834	Yancey	81,408
Orange	161,869	Fayetteville		Jones	101,546	Clay	84,190
Chapel Hill		Haywood	114,879	Wilkes	102,648	Richmond	85,577
Guilford	162,092	Ashe	115,048	Swain	102,782	Anson	86,172
Greensboro		Wilson	115,153	Mitchell	102,903	Harnett	86,723
High Point		Pitt	116,672	Camden	103,348	Madison	86,790
Catawba	166,106	Greenville		Pasquotank	103,958	Pender	87,518
Hickory		Montgomery	118,276	Rutherford	105,989	Surry	87,614
Newton		Polk	118,703	Cleveland	106,528	Elkin	
Forsyth	166,220	Tryon		Kings Mountain		Mount Airy	
Stokes	181,137	Davidson	118,816	Shelby		Alexander	87,662
Macon	186,781	Lexington		Chowan	107,449	Franklin	87,839
Mecklenburg	189,919	Thomasville		Lincoln	107,831	Franklinton	
Wake	213,429	Stanly	119,198	Wayne	107,965	Greene	87,888
Brunswick	226,640	Albemarle		Goldsboro		Gates	88,384
Dare	228,876	Yadkin	119,411	Perquimans	108,343	Granville	88,880
		Gaston	119,662	Martin	108,430	Washington	88,894
		Alamance	121,149	**Nash	113,217	Bladen	89,818
		Burlington		Rocky Mount			
		Burke	122,638				
		Rockingham	123,311				
		Eden					
		Madison-Mayodan					
		Reidsville					
		**Cabarrus	125,002				
		Concord					
		Kannapolis					
		**Alleghany	138,029				

*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 has determined that no unit should be cut more than 2% in any one year.

G. Certification of Annual Application

By

Superintendent and Board of Education

We hereby certify that this Annual Application for State/Federal Aid for Secondary Vocational Education for the Fiscal Year 1979 was officially submitted by the _____ (Name of Local Educational Agency) Board of Education on _____ (Date).

SIGNATURES: (NOT A STAMP)

_____ (Chairperson)

_____ (Superintendent)

This Annual Application, when completed, approved by the local board of education, and signed by both the chairperson of the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the U. S. Office of Education and the General Assembly of North Carolina.

Date _____ LEA No. _____ LEA Name _____ Page _____

.4 Abstract and Budget for: *(Indicate only one source of funds for this Application.)*

___(N) Non-Matching Expansion Funds
___(D) Basic Disadvantaged
___(H) Basic Handicapped
___(A) Special Disadvantaged
___(X) Extended School Day (Voc. Component)
___(S) School Dropout/Extended School Day

A. GENERAL INFORMATION

1. _____ Title of Program/Project _____ TO _____ Dates of Operation

2. _____ Contact Person _____ Phone Number

3. Program to be located in: _____ School(s)

4. Indicate program area: __Ag __HE __Occup. HE __DE __T&I __BOE __HO __IA __Occup. Exp. __Ext. School Day/Voc. Component __Other (Specify) _____

B. TARGET GROUP CHARACTERISTICS

1. Number to be Served:

Grade Levels					
7-9		10-12		Total	
Boys	Girls	Boys	Girls	Boys	Girls

2. Conditions: (Complete a. if Disadvantaged students or b. if handicapped students are to be the target group.)

a. Disadvantaged Conditions	Grade Levels			b. Handicapping Conditions	Grade Levels		
	7-9	10-12	Total		7-9	10-12	Total
Socio-Economic				Trainable Mentally Handicap.			
Cultural				Educable Mentally Handicap.			
Educational				Hard of Hearing			
Dropout				Deaf			
Unemployed				Speech Impaired			
Other (Specify)				Visually Impaired			
				Seriously Emotionally Dist.			
				Crippled			
				Learning Disability			
				Other Health Impaired			
TOTALS:				TOTALS:			

C. PURPOSE OF PROGRAM

The following points must be included in describing the purpose of the program:

1. Statement indicating what the program will attempt to do, based on student needs; ie. what the students will be able to do upon completion of the program.

2. Indicate how the program will function on a day-to-day basis and include:

   a. Program content areas.
   b. Staff function - number and responsibilities.
   c. Schedule of activities.
   d. Scope and sequence.

D. PROGRAM OBJECTIVES

List the major program objectives to be achieved during this fiscal year. Also, indicate the major learning activities and evaluation procedures for each objective. These should relate to student needs identified in C., PURPOSE OF PROGRAM.

1. MAJOR PROJECT OBJECTIVES List the objectives in measurable terms.	2. MAJOR LEARNING ACTIVITIES Examples of those to be provided in order to achieve each objective.	3. EVALUATION Describe the procedures and/or instruments to be used in evaluating the attainment of each objective.

(over)

1. MAJOR PROJECT OBJECTIVES List the objectives in measurable terms.	2. MAJOR LEARNING ACTIVITIES Examples of those to be provided in order to achieve each objective.	3. EVALUATION Describe the procedures and/or instruments to be used in evaluating the attainment of each objective.
	(Use Additional Pages if Necessary.)	

BUDGET 18AA-323-A

PAGE ____

Fund Source | LEA No. | LEA Name

SPECIAL PROGRAM/PROJECT BUDGET

NOTE: *See reverse side of this form for budget codes. Submit to State Department of Public Instruction the original of this form with budget codes printed on the reverse side.*

	STATE	LOCAL	TOTAL
A. Salaries - Total	$	$	$
Explanation (to include codes):			
Code / Position / Term of Employment / Cert. Rating			
B. Employee Benefits - Total	$	$	$
Explanation (to include codes):			
C. Prof. and Tech. Services - Total	$	$	$
Explanation (to include codes):			

BUDGET CODES

A. SALARIES

110 - Local Director of Vocational Education

120 - Teachers, coordinators, and counselors

130 - Other professional, such as health, social, or psychological services

140 - Technical salaries, such as teacher aide

150 - Office/clerical

B. EMPLOYEE BENEFITS

211 - Social Security

221 - Retirement

231 - Hospitalization

C. PROFESSIONAL AND TECHNICAL SERVICES

311 - Contractual Services: (non payroll consultants, but not workshop expenses)

312 - In-Service Workshops: (all contractual services, supplies, and participants' costs)

LEA No. _____ PAGE _____

	STATE	LOCAL	TOTAL
D. Supplies/Materials - Total	$	$	$
Explanation (to include codes) and list major items by program area:			
E. Equipment - Total	$	$	$
Explanation (to include codes) and list major items by program area:			
F. Transportation - Total	$	$	$
Explanation (to include codes):			
G. Other - Total	$	$	$
Explanation (to include codes):			
TOTAL BUDGET	$		

BUDGET CODES (cont'd)

D. SUPPLIES/MATERIALS

411 - Instructional supplies

412 - Instructional materials

416 - Instructional repair parts and materials

420 - Textbooks

430 - Library/Audio-visual

E. EQUIPMENT

541 - Instructional equipment

326 - Contractual repair/maintenance of instructional equipment to include labor

327 - Rentals of instructional equipment

551 - Purchase of vehicles

620 - Insurance on vehicles

F. TRANSPORTATION

332 - Staff travel (only from specific fund source and, in Non-Matching Expansion Fund, only for Extended School Day)

339 - Student transportation other than for field trips

391 - Field trips

G. OTHER

327 - Rental of land and buildings

341 - Telephone

342 - Postage

361 - Printing/Binding

362 - Materials reproduction

L O C A L P L A N

F O R

V O C A T I O N A L E D U C A T I O N

CONTINUING PLAN

_____ _____

Local Educational Agency Number

Submitted By: _____

Superintendent of Schools

_____

Street Address or P. O. Box Number

_____ _____

Post Office Zip Code

Prepared By: _____

Name of Local Director/Planner

CONTINUING PLAN
FOR STATE/FEDERAL AID FOR VOCATIONAL EDUCATION
SECONDARY PUBLIC SCHOOLS

A. Acknowledgment

This Continuing Plan for Vocational Education described herein for meeting the vocational education needs of students and certain adults in the geographical area to be served by the _____
(Name of Local Educational Agency)
Board of Education, was developed in consultation with educators and representatives of the agriculture, business, and industrial community with special acknowledgment to the LEA Vocational Education Planning Council and the LEA Unit-Wide Vocational Education Advisory Council.

CONTINUING PLAN

B. Statement of Assurances

The _____ Board of Education assures the
(Name of Local Educational Agency)

North Carolina State Board of Education that the following operating, staffing, programming/planning, and evaluating conditions, with respect to vocational education in the public schools under its administration and supervision, have been or will be met. The local board of education assures that:

1. OPERATING	INDICATE COMPLIANCE STATUS	
	YES	NO*
a. The following non-discriminatory functions of vocational education in grades 7-12 are adhered to: ° To prepare individuals for employment in recognized occupations, new occupations, and emerging occupations. (Vocational Skill Development)		
° To prepare individuals for participation in advanced or highly skilled post-secondary vocational 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. (Preparation for Advanced Training)		
° To assist individuals in the making of informed and meaningful occupational choices and consumer decisions. (Prevocational - Introductory)		
° To provide appropriate programs (extended school day) for persons who have left high school and who are available for study.		
° 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 vocational education programs.		
b. The following definitions are adhered to: ° CONSUMER AND HOMEMAKING means programs in grades 7-12 that have as their primary purpose improving home environments and the quality of family life with increased emphasis on consumer education and accepting multiple responsibilities of combined roles as homemakers and wage earners.		

* If "No," explain in writing and attach.

1. OPERATING (cont'd)	INDICATE COMPLIANCE STATUS	
	YES	NO*
° DISADVANTAGED PERSONS means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in HANDICAPPED PERSONS) unless such persons also suffer from the handicaps described in this paragraph.		
° EMPLOYMENT means lawful work in a recognized or new and emerging occupation.		
° GAINFUL EMPLOYMENT means employment for which persons normally receive in cash or in kind a wage, salary, fee, or profit.		
° GAINFUL EMPLOYMENT/SKILL DEVELOPMENT PROGRAMS means vocational instruction which is offered in senior high schools (grades 9-12) which is conducted as a part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical programs, but does not include any program to prepare individuals for employment in occupations to be generally considered professional and to require a baccalaureate or higher degree.		
° HANDICAPPED PERSONS means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. (This definition includes the learning disabled.)		
° INDUSTRIAL ARTS EDUCATION PROGRAMS funded from vocational education resources means those education programs in grade levels 7-12 (1) which pertain to the body of related subject matter or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designating, constructing, evaluating, and using tools, machines, materials, and processes and (2) which assist individuals in the making of informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.		

1. OPERATING (cont'd)	INDICATE COMPLIANCE STATUS YES	NO*
° "OTHER PURPOSES" refers only to consumer and homemaking education and industrial arts.		
° PROGRAM COMPLETER means a student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills.		
° PROGRAM LEAVER means a student who has been enrolled in and has attended a program of vocational education and has left the program without completing it, except that no student shall be counted as a program leaver who is still enrolled in another program of vocational education. The term "program leaver" includes: - persons who leave the program voluntarily before its formal completion because they have acquired sufficient entry-level job skills to work in the field and who have taken a job related to their field of training, and - all other leavers.		
° RECOGNIZED OCCUPATION or NEW AND EMERGING OCCUPATION means a lawful occupation that has been identified or is identifiable by employers, employee groups and governmental and nongovernmental agencies and institutions concerned with the definition and classification of occupations.		
° VOCATIONAL GUIDANCE AND COUNSELING services shall be designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary to make meaningful and informed occupational choices, (3) assist students while pursuing a program of vocational instruction, (4) aid students in job placement, and (5) conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.		
° VOCATIONAL GUIDANCE AND EXPLORATION refers to individual or group instruction related to the development of awareness, orientation, and exploration of occupational opportunities such as may be provided for pupils in junior high schools (grades 7-9). Such term includes learning activities designed to acquaint such pupils with the many ways that people work, and which facilitates the process of choosing a vocation, occupation, or job which is appropriate for the person concerned.		
c. The local board of education will cooperate with the local advisory council on vocational education in carrying out its duties to be involved in the continuing plan for vocational education, the annual application for state/federal aid for secondary vocational education programs and the annual accountability reports.		

1. OPERATING (cont'd)	INDICATE COMPLIANCE STATUS	
	YES	NO*
d. Vocational counseling and guidance services are provided to meet the needs of vocational education students.1/ These activities are designed to encourage and support students and to provide assistance in occupational choicemaking, job placement, and "other purposes."		
e. An organized plan for assisting individual students to apply for and secure gainful employment upon completion of his/her "gainful employment/skill development" vocational programs shall be developed by the local educational agency and maintained in the school file designated by the principal.		
f. An organized plan for conducting follow-up studies to determine the effectiveness of the vocational instructional program and of the guidance and counseling personnel and the vocational education teachers shall be developed by the local educational agency and maintained in the school file designated by the principal.		
g. Any Federal funds received under Title VII of the Elementary and Secondary Education Act of 1965 (Bilingual Education) will be so used that expenditures for program purposes will supplement each other and not amount to a duplication of effort.		
h. All programs/services supported through Federal vocational education resources that serve the handicapped shall be in compliance with Public Law 94-142, Education of the Handicapped Act.		
i. Support activities and programs will show promise of overcoming sex/racial bias and sex/social stereotyping in vocational education in accordance with the State Plan for Vocational Education.		

2. STAFFING	INDICATE COMPLIANCE STATUS	
	YES	NO*
a. The local educational agency will provide for such methods of administration as are necessary for the proper and efficient administration of vocational education.		
b. The local board of education will reimburse vocational education personnel from local funds for any approved travel incurred in the performance of their duties to include, but not limited to, home visits, employer visitations, vocational education student organizations, etc.		

1/ The counseling and guidance services will be based on student interest and employment needs.

2. STAFFING (cont'd)	INDICATE COMPLIANCE STATUS	
	YES	NO*
c. The local educational agency, with cooperation and assistance of the State Board of Education staff, will provide staff development for personnel in vocational education program areas, counseling and guidance, job placement, and other ancillary services.		
d. The local educational agency will involve in the planning, operation, and evaluation of vocational education programs personnel assigned to vocational education program areas, counseling and guidance, and job placement.		
e. Federal and/or State vocational education funds will not be used to provide supplements to local personnel.		

3. PROGRAMMING/PLANNING	INDICATE COMPLIANCE STATUS	
	YES	NO*
a. The program of instruction will include a planned, logical sequence of non-biased essentials of education or experience deemed necessary for the individuals to meet their occupational or "other purpose" objectives as stipulated in the scope and sequence section of the Program of Studies.		
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.		
c. The decisions on which vocational education programs are to be offered for "gainful employment/skill development" or "other purposes" will be determined in part by the *Vocational Education Planning Council* which shall include a proportionate representation from the following educational classifications: superintendent, principal, guidance counselor, exceptional children, staff development, and vocational education teachers.		
d. The program content for "gainful employment/skill development" or "other purposes" will be developed and conducted in consultation with employers and other individuals or groups of individuals having skills in, and substantive knowledge of, the occupation or occupational field for which instruction is planned.		

3. PROGRAMMING/PLANNING (cont'd)	INDICATE COMPLIANCE STATUS	
	YES	NO*
e. The program of instruction will be sufficiently extensive in duration, in accordance with the Program of Studies and appropriate State developed "Planning Guides," and intensive within a scheduled unit of time to enable the individual to develop the competency necessary to fit the student for employment in the occupation or occupational field for which that student is being trained or "other purposes."		
f. Classrooms, shops, laboratories, and other facilities will be adequate in design, suitability, and quantity to enable those who are to be trained to meet the occupational or "other" objectives for which the education is intended as described in the Program of Studies.		
g. Instructional equipment, supplies, teaching aids, and other materials will be adequate in supply, quality, and quantity to enable those who are to be trained to meet the occupational or "other" objectives for which the education is intended as described in literature from specific program areas.		
h. Enrollment in a class shall be consistent to a size that ensures effective instruction as prescribed in the Program of Studies and in accord with nationally recognized safety and health standards.		
i. Instructional equipment shall be maintained in safe working conditions at all times and shall meet the conditions and standards of nationally recognized and/or State approved safety and health standards.		
j. Instructional experiences/activities shall be commensurate with the achievement levels and skill abilities of those enrolled and will be designed so that job entry, advancement on the job, or "other purposes" can be achieved.		
k. Vocational education student organizations are recognized as integral parts of vocational education programs, and, as such, local promotion and support are given in accordance with the State Board of Education's resolution and policy statement adopted February 3, 1972.		
l. In the assignment of Non-Matching Expansion Funds, primary consideration has been given to the vocational education component of the extended school day program in order to meet the needs of students who, for various reasons, cannot profit from instruction offered through the regular program in this local educational agency.		

4.

EVALUATING	INDICATE COMPLIANCE STATUS	
	YES	NO*
a. A formal system of evaluation shall be conducted to determine how the programs meet their stated objectives, are relevant to employment needs and occupational needs of students, or "other purposes;" the results of which are maintained in the local educational agency file designated by the superintendent.		
b. The evaluation system will involve students, employers, the advisory council, and personnel in vocational education, counseling and guidance, and other ancillary personnel.		

5.

ANNUAL APPLICATION	INDICATE COMPLIANCE STATUS	
	YES	NO*
Funds will be received and distributed within the local educational agency on the basis of annual applications which:		
a. Have been developed in consultation (i) with representatives of the educational and training resources available in the area to be served by the local educational agency (LEA Vocational Education Planning Council);		
b. Have been developed in consultation (ii) with the local advisory council on vocational education required to be established by the Education Amendments of 1976, Title II, Public Law 94-482;		
c. Describe the vocational education needs of potential students in the area or community served by the local educational agency and indicate how and to what extent the programs proposed in the application will meet such needs;		
d. Describe how the findings of any evaluations of programs operated by the local educational agency during previous years, including those required by Public Law 94-482, have been used to develop the programs proposed in the application;		
e. Describe how the activities proposed in the application relate to manpower programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act (CETA) of 1973, if any, to assure a coordinated approach to meeting the vocational education and training needs of the area or community; and		
f. Describe the relationship between vocational education programs proposed to be conducted with vocational education funds and other programs in the area or community which are supported by State and local funds.		

5.	ANNUAL APPLICATION (cont'd)	INDICATE COMPLIANCE STATUS	
		YES	NO*
	g. Describe how activities for the handicapped relate to Education of the Handicapped Act, Public Law 94-142.		

6.	OTHER/ACCOUNTABILITY	INDICATE COMPLIANCE STATUS	
		YES	NO*
	a. Vocational education funds made available will be used to supplement and, to the extent practicable, increase the amount of local funds that would, in the absence of state/federal funds, be made available for the uses specified for vocational education and in no case supplant such state/federal/local funds.		
	b. The local educational agency will make provisions for such fiscal control and fund accounting procedures as may be necessary to secure proper disbursement of, and accounting for, vocational education funds.		
	c. Vocational education funds will not be used for any program of vocational education which cannot be demonstrated 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 [except (1) to overcome sex biases, (2) to prepare journeymen for teaching positions, (3) bilingual programs to improve teaching of persons with limited English-speaking ability, and (4) homemaking programs].		
	d. The local educational agency will make reasonably available to the public the Continuing Plan for Vocational Education, the Annual Application for State/Federal funds for vocational education, and accountability reports.		
	e. The local educational agency will comply with any requests of the State Board of Education for making such reports as the Board may reasonably require to carry out its functions for vocational education.		
	f. All Federal/State laws, rules and regulations, and policies of the State Board of Education not included in these assurances, including the North Carolina State Plan for Vocational Education, will be followed.		

CONTINUING PLAN

NOTE: In completing Sections "C" through "F" of the Continuing Plan, use as many sheets as needed. Please number the pages consecutively in each completed copy of the Continuing Plan beginning with Section "C." Pages 1-9 are already numbered, thus Section "C" should be page 10.

C. Local Educational Agency's Goals for Vocational Education

In this section, the LEA is to reflect the goal for the vocational education component of its educational delivery system. The statement is to reflect the LEA's central and continuing purpose for vocational education which justifies its support by society, and which provides direction for its management and the allocation of resources for its management. The LEA should include the goals of each function of vocational education which are: (1) Vocational Skill Development, (2) Preparation for Advanced Education, and (3) Pre-Vocational--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.

D. Priority of Target Groups to be Served

List in priority the target groups to be served by the LEA. The priority of groups to be served should be based on needs assessments to include, but not restricted to: grade level, disadvantaged, handicapped, certain adults, sex, ethnic origin, labor market needs, student aspirations, and follow-up within the three functions of vocational education.

E. Local Educational Agency's Continuing Objectives for Vocational Education

Continuing objectives are qualitative statements which collectively describe the ideal conditions which could exist on a continuing basis when vocational education is making progress toward its mission. Show the target groups to be served as identified above by priority order and, within the groups, state and rank the continuing objectives in priority order.

F. Local Educational Agency's Specific Objectives for Vocational Education

Specific objectives are quantitative and qualitative statements of desired student achievement and/or outcomes essential to the achievement of continuing objectives and which identify time of completion, results expected, and the means of evaluation. Identify specific objectives by vocational program (course) area within the functions and purposes of vocational education. (Note: Refer to the Program of Studies.)

G. Estimate of Annual Average Job Needs by Occupations Through 1985 by Planning Region

From the data available from the "Interim Manpower Projections to 1985 for N. C. Planning Regions," Employment Security Commission (or other appropriate data), and those occupational aspiration choices of students as revealed by any recent survey, interest inventory, or test, describe occupations for which the local educational agency will provide instruction to meet expansion and replacement manpower needs by year for the next five years beginning with the school year 1978-79. Also, describe how the local educational agency will measure its effectiveness in placing program completers in jobs for which students were trained.

Some occupations are showing a steady decrease in demand for workers. Describe how and what programs which are currently training for those jobs showing a decrease in demand for workers are being redirected to more realistically train students for new and emerging occupations and those occupations showing an increase demand for workers.

H. Students' Occupational Aspirations

(List below, in rank order, those occupational aspiration choices of students as revealed by any recent survey, interest inventory, or test. Indicate grade level of respondents.)

NOTE: LEA will be supplied a sample format which may be reproduced and used by LEA to conduct a survey.

GRADE LEVEL(S) _____ NUMBER STUDENTS SURVEYED _____

Rank Order	Occupational Groupings	Number of Responses		
		Male	Female	Total
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
TOTALS:				

Note: Extend this table, if necessary.

SUGGESTIONS FOR ADMINISTERING THE STUDENTS' OCCUPATIONAL INTEREST SURVEY

Occupational interests and aspirations of students, combined with manpower needs, are bases for planning and conducting programs of vocational education. It is reasonable to believe that students will be happier, will learn more readily, and will become more proficient if they can enroll in programs in which they feel an interest and from which they can reasonably expect to secure employment upon completion of the program.

Surveys conducted annually at the 8th or 9th grade levels will yield information that will be helpful in planning programs and/or in modification of existing programs. Data derived from surveys similar to the format included may be used to determine rankings of students' occupational aspirations data and is to be shown in Section "H" of the Continuing Plan. The data shall be current as reflected in the "Statement of Assurances."

The following occupational interest survey may be reproduced and used as presented or it may be modified. The student survey results listed on Form H should correlate with data in Section "G" on manpower projections.

- The Local Director/Planner should assume responsibility for leadership in this project in the LEA.
- One person in each school to be surveyed should assume responsibility for surveys in the school.
- Homeroom teachers might best administer the survey for their homerooms, summarize results, and return summary to building leader who will forward these to the Local Director/Planner of Vocational Education.
- The survey should represent the understanding and interest of the pupil, therefore, the forms should not be taken home and the pupil should work independently without influence from peers, teachers, or parents.
- Student responses may be tabulated by different methods. One method could be to give first choice a weight of three (3) points, second choice two (2) points, and third choice one (1) point. Thus, the weighted frequency of response could be determined for each occupation listed and the rank could be determined.

OCCUPATIONAL INTEREST SURVEY

Student's Name _____ Sex _____ Grade _____

School _____ Teacher's Name _____

NOTE TO STUDENT: Please read the following instructions before completing the survey form.

- The job opportunities listed on the reverse side of this sheet are usually available to high school students who have completed a prescribed program in vocational education while in high school or who have completed a prescribed program in a post-secondary institution. The list does not include occupations which normally require a degree from a four-year college or university.
- Read through the entire list of occupations before indicating your choices.
- Indicate your first (1st), second (2nd), and third (3rd) choice of an occupation that most nearly represents the kind of work you would like to do when you complete your schooling.
- First choice should be shown by a check (✓) beside the occupation in the first choice column.
- Second choice should be shown by a check (✓) beside the occupation in the second choice column.
- Third choice should be shown by a check (✓) beside the occupation in the third choice column.
- There should be no more than three (3) checks on the entire survey form.
- If, after reading the entire list, you do not see an occupation which you would like to pursue, then write in your first, second, and third choice of an occupation in the spaces provided at the end of the survey form.
- If you have any questions, ask your teacher.

TURN TO THE REVERSE SIDE OF THIS SHEET AND COMPLETE THE OCCUPATIONAL INTEREST SURVEY FORM.

OCCUPATIONS	CHOICES 1st	2nd	3rd
AGRICULTURE RELATED:			
Forestry occupations (pulpwood, lumbering)			
Gardner, groundskeeper			
Farmer (owner, tenant)			
Farm worker			
Farm manager			
Agricultural processing, inspecting, marketing			
Conservation			
Agricultural technician			
Animal caretaker			
Farm services (machinery, supplies, services)			
Horticulture (nursery, landscaping)			
DISTRIBUTIVE EDUC. RELATED:			
Sales (retail, wholesale, service)			
Billing clerk			
Cashier			
Shipping/receiving clerk			
Ad agency representative			
Ad layout			
Display			
Salesperson of radio and TV time			
Reservation Clerk			
Financial Services			
Counter person for auto parts			
HEALTH OCCUPATIONS RELATED:			
Hospital or ambulance attendant			
Dental assistant			
Health aide (except nursing)			
Nurses aide			
Orderly			
Practical Nurse			
Sanitarian (public health inspector)			
HOME ECONOMICS RELATED:			
Baker			
Tailor			
Clothing ironer, presser			
Cutting operative			
Sewer, stitcher			
Cook			
Food counter, fountain worker			
Waiter, waitress			
Food worker			
Child care worker			
Home furnishing services			
Management aide			
TRADES & INDUSTRIES RELATED:			
°Mechanics:			
Air conditioning, heating, refrigeration			
Aircraft			
Auto body repair			
Auto mechanics			
Heavy equipment, machinery, diesel			
Household appliance mechanic			
Garage worker, gas station attendant			
Other mechanic and repair			
°Electronics:			
Electrician			
Radio, TV repair			
Home entertainment equipment			
Industrial electronic controls			
°Woods:			
Carpenter			
Painter, construction			
Roofer, slater			
Cabinetmaker			
Furniture and wood finish			
Upholsterer			
Dry wall installer, lather			
Filer, polisher, sander, buffer			
°Cosmetology:			
Barber			
Hairdresser, cosmetologist			
°Metals:			
Machinists			
Sheet metal workers, tinsmith			
Grinding machine operative			
Lathe milling machine operative			
Other precision machine operative			
Welder and flame cutter			
°Graphics:			
Compositor and typesetter			
Pressmen and plate printer			
°Textiles:			
Knitter, looper, and topper			
Spinner, twister, winder			
Weaver			
Other textile			
°Other:			
Brickmason and stonemason			
Plumbing and pipefitters			
SERVICE RELATED & OTHERS:			
Commercial fishing, marine occupations			
Communications			
Chambermaid, maid			
Cleaner, charwoman			
Janitor, sexton			
Housekeeper			
Maid, servant			
Packer, wrapper (except meat, produce)			
Military (full career)			
Surveying			
Drafting			

I have read the above list and do not find any occupations listed which I would like to pursue. Following is the listing of my first, second, and third choices of an occupation.

_____ (First Choice)

_____ (Second Choice)

_____ (Third Choice)

CONTI G PLAN

FORM .

Facility Needs Analysis

Local Educational Agency _____ (No.) _____ (Name) School _____ (No.) _____ (Name)

FACILITIES PRESENTLY AVAILABLE										
Program Area 1/	Type of Facility 1/	Number	Number Programs Served	Maximum Capacity Work Stations	Condition		Renovation Needed			Source(s) of Funds 3/
					Satis-factory	Unsatis-factory	Yes 2/	No	If Yes, Indicate Year	

1/ By program area and shops, laboratories, classrooms, greenhouses, mobile units, etc.

2/ Detail in I.2. on the reverse of this sheet.

3/ Codes: R - Federal, other than ARC
V - State
ARC - Appalachian Regional Commission
L - Local

(over)

PAGE _____

CONTINUING PLAN

FORM I.2.

Facility Needs Analysis

Local Educational Agency _____ (No.) _____ (Name) School _____ (No.) _____ (Name)

FACILITIES NEEDED (in priority order)							
Program Area	Type of Facility	Courses to be Offered	Est. Const. Date	Est. Comp. Date	Est. Sq.Ft.	Est. Cost	Source(s) of Funds 1/

1/ Codes: R - Federal, other than ARC
V - State

ARC - Appalachian Regional Commission
L - Local

J. Certification of Continuing Plan

By

Superintendent and Board of Education

We hereby certify that this Continuing Plan for State/Federal Aid for Secondary Vocational Education for the Fiscal Year 1979 was officially submitted by the _____
(Name of Local Educational Agency)

Board of Education on _____.
(Date)

SIGNATURES: (NOT A STAMP)

_____ _____
(Chairperson) (Superintendent)

This Continuing Plan, when completed, approved by the local board of education, and signed by both the chairperson of the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Continuing Plan is a necessary part of the State Board of Education's accountability to the U. S. Office of Education and the General Assembly of North Carolina.

LOCAL PLAN

FOR

VOCATIONAL EDUCATION

ANNUAL APPLICATION

_____ _____

Local Educational Agency Number

Submitted By: _____

Superintendent of Schools

_____

Street Address or P. O. Box Number

_____ _____

Post Office Zip Code

Prepared By: _____

Name of Local Director/Planner

ANNUAL APPLICATION
FOR STATE/FEDERAL AID FOR VOCATIONAL EDUCATION
SECONDARY PUBLIC SCHOOLS

A. Acknowledgment

This annual application for vocational education described herein for meeting the vocational education needs of students and certain adults in the geographical area to be served by the _____ (Name of Local Educational Agency) Board of Education, was developed in consultation with educators and representatives of the agriculture, business, and industrial community with special acknowledgment to those indicated below and on the reverse side of this sheet.

1. LEA Vocational Education Planning Council

Name	Position[1/]

1/ Proportionate representation on the LEA Vocational Education Planning Council should include representatives from the following educational classifications: superintendent, principal, guidance counselor, exceptional children, staff development, and vocational education teachers (specify program area).

(over)

2. LEA Unit-Wide Vocational Education Advisory Council

Name	Address	Occupation[2/]

2/ 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 manpower council should also be included. The structure and membership of the council should broadly represent ethnic origin, race, sex, age span, and geographic location.

B. Statement of Assurances

The _____ Board of Education assures the
(Name of Local Educational Agency)

North Carolina State Board of Education that the following conditions, with respect to vocational education in the public schools under its administration and supervision, have been or will be met. The local board of education assures that:

CONDITIONS	INDICATE COMPLIANCE STATUS	
	YES	NO*
1. Vocational programs/services are developed and conducted in consultation with the LEA Vocational Education Planning Council.		
2. Vocational programs/services are developed and conducted in consultation with the LEA Vocational Education Advisory Council.		
3. Local/State/Federal vocational education funds are directed or coordinated by persons qualified under the State Board of Education policies.		
4. Vocational programs/services are supervised, directed or coordinated by persons qualified under the State Board of Education policies.		
5. Vocational instruction combines and coordinates classroom instruction with field, shop, laboratory, cooperative work, or other occupational experiences appropriate to the objective within the school and community.		
6. The program of instruction provides guidance and counseling, personnel, and services sufficient to achieve and continue to meet its objectives, standards, and requirements and is in accordance to The Program of Studies.		
7. The vocational education student organizations are an integral part of the instruction offered and are supervised by vocational persons qualified under the State Board of Education policies.		
8. The program of instruction is extensive in duration and intensive within a scheduled unit of time to enable the student to achieve the objective of instruction.		
9. The results of evaluations are used for necessary change or improvement in programs.		

* If "No," explain in writing and attach.

CONDITIONS (cont'd)	INDICATE COMPLIANCE STATUS	
	YES	NO*
10. Evaluations of the program of instruction are carried on continuously by the local educational agency.		
11. Those who cannot benefit from the regular program are provided special programs which include special educational services necessary for them to achieve their vocational objective.		
12. The LEA utilizes policies and procedures set by the State Board of Education to identify disadvantaged persons.		
13. The LEA utilizes policies and procedures set by the State Board of Education to identify handicapped persons.		
14. The LEA utilizes policies and procedures and follows such policies and procedures to eliminate biases such as sex, race, color, and handicapping conditions.		
15. In receiving State/Federal funds, the LEA has given due consideration to information regarding current and projected manpower needs and job opportunities.		
16. Information in the Local Plan Application is such that the proposed programs, services, and activities will make progress toward meeting needs and objectives of those to be served.		

17. COMPARATIVE ANALYSIS OF EXPENDITURES OF LOCAL FUNDS FOR OCCUPATIONAL EDUCATION (Grades 7 - 12)

The Local Board of Education assures that State Aid allocated by the State Board of Education shall not be used to supplant local funds and the Local Board of Education shall maintain its local effort for the fiscal year covered by this Application.

Fiscal Year	TOTAL LOCAL EXPENDITURES FOR OCCUPATIONAL EDUCATION* (Grades 7-12)
1976-77	
1977-78 (est.)	
1978-79 (est.)	

* Excluding construction.

PAGE _____

ANNUAL APPLICATION
FOR STATE/FEDERAL AID FOR VOCATIONAL EDUCATION
SECONDARY PUBLIC SCHOOLS

FORM C

School is an ARC Facility ____ Yes ____ No

LEA _____ (Number) _____ (Name) SCHOOL _____ (Number) _____ (Name)

MAN-MONTHS AND MAN-MONTHS EQUIVALENT (ALL FUND SOURCES)

Indicate total man-months and man-months equivalent by purpose:

MG	IV	IA	AG	DE	HO	CON./HOME.	OCC. H.E.	BOE	T&I		COUNSELOR	OTHER Specify:
									ICT	TP/IT		

(1)	(2)	(3)*	(4)		(5)		(6)		(7)		(8)+	
COURSE NUMBER	COURSE NAME	FUND SOURCE	LENGTH		TIME BLOCK		NUMBER SECTIONS		ENROLLMENT		COMPLETERS/LEAVERS	
			78	79	78	79	78	79	ACTUAL 78	PROJECTED 79	PROJECTED 78	PROJECTED 79

* Codes for Column 3:

V - State Man-Months, Grades 7-12
R - Federal Man-Months, Grades 11 & 12
G - Guida
D - Disadvantaged, Basic
H - Handicapped, Basi
N - Non-Matching Ex on Funds
L - Local
O - Other, Including ADM
X - Extended School Day
A - Special Disadvantaged
C - Research

+ No Completers/Leavers for Pre-Vocational, Industrial Arts, and Consumer Home Economics.

(Form C continued on Next Page)

ANNUAL APPLICATION
FOR STATE/FEDERAL AID FOR VOCATIONAL EDUCATION
SECONDARY PUBLIC SCHOOLS

C. School Form

Instructions for completing Form C.

- Complete an application for each school in which there are vocational education programs which are recognized, titled, and numbered courses as shown on the Sheet OE-RS-3, "State Course Numbers and Federal Course Numbers," revised 7/77.
- Number each sheet and include the number and name of both the local educational agency and school in the spaces provided.
- Indicate if the school is an ARC facility.
- Indicate in the spaces provided the total number of man-months and man-months equivalent per school by program area/service to include all fund sources.

COURSE NUMBER
- Column 1: List the 4-digit State course number for each course taught in the school. Please list each school's course offerings in the order in which they appear on Form OE-RS-3.

COURSE NAME
- Column 2: Enter the correct title of each course as reflected on the Sheet OE-RS-3, "State Course Numbers and Federal Course Numbers." If the course is to be a new one, precede the name of the course with the letter "N." If the course is to be deleted, precede the name of the course with the letter "D." If the course is to be offered during a regular organized summer school session, precede the name of the course with the letter "S."

FUND SOURCE
- Column 3: Enter the code letter(s) from the list located on the lower side of the Application. In a few cases, several fund sources may be used to support a specific course. If this is the case, enter the various fund sources.

LENGTH OF COURSE
- Column 4: Indicate if course is taught for: S=Semester and Y=Year. The numbers "78" and "79" mean for the regular school term for the years 1977-78 and 1978-79 in this column and subsequent columns.

TIME BLOCK
- Column 5: Indicate if the course is taught in time periods of 1 block, 2 blocks, or 3 blocks. If time blocks differ for a specific course, then list the course twice. For purposes of this Application, the term "block" refers to "periods" in the school schedule.

NUMBER OF SECTIONS
- Column 6: Indicate the number of sections of a specific course currently being taught or the number to be taught if the course will be new.

ENROLLMENT
- Column 7: In appropriate spaces provided, indicate enrollment for the current school year and the projected enrollment for the next year.

COMPLETERS/ LEAVERS
- Column 8: In appropriate spaces provided, indicate the Completers/ Leavers for the current school year and the projected Completers/Leavers for the next school year.

  Program Completer: This means a student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills.

  Program Leaver: This means a student who has been enrolled in and has attended a program of vocational education and has left the program without completing it, except that no student shall be counted as a program leaver who is still enrolled in another program of vocational education. The term "program leaver" includes:

  - persons who leave the program voluntarily before its formal completion because they have acquired sufficient entry-level job skills to work in the field and who have taken a job related to their field of training, and
  - all other leavers.

PRINCIPAL'S SIGNATURE: The principal should sign this Form for his/her respective school and decisions on vocational education programs to be offered will be reflective of his/her recommendations based on student aspirations, manpower data, and resources available.

FORM C (cont'd)

LEA _____ (Number) _____ (Name) SCHOOL _____ (Number) _____ (Name)

(1)	(2)	(3)*	(4)		(5)		(6)		(7)		(8)+	
COURSE NUMBER	COURSE NAME	FUND SOURCE	LENGTH		TIME BLOCK		NUMBER SECTIONS		ENROLLMENT		COMPLETERS/LEAVERS	
			78	79	78	79	78	79	ACTUAL 78	PROJECTED 79	PROJECTED 78	PROJECTED 79

* Codes for Column 3:

V - State Man-Months, Grades 7-12
R - Federal Man-Months, Grades 11 & 12
G - Guidance
D - Disadvantaged, Basic
H - Handicapped, Basic
N - Non-Matching Expansion Funds
L - Local
O - Other, Including ADM
X - Extended School Day
A - Special Disadvantaged
C - Research

\+ No Completers/Leavers for Pre-Vocational, Industrial Arts, and Consumer Home Economics

_____ (Principal's Signature) _____ (Date)

(Over for Instructions for Completing Form C)

ANNUAL APPLICATION
FOR STATE/FEDERAL AID FOR VOCATIONAL EDUCATION
SECONDARY PUBLIC SCHOOLS

C. School Form

Instructions for completing Form C.

- Complete an application for each school in which there are vocational education programs which are recognized, titled, and numbered courses as shown on the Sheet OE-RS-3, "State Course Numbers and Federal Course Numbers," revised 7/77.
- Number each sheet and include the number and name of both the local educational agency and school in the spaces provided.
- Indicate if the school is an ARC facility.
- Indicate in the spaces provided the total number of man-months and man-months equivalent per school by program area/service to include all fund sources.

COURSE NUMBER
- Column 1: List the 4-digit State course number for each course taught in the school. Please list each school's course offerings in the order in which they appear on Form OE-RS-3.

COURSE NAME
- Column 2: Enter the correct title of each course as reflected on the Sheet OE-RS-3, "State Course Numbers and Federal Course Numbers." If the course is to be a new one, precede the name of the course with the letter "N." If the course is to be deleted, precede the name of the course with the letter "D." If the course is to be offered during a regular organized summer school session, precede the name of the course with the letter "S."

FUND SOURCE
- Column 3: Enter the code letter(s) from the list located on the lower side of the Application. In a few cases, several fund sources may be used to support a specific course. If this is the case, enter the various fund sources.

LENGTH OF COURSE
- Column 4: Indicate if course is taught for: S=Semester and Y=Year. The numbers "78" and "79" mean for the regular school term for the years 1977-78 and 1978-79 in this column and subsequent columns.

TIME BLOCK
- Column 5: Indicate if the course is taught in time periods of 1 block, 2 blocks, or 3 blocks. If time blocks differ for a specific course, then list the course twice. For purposes of this Application, the term "block" refers to "periods" in the school schedule.

NUMBER OF SECTIONS
- Column 6: Indicate the number of sections of a specific course currently being taught or the number to be taught if the course will be new.

ENROLLMENT
- Column 7: In appropriate spaces provided, indicate enrollment for the current school year and the projected enrollment for the next year.

COMPLETERS/ LEAVERS
- Column 8: In appropriate spaces provided, indicate the Completers/ Leavers for the current school year and the projected Completers/Leavers for the next school year.

  Program Completer: This means a student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills.

  Program Leaver: This means a student who has been enrolled in and has attended a program of vocational education and has left the program without completing it, except that no student shall be counted as a program leaver who is still enrolled in another program of vocational education. The term "program leaver" includes:

  - persons who leave the program voluntarily before its formal completion because they have acquired sufficient entry-level job skills to work in the field and who have taken a job related to their field of training, and
  - all other leavers.

PRINCIPAL'S SIGNATURE: The principal should sign this Form for his/her respective school and decisions on vocational education programs to be offered will be reflective of his/her recommendations based on student aspirations, manpower data, and resources available.

LOCAL EDUCATIONAL AGENCY TOTALS

1. LEA Totals for Man-Months and Man-Months Equivalent

Program Areas	MAN-MONTHS 1978-79			MAN-MONTHS EQUIVALENT							
	V	R	G	EXT. SCH. DAY	NMEF	DISADV. BASIC	HAND. BASIC	SPEC. DISADV.	LOCAL	OTHER	TOTAL
Occupational Exploration											
Introduction to Vocations											
Industrial Arts (Grades 7-12)											
Agricultural Education											
Distributive Education											
Health Occupations Education											
Consumer/Homemaking											
Occupational Home Economics											
Business & Office Education											
Trade & Industrial Education											
Local Director											
Vocational Guidance											
Other: (Specify)											
TOTAL											

Codes: V - State, Grades 7 - 12
R - Federal, Grades 11 & 12
L - Local
G - Guidance, Grades 9 - 12
O - Other (Paid from non-vocational resources such as ADM.)

2. Enrollment and Completers/Leavers:

Program Areas	Estimated Enrollment		Estimated Completers/Leavers	
	1978-79	1979-80	1978-79	1979-80
Occupational Exploration			XXX	XXX
Introduction to Vocations			XXX	XXX
Industrial Arts (Grades 7-12)				
Agricultural Education				
Distributive Education				
Health Occupations Education				
Consumer/Homemaking			XXX	XXX
Occupational Home Economics				
Business & Office Education				
Trade & Industrial Education				
Other: (Specify)				
TOTAL				

ANNUAL APPLICATION

D. Local Educational Agency Totals (cont'd)

3. Priority, If Additional Funds Become Available:

COURSE NUMBER	COURSE NAME OR ACTIVITY OR SUPPORTIVE SERVICES	DOLLARS NEEDED*		M-M EQUIV. (FOR PERSONNEL)	LOCATION (School)	STUDENTS TO BE SERVED
		State/Fed.	Local			
TOTALS:					XXXXXXXX	

* Include: Salary, travel, equipment, and materials for personnel.

PAGE _____

E. Anticipated Expenditures for 1978-79 by Purpose
(Exclude Information on Form D.3.)

_____ _____
LEA Number LEA Name

PURPOSE Program Area And Supportive Services	ANTICIPATED EXPENDITURES (Total Costs) by FUND SOURCE(S) State Man-Months Grades 7 - 12	Federal Man-Months Grades 11 & 12	Guidance Man-Months Grades 9 - 12	Extended School Day	Local	Sub-Total (Carry to next page)
Occupational Exploration						
Introduction to Vocations						
Industrial Arts (Grades 7-12)						
Agricultural Education						
Distributive Education						
Health Occupations Education						
Consumer/Homemaking						
Occupational Home Economics						
Business & Office Education						
Trade & Industrial Education						
Local Director - Voc. Educ.						
Vocational Counselors						
Evaluation						
Staff Development						
Equipment						
Materials						
Travel						
Voc. Educ., Extended School Day						
Educ. Prof. Dev. Act						
Other: (Specify)						
GRAND TOTALS						

Continuation of E.

PURPOSE	ANTICIPATED EXPENDITURES (Total Costs) by FUND SOURCE(S)							
Program Area And Supportive Services	Sub-Total (From the preceding page)	Non-Match. Exp. Fund Grades 7 - 12	Disadv. (Basic) Grades 9 - 12	Handicap. (Basic) Grades 9 - 12	Special Disad. Grades 9 - 12	Local	Other	Total
Occupational Exploration								
Introduction to Vocations								
Industrial Arts (Grades 7-12)								
Agricultural Education								
Distributive Education								
Health Occupations Education								
Consumer/Homemaking								
Occupational Home Economics								
Business & Office Education								
Trade & Industrial Education								
Local Director - Voc. Educ.								
Vocational Counselors								
Evaluation								
Staff Development								
Equipment								
Materials								
Travel								
Voc. Educ., Extended School Day								
Educ. Prof. Dev. Act								
Other: (Specify)								
GRAND TOTALS								

F. Description of Programs/Services

1. Describe the LEA's planning, implementing, evaluating, and accountability activities with the following groups/councils:

   a. LEA Vocational Education Planning Council,

   b. LEA Vocational Education Advisory Council,

   c. Prime sponsor established under the Comprehensive Employment and Training Act (CETA) of 1973,

   d. Community Colleges and Technical Institutes,

   e. Human Resources
      (1) Vocational Rehabilitation
      (2) Mental Health

   f. Elimination of biases:
      (1) Sex
      (2) Race
      (3) Color
      (4) Handicapping conditions
      (5) National Origin

   g. Representatives of Exceptional Children

2. Describe the vocational education needs of potential students in the local educational agency, and indicate how and to what extent the programs proposed in the Application will meet such needs.

3. Describe how the findings of any evaluations of programs operated by the local educational agency during the previous years including those required by Title II, Education Amendments of 1976 (Public Law 94-482), have been used to develop the programs proposed in the Application.

4. Describe the relationship between vocational education programs proposed to be conducted with vocational education funds and the other programs in the local educational agency which are supported by state and local funds.

5. Describe the policies and procedures which the local educational agency will follow to assure equal access to vocational education programs by both women and men and eliminates discriminations such as ethnic origin and handicapping conditions.

6. Describe how funds used for handicapped programs are consistent with the local plan submitted under the Education of the Handicapped Act, Public Law 94-142.

7. Describe staff development activities and indicate fund sources for these activities.

AMENDMENTS TO THE FIVE YEAR PLAN

PART I-B

ADMINISTRATIVE POLICIES AND PROCEDURES

I. B-1 STATE BOARD, SOLE STATE AGENCY *Sec 104(a)(1)*

I. B-1.1 Name and Designation of State Board

The State Board of Education is the sole agency responsible for occupational-technical education in the State. Throughout this Plan, any reference to "State Board" refers to this official board. The State Board is provided with the necessary authority in G. S. 115-230 as follows: "The State Board of Education shall have all necessary authority to cooperate with the United States Office of Education in the administration of the federal acts assisting vocational and technical education, to administer any legislation pursuant thereto enacted by the State of North Carolina, and to administer the funds provided by the federal government and the State of North Carolina for the promotion of vocational education. The Board shall have full authority to formulate plans for the promotion of vocational education in such subjects as are essential and integral part of the public school system of education of the State of North Carolina, and to provide for the preparation of teachers in such subjects . . . ," and in G. S. 115A-3 as follows: "The State Board of Education is authorized to establish and organize a department to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes and industrial education centers, separate from the free public school system of the State. The Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the establishment and operation of the department . . . ."

I. B-1.2 Executive Officer Designation

"The State Superintendent of Public Instruction shall serve as chief administrative officer of the State Board of Education, and shall designate, by and with the advice and consent of the State Board of Education, such assistants as may be necessary to properly carry out the provisions of this Article. The State Superintendent shall also carry into effect such rules and regulations as the Board may adopt, and shall prepare such reports concerning the condition of vocational education in the State as the Board may require." (Article 27, G.S. 115-231)

A single full-time officer shall be designated to direct vocational education for the secondary schools and coordinate vocational education for the post-secondary institutions, which officer shall be titled Director of Vocational Education for the Department of Public Instruction and titled Associate Vice President for Vocational Education for the Department of Community Colleges. This officer shall be designated by the State Superintendent of Public Instruction, with advice and concurrence by the State President, Department of Community Colleges, and with the advice and consent of the State Board of Education.

I. B-1.3 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.

II. *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 activitiy 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.

/I. 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, supervisors, coordinators, 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

D-3

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

I. B-2 STATE BOARD DELEGATION OF RESPONSIBILITY TO OTHER AGENCIES *Sec 104(a)(2)*

The State Board does not, at this time, propose to delegate any of its responsibilities for administration, operation, or supervision of vocational education programs under this Act to other State agencies or organizations.

I. B-3 FULL-TIME PERSONNEL AND FUNCTIONS TO ELIMINATE SEX DISCRIMINATION AND SEX STEREOTYPING

Sec 104(b)

3.1 Designation of Full-Time Personnel to Eliminate Sex Bias

The State Board shall assign personnel to work full time to assist in fulfilling the purposes of the Act concerned with:

(a) Furnishing equal education opportunities in vocational education programs to persons of both sexes; and

(b) Eliminating sex discrimination and sex stereotyping from all vocational programs.

3.2 Functions of Full-Time Personnel

Personnel designated under I. B-3 shall work full time to:

(a) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex stereotyping in all vocational education programs;

(b) Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State;

(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 under paragraph (b) and 3.3;

(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;

(e) Review all vocational education programs in the State for sex bias;

(f) Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

(g) Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and

(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; and

(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.

3.3 Studies to Carry Out Functions

A State may use funds available under section 130 of the Act to support studies necessary to carry out the functions set forth in *3.2.*

3.4 Funds for Full-Time Personnel and Functions

(a) The State Board shall reserve $50,000 in each fiscal year from funds available under basic grants (Section 120 of the Act) to support personnel working full-time to carry out functions set forth in *3.2.*

(b) Funds set aside under paragraph (a) of this section shall be used for:

(1) Salaries for full-time professional staff;

(2) Salaries for support staff; and

(3) Travel and other expenses directly related to the support of personnel carrying out the functions set forth in *3.2.*

I. B-4 STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE *Sec 161(b) (2)*

The State has duly established a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161 (b) (2), Vocational Education Act of 1963, as amended by P.L. 94-482.

I. B-5 CONTENT OF ANNUAL APPLICATION FROM LOCAL EDUCATION AGENCIES *Sec 106(a) (4)*

5.1 Each local education agency will prepare a local plan (application) which shall reflect:

(a) That it was developed in consultation with representatives of the educational and training resources available in the LEA or post-secondary institution as evidenced in assurances signed by the chairperson of the local board of education (secondary schools) and the local superintendent, or for post-secondary, the president.

(b) That a local advisory council composed or 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.

6.2 Appeal Procedure *Sec 109 (e)(f)*

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 'georgraphic 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:

(a) Are located in economically depressed areas and areas with high rates of unemployment, and are unable to provide the resources necessary to meet the vocational education needs of those areas without Federal assistance.

(b) Propose programs which are new to the area to be served and which are designed to meet new and emerging labor market needs and job opportunities in the area and, where, relevant, in the State and Nation.

7.2 *Local educational agencies and post-secondary institutions* will submit continuing plans and annual applications for vocational education programs from secondary school systems to the State Superintendent of Public Instruction and from post-secondary institutions to the State President, Department of Community Colleges.

7.3 *A Deputy State Director of Vocational Education* (secondary schools) and the Associate Vice President for Educational programs (post-secondary institutions) will review such applications and submit recommendations to the State Director of Vocational Education who will submit recommendations to the State Superintendent and State President, respectively, for presentation to the State Board for action.

7.4 *The State Board,* upon receipt and review of the recommendations, will:

(a) Either (1) approve the recommendation; (2) disapprove the recommendation; or (3) defer action on the recommendation for such reasons as lack of funds or a need for further evaluations.

(b) Provide that any deferral or disapproval of a recommendation will not preclude its reconsideration or resubmission.

(c) Notify the applicant in writing of the disposition of the recommendation.

7.5 *Information provided by the* U. S. Department of Commerce will be used to designate economically depressed areas.

7.6 *Information provided by the* N. C. Employment Security Commission will be used to determine high rates of unemployment.

7.7 *Information provided by the* N. C. Employment Security Commission or the N. C. Department of Commerce will be used to determine emerging labor market and job opportunities needs within the state.

I.B-8.0 FUNDING FORMULAS FOR ALLOCATING RESOURCES

8.10 Allocation Formulas for Federal Funds (Secondary Schools)

The State Board of Education will allocate federal funds according to the two factors set out below:

8.11 Relative Concentration of Low Income Families

1	2	3	4	5	6	7
Unit	Census Data for LIF	Proj. ADM Grades 7-12	No. of Gen'l Unempl	Total of Criteria	LEA Total + State's Total	Factor

Factor Derivation:

1. Unit. Name of Local Education Agency.

2. Census Data of Number of Low Income Families. Derived from data in the Department of Commerce Census Study for 1970. This data was prorated according to the percentage of the ADM a Local Education Agency bears to the countywide ADM. The LEAs within a county should determine that the proration between the units within the county is correct; however, if they agree to a different ratio, we will use their data rather than that which was computed. The number of families must correspond to those shown in the census data regardless of the distribution.

3. Projected ADM grades 7-12. The ADM is projected by the Division of Teacher Allotment for grades 9-12 and we would add to those projections the 6th and 7th grade ADM for the best three out of the first four months for the preceding year to determine the projected ADM in grades 7-12.

4. Number of General Unemployed. Derived from the latest available data as determined by the Employment Security Commission. This data is not available by LEA; therefore, we used the same basis as described in item number 2 for distribution of the county-wide data.

5. Total of Criteria. Add column 2 + 3 + 4 = to determine state wide as well as individual LEA data based upon criteria.

6. LEA Total/State Total. Determine the percentage each LEA is to the statewide data.

1	2	3	4	5	6	7
ADM	Total Personal Income	Personal Income Per ADM Col. 2 ÷ Col. 1	Ability Col. 3 x 3	Equalized Property Valuation	Valuation Per ADM Col. 5 ÷ Col. 1	Ability Ranking Col. 4 + Col. 6

Relative Ability to Pay

The State Board shall give due consideration to a local educational agency's relative ability to provide the resources necessary to meet the vocational education needs of persons residing in the area served by the agency.

Basic data for computing total personal income is obtained from the State Department of Tax Research which derives it from income tax returns. Equalized property valuations are computed from basic data obtained by the State Department of Tax Research from the records of county tax collectors. Average daily membership in public schools is obtained from reports filed with the State Board of Education by the local education agency.

Using the basic data obtained from the above sources, a determination of personal income per child in average daily membership is computed by dividing total personal income by average daily membership for the prior school year. The resulting figure is given a 75% ability-to-pay index weight in determining relative ability to pay. The remaining 25% of index weight is assigned to equalized property valuation per child in average daily membership, computed by dividing equalized assessed property valuation by average daily membership for the prior school year. The two indexes are then compiled to obtain a comparative ranking by county.

8.24 Special Provisions (State Funds) [Secondary]

Total Funds needed are not available to meet the requirements of the State formula, therefore, the State Board will implement one of the special provisions set out below as determined by the conditions set forth:

Procedure if Additional Resources are Received

Additional resources would be distributed based on the formula which the State Board of Education has adopted and those Local Education Agencies which show they are not receiving their pro rata share of the available resources would be increased with the new resources; however, additional resources being received would mean that no units would be reduced any man-months. We would simply take those additional resources and distribute them to those units showing need. This would be done by requesting of the Legislature each of the next six years 16.67% of the total need determined by application of the formula. If the additional resources are received, no unit would be reduced and those units with need would gain man-months.

Procedure if No Additional Appropriations are Forthcoming

If no additional appropriation is made by the General Assembly to help correct the inequity that currently exists based on the projected average daily membership (ADM), the State Board of Education will begin a process of correcting these inequities over a period of the next six years by reducing those units that currently show they are receiving more than their equitable share of the funds available. This reduction would be made by reducing those units 16.67% of the man-months in excess of their equitable share each of the next six years and funding those units that show they are receiving less than their equitable share 16.67% of the amount they are short. In this way a redistribution of the currently available resources would be made to bring about equity with no additional appropriation. This would only occur if additional resources were not received.

B-8.3 PROCEDURE FOR ALLOCATING FUNDS TO POST-SECONDARY INSTITUTIONS.

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

Local applications which have been submitted requesting Federal funding will be placed in ranking order using the following factors:

(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.

(c) New and emerging occupations as identified by the N.C. Employment Security Commission or the N.C. Department of Commerce.

8.31 Subparts 2 and 3.

Distribution of Federal funds will be based upon 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 approvable application with such ratio being the quotient of the total 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.

8.32 Subpart 4.

Distribution of Subpart 4 Federal funds will be made only to those institutions which submit approval 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 paragraph 8.31.

8.33 Subpart 5.

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

I. B-9 PUBLIC DISCLOSURE

Sec 106(a)(9)

9.1 Copies of the approved State Plan will be disseminated as follows:

To local education agency superintendents, local directors, presidents of institutions within Community College System, State Staff, State Advisory Council, State Plan Committee, manpower agencies, universities and colleges preparing occupational and adult personnel, and to interested public and private organizations, including local advisory councils.

Copies will also be provided to the general public upon request. A minimum of 300 copies will be printed and distributed annually.

9.2 Annually, a Mini-State Plan will be developed and distributed to members of the State Board of Education, members of the State Vocational Advisory Council, State Staff members, teacher-educators, vocational education teachers, principals and superintendents in the secondary schools, presidents of the institutions within the Community College System, counselors, members of local advisory councils, representatives of manpower councils, and other interested individuals.

9.3 The State Board Staff will meet with organized groups, upon request, to discuss and explain the provisions of the State Plan.

9.4 The State Board Staff will annually update a guide for local administrators and fiscal officers which will define, give purposes, explain funding procedures (including criteria and documentation), reimbursement procedures, and restrictions/limitations for expending vocational education funds for programs and services. After each meeting of the State Board, the Staff will send to local administrators and fiscal officers any policies/resolutions pertaining to vocational education.

9.5 All rules, regulations, policies, and procedures governing vocational education, or any other State agency, must be on file in the Attorney General's office as mandated by the North Carolina General Assembly by the Administrative Procedures Act which was effective February 1, 1976.

(1) First determine the amount of Federal funds reserved for basic grant disadvantaged purposes;

(2) Determine the population having limited English-speaking ability who are between the ages of 15 and 24 inclusively;

(3) Determine the total population of the State aged 15 to 24 inclusively;

(4) Divide the limited English-speaking population (item 2) by the total population (item 3) to establish a ratio;

(5) Multiply the basic grant disadvantaged funds by this ratio (item 4) to establish the minimum expenditure required; and

(6) The amount expended for this purpose shall not exceed the total amount reserved for basic grant disadvantaged funds.

13.3 Minimum Percentage for Post-Secondary and Adult

The State Board proposed to expend at least 15 percent of the Section 102(a) allotment for vocational education through the post-secondary institutions for:

(a) Post-secondary programs for:

(1) Persons who have completed or left high school;

(2) Who are enrolled in organized programs of study for which credit is given toward an associate or other degree; and

(3) Who are not enrolled in programs designed as baccalaureate or higher degree programs.

(b) Adult programs for:

(1) Persons who have already entered the labor market;

(2) Persons who are unemployed; or

(3) Persons who have completed or left high school and who are enrolled in organized programs of study for which credit is not given toward an associate or other degree.

13.4 Expenditures in Secondary Schools

(a) The State Board will expend from its allotment for the basic grant (subpart 2) approximately the same amount of Federal funds for programs in secondary schools during fiscal years 1978 and 1979 as it had expended during fiscal year 1975 and 1976.

(b) Should projected Federal expenditures for programs in secondary schools, in either fiscal year 1978 or 1979, not come within 95 percent of the amount of Federal funds expended for secondary schools during fiscal year 1975 or 1976, the State Board will amend its plan to show justification for need to shift funds.

13.5 Minimum expenditures for limited English speaking programs.

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

(1) $\frac{\text{Number of Limited English Speaking (age 15 - 24)}}{\text{Population (15 - 24)}}$ X 20% Set-Aside for Disadvantaged

(2) Total Population 5,082,059
Population Age 15 - 24 983,586 (19.3% of total population)

Number of limited English speaking 1,334
Number assumed to be age 15 - 24 (19.3% x 1,334) 257

$$\frac{257}{983,586} = .000262$$

13.6 Office of Equal Access by Men and Women

The State Board will expend a minimum of $50,000 for the full-time office to assure equal access to vocational education by both men and women as described in Section I.B-3 of this part of the Plan.

I.B-14 MAINTENANCE OF EFFORT *Sec 111 (b)(1)*

14.1 State Level.

The State Board assures that the combined fiscal effort per student or the aggregate expenditure for vocational education will not be less than the amount expended the second preceding fiscal year.

14.2 Local Educational Agencies.

Payment will not be made to any local educational agency which does not maintain a combined fiscal effort per student basis or an aggregate expenditure basis for vocational education which was not less than the amount expended the second preceding fiscal year.

14.3 *Post-Secondary Institutions.*

Payment will not be made to any post-secondary institution which does not maintain a combined fiscal effort per student basis or an aggregate expenditure basis for vocational education which was not less than the amount expended by that institution for the second preceding fiscal year.

14.4 *Five Percent Rule.*

It shall not be deemed to be a reduction of fiscal effort in the preceding fiscal year if the combined fiscal effort per student or the aggregate expenditure does not vary by more than five percent from the expenditure in the second preceding year.

This rule applies to the State, local educational agencies, and post-secondary institutions.

14.5 *Unusual Circumstance Rule.*

Any reduction of expenditure for any fiscal year by more than five percent will disqualify the State or an eligible recipient unless it can be demonstrated to the U. S. Commissioner of Education for State expenditures or to the State Board of Education for expenditures by an eligible recipient that:

(a) In the preceding fiscal year, the reduction was occasioned by unusual circumstances that could not have been fully anticipated or reasonably compensated for by the State or eligible recipient. Unusual circumstances may include unforeseen decreases in revenues due to a decline of the tax base or a transfer to or combining with other educational agencies the responsibility for the conduct of vocational education activities or services;

(b) In the second preceding fiscal year, contributions of large sums of money from outside sources were made; or

(c) In the second preceding fiscal year, large amounts of funds were expended for long-term purposes such as construction and acquisition of school facilities or the acquisition of capital equipment.

I.B-15 EVALUATION OF PROGRAMS, COMPLETERS, AND LEAVERS *Sec 112(b)(1)*

15.1 *The State staff shall,* during the five-year period of the State Plan, evaluate the effectiveness of each program which is assisted with Federal funds under Public Law 94-482. The results will be used to revise the State's programs and will be made available to the State Advisory Council.

15.2 *A statistically valid sampling* technique will be used to evaluate each year approximately 20 percent of the programs which purport to impart entry-level job skills.

15.3 *Data will be collected to the extent that program completers and leavers:*

(a) Find employment in occupations related to their training;

(b) Are considered by their employers to be well trained and prepared for employment.

15.4 *Pursuit of additional education* and training by program completers and leavers will not be considered negatively.

15.5 *The State staff will* consult annually with the State Advisory Council in the development of the planning and monitoring of these evaluations.

I.B-16 VOCATIONAL EDUCATION FOR DISPLACED HOMEMAKERS AND FOR OTHER SPECIAL GROUPS *Sec 120 (b)(1)(L)*

16.1 The appropriate State Board shall use Federal funding under Section 120(b)(1)(L) of the Act to assist the following special groups to become employable:

(a) Homemakers who must seek employment because of a dissolution of marriage,

(b) Single heads of household who lack adequate job skills,

(c) Homemakers or part-time workers who wish to secure full-time employment,

(d) Women who are employed in jobs which have been considered as traditional jobs for females and now wish to seek employment in job areas which have not been considered traditionally as job areas for females, and

(e) Men who are employed in jobs which have been considered as traditional jobs for males and now wish to seek employment in job areas which have not been considered traditionally as job areas for males.

16.2 The program services for the above-listed groups shall include:

(a) Acquisition of instructional supplies,

(b) Special courses to prepare individuals in how to seek employment, and

(c) Placement service for graduates of this program.

(d) Organized educational programs necessary to prepare these groups for employment.

3-18.0 PROCEDURES FOR APPROVAL OF WORK-STUDY PROGRAMS

Deleted

Sec 121

18.1 Submittal of Applications

Local educational agencies and post-secondary institutions shall make one application to the ~~State Board~~ for both the academic year and summer term for participation in work-study programs under Section 121 of the 1976 Act. The application shall be based upon a tentative allotment calculated by using the following criteria: (1) student dropouts and (2) youth unemployment. Such application shall contain information substantiating the need for the establishment of work-study programs by the local educational agency and post-secondary institution, the types of work to be provided, the agencies with which arrangements will be made for employing students under the work-study programs, the estimated annual cost of the work-study programs, and plans for local supervision and evaluation of students employed in work-study programs.

18.2 Review of Applications

Criteria for Reviewing Applications

The following criteria shall be used in reviewing applications for work-study funds under the provisions of Section 121 of the Act:

(a) Rank of local educational agency based on: (1) high concentration of youth unemployment, and (2) high concentration of school dropouts. (See Part II of this Plan.)

(b) Whether or not the local educational agency is within a county designated as depressed by the U.S. Department of Commerce (See Part II of this Plan.)

(c) The relative number of eligible students enrolled in occupational education programs.

(d) The availability of work-study stations in the school community.

(e) Assurance that local educational agency will administer the program consistent with rules and regulations.

18.3 Action on Applications

Action on applications will be governed by Part I-B-7 of the State Plan.

18.4 Requirements of Work-Study Programs (Secondary and Post-Secondary)

Funds allocated to the State under Subpart 2 of the Act will be expended solely for the payment of hourly compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements.

18.41 Administration of Program

The work-study programs will be administered by eligible recipients and made reasonably available (to the extent of available funds) to all qualified youths in the area served by such agency who are able to meet the requirements.

18.42 State Board

Consultant services will be provided by State Board staff to eligible recipients in determining program needs and assistance in filing application for such program. Consultant services will also be provided in the development, implementation and evaluation of such programs.

18.43 Eligible Students

Employment under the work-study program will be furnished only to a student who (a) has been accepted for enrollment as a full-time student or, if the student is already enrolled, is in good standing and in full-time attendance in a program which meets the standards prescribed by the State Board and the recipient for occupational education programs under Public Law 94-482; (b) is in need of the earnings from such employment to commence or continue his occupational education program; and (c) is at least 15 years of age and less than 21 years of age at the date of commencement of employment and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his or her school program while employed under the work-study program.

18.44 Limitation on Hours and Compensation

No student will be employed during an academic year or its equivalent for more than twenty hours in any week during which classes in which the student is enrolled are in session. The hourly compensation per student shall not exceed payments under comparable Federal programs unless the student is attending a school that is not within a reasonable commuting distance from his or her home, when the compensation may be set by the Commissioner at a higher level.

18.45 Employment for Public or Non-Profit Private Agency or Institution

Employment under the work-study programs will be limited to the local educational agency or to some other public or non-profit private agency or institution (Federal, State, or local) pursuant to a written arrangement between the local educational agency and such other agency or institution, and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency or institution, the written arrangement between the local educational agency and the Federal agency or institution will state that students so employed are not Federal employees for any purpose.

18.46 Federal funds used for work-study programs shall not be used for local or State administration of the programs.

18.47 Maintenance of Effort

In each fiscal year during which a work-study program remains in effect, the local educational agency will expend for employment of its students an amount in State or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding the fiscal year in which the work-study program of such local educational agency was approved.

I.B-19 VOCATIONAL EDUCATION UNDER CONTRACT

Sec 120(N)

19.1 Contracts with Private Vocational Training Institutions

Eligible recipients may enter into written contractual arrangements with private vocational training institutions where such private institutions can make a significant contribution to attaining the objectives of the State Plan, and can provide substantially equivalent training at lesser cost, or can provide equipment or services not available in public institutions. In addition, the contract will be entered into upon the following conditions:

(a) The contract will be written in accordance with State law and approved annually by the appropriate State Board, and

(b) The instruction to be provided under contract will be conducted as a part of the vocational education programs of the State and will constitute a reasonable and prudent use of Federal funds available under the State Plan.

19.2 Other Agencies or Institutions

The State Board or eligible recipients may enter into contractual arrangements with other agencies or institutions for curriculum development or other program services which can make a significant contribution to attaining the objectives of the State Plan. The contract will be entered into upon the following conditions:

(a) The contract will be written in accordance with State law and approved annually by the appropriate State Board, and

(b) The services to be provided under contract will be conducted as a part of the vocational education programs of the State and will constitute a reasonable and prudent use of Federal funds available under the Act.

I.B-20 COOPERATIVE VOCATIONAL EDUCATION PROGRAMS *Sec 122*

20.1 State Participation.

The State Board does not propose to use Federal funds under Section 122 of the Act to support cooperative education programs. These programs will be supported with State and local funds and will meet the following purposes and requirements.

20.2 Purposes.

Funds will be used to develop and operate cooperative education programs as defined in the following paragraph and will provide training opportunities that may not be available otherwise and which are designed to serve persons who can benefit from these programs.

Definition: "Cooperative Education" means a program of vocational education for persons, who through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

20.3 Identification of Jobs.

Applications for the establishment and operation of cooperative occupational education programs will provide assurance of cooperation of the educational agency with employment agencies, labor groups, employers, or other community agencies in identifying suitable jobs for persons who enroll in cooperative occupational education programs.

20.4 On-The-Job Training Standards.

Each cooperative occupational education program will provide on-the-job training that: (a) is related to present or projected labor market needs, (b) does not displace other workers who perform such work, (c) employs student-learners in conformity with State and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain, and (d) is conducted in accordance with written training agreements between local educational agencies and employers.

20.5 Ancillary Services and Activities.

Information will be developed and published for use by local education agencies and institutions suggesting ancillary services and activities to assure increased quality in cooperative education programs and may include preservice and inservice training for teacher coordinators, supervision, curriculum materials, travel for coordinators necessary for success of such programs and evaluation.

20.6 Local Evaluation and Follow-Up Procedures.

Local educational agencies and post-secondary institutions conducting cooperative occupational education programs shall provide for continuous supervision and evaluation of students while engaged in on-the-job training and shall provide for follow-up of students who have participated in cooperative occupational education programs.

20.7 Participation of Students in Non-Profit Private Schools.

No eligible student enrolled in a private non-profit school located within the geographical service area of an eligible LEA shall be denied the benefits of cooperative education. Agreements between public and non-profit private schools shall be made to permit eligible private school students to participate in cooperative education programs offered in the public schools within the students' home school district.

I.B-21 ENERGY EDUCATION

Sec. 123

21.1 Use of Funds.

The State Board may use Federal funds under Section 123 of the Act to provide programs of energy and solar energy education within post-secondary institutions.

21.2 Application by Post-Secondary Institutions.

Application for funding programs of energy or solar energy by post-secondary institutions will be incorporated within the local application and will describe the program for the training, installing, and maintaining of solar energy equipment. The program may include the development of curriculum or supplementary demonstration projects or short-term seminars in such areas as:

Training of individuals needed for the installation of solar energy equipment such as:

(a) Glass-paneled solar collectors;
(b) Wind energy generators; and
(c) Other related applications of solar energy.

I. B-22 CONSTRUCTION OF VOCATIONAL EDUCATION FACILITIES

Sec 120(b)(1)(E)

22.1 Use of Funds.

The State Boards may use Federal funds under Section 120(b)(1)(E) of the Act to provide grants for constructing vocational education facilities which meet one of the following requirements:

(a) The department of a high school principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market; or

(b) A technical institute used principally for the provision of vocational and technical education to persons who have completed or left high school and who are available for study in preparation for entering the labor market; or

(c) The department or division of a community college under the policies of the State Board which provides vocational and technical education in not less than five different occupational fields, leading to immediate employment but not necessarily to a baccalaureate degree. These vocational and technical programs must:
1. Be available to all residents of the State or an area of the State designated and approved by the State Board, and
2. Admit as regular students both persons who have completed high school and persons who have left high school.

22.2 Construction Requirements.

(a) Facilities constructed under the Act and this section of the State Plan must meet the requirements of Subpart K, "Construction Requirements," in the General Education Provisions Regulations, 45 CFR 100 b.155 through 100 b.192.

(b) The facility must also meet the requirements of the Architectural Barriers Act of 1968, 45 U.S.C. 4151, pertaining to standards for design, construction, and alteration of buildings.

(c) The building requirements of the State that exceed Federal requirements will take precedent in the construction of facilities.

22.3 Application for Grants for Construction.

Boards of education and boards of trustees under the jurisdiction of the State Boards ~~of Education~~ will make application for building fund grants-in-aid on forms provided by the State Boards. The application for grants-in-aid for construction shall include a general statement of need, manpower studies or surveys, utilization of existing facilities, enrollment, and projected needs for new or additions to existing facilities.

22.4 *Review of Applications.*

Applications from boards of education and boards of trustees will be reviewed for completeness and accuracy and recommendations submitted to the appropriate executive officer for his review, modifications and submission to the State Board for action.

22.5 *Action on Applications.*

Upon receipt and review of applications by the appropriate State Board, it will:

(a) Either (1) approve the application in whole or in part, (2) disapprove the application, or (3) defer action on the application for such reasons as lack of funds or a need for further evaluation;

(b) Provide that any deferral or disapproval of an application will not preclude its reconsideration or resubmission;

(c) Notify the applicant in writing of the disposition of the application; and

(d) Include in the notice of approval to the local educational agency the approved budget and conditions which the applicant will accept in accordance with State law.

22.6 *Eligibility and Awarding of Construction Grants.*

Eligibility for construction grants will be determined through applications from eligible recipients, following the procedure described in Section I-B-7. The funding level awarded for each construction grant will follow the procedure described in Section I-B-8.

I. B-23 PROVISION OF STIPENDS *Sec. 120(b) (1) (g)*

23.1 *Use of funds.*

The State Board ~~does~~ do not propose to use Federal funds under the Act for the purpose of Section 120(b) (1) (G). Work-study funds will be used to meet this activity.

I. B-24 PLACEMENT SERVICE FOR STUDENTS WHO HAVE COMPLETED VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS *Sec. 120(b) (1) (H)*

24.1 *The State Board* ~~does~~ do not propose to use Federal funds under the Act for the purpose of Section 120(b) (1) (H). The services of the N. C. Employment Security Commission and placement services developed by local educational agencies and institutions will be used to meet this service.

I. B-25 INDUSTRIAL ARTS

Sec 120(b)(1)(I)

The State Board may use funds under the basic grant (Section 120 of the Act), when included in the five-year State Plan and in the annual program Plan for industrial arts programs which meet the requirements set forth in 25.1 below.

25.1 Industrial Arts Programs

Industrial arts educational programs which may be funded under Section 120 of the Act are those industrial arts programs which are designed to meet the purposes of the Act and which;

(a) Pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes; and

(b) Assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

Those industrial arts programs which are funded entirely by State Vocational Education Funds will meet the requirements set forth in (a) and (b) above.

I. B-26 SUPPORT SERVICES FOR WOMEN

Sec 120(b)(1)(J)

26.1 Use of Funds.

The State Boards may use Federal funds under Section 120(b)(1)(J) of the Act to provide support services for women who enter vocational education programs designed to prepare individuals for employment in jobs which have been traditionally limited to men.

26.2 Types of Support Services.

(a) *Counseling.* Counseling of women entering and enrolled in non-traditional programs on the nature of these programs and the difficulties which may be encountered by women in these programs. Counselors may furnish supportive services to assist students in adjusting to the new employment requirements.

(b) *Job Development.* Programs and activities in the area of job development include the provision of materials and information concerning the world of work which present women students in non-traditional programs the options, opportunities, and range of jobs available in these non-traditional fields. Job development support services may also be carried out through bringing persons employed in these non-traditional fields into the schools, as well as providing opportunities for women students to visit the work place of business and industry so as to afford them a clear understanding of the nature of the work, including an understanding of the work setting in which these jobs are performed.

(c) *Job Follow-Up Support.* Support services may be provided to assist women students in finding employment relevant to their training and interests. Follow-up services may be provided to assist students in the work force and to deal with barriers which women face in working in these nontraditional areas.

26.3 Support to Increase Number of Women Instructors.

In funding programs and activities of support services for women, funds may be used to increase the number of women instructors involved in the training of individuals in programs which have traditionally enrolled mostly males, so as to provide supportive examples for these women who are preparing for jobs in these nontraditional areas of employment.

I. B-27 DAY CARE SERVICES FOR CHILDREN OF STUDENTS Sec. 120(b)(1)(K)

27.1 The State Board may use Federal funds under Section 120(b)(1)(K) of the Act to provide day care services for children of students (both male and female and including single parents) in secondary and post-secondary vocational education programs.

27.2 Day Care Services.

(a) Day care services shall be for the purpose of providing appropriate care and protection of infants, pre-school and school-age children in order to afford students who are parents the opportunity to participate in vocational education programs.

(b) The day care services provided under this section shall be governed by applicable standards or State law governing the provisions of these services.

(c) These funds may be used only for children of vocational or technical students.

I. B-28 CONSTRUCTION AND OPERATION OF RESIDENTIAL VOCATIONAL SCHOOLS Sec. 120(b)(1)(M)

28.1 The State Board ~~does~~ do *not* propose to plan, construct, or operate residential secondary or post-secondary vocational schools under the provision of Section 120 of Public Law 94-482.

28.2 Should the State Board determine that a need for a residential school exists within some geographical area of the State, an amendment to the State Plan will be submitted to the U.S. Office of Education.

SUBPART 3. PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

I. B-29 RESEARCH COORDINATING UNIT - RESEARCH - EXEMPLARY - CURRICULUM DEVELOPMENT *Sec 131, 132, 133*

29.1 Organizational Structure

The State Board shall establish and maintain a Research Coordinating Unit (RCU) in Vocational Education. The RCU, coordinated by the State Director of Vocational Education, shall have the responsibility for providing program improvement services to the State's program of Vocational Education through the Department of Public Instruction (DPI) and the Department of Community Colleges (DCC). Services to DPI will be provided through the Occupational Research Unit while services to DCC will be provided through the Office of Program Improvement. Activities of the RCU will be coordinated with the State Advisory Council on Vocational Education, Vocational Teacher Institutions and other selected agencies.

In DPI, the Occupational Research Unit shall be located administratively in the Division of Research, Area of Research Planning and Development. The State Director of the Division of Vocational Education shall identify the priorities for program improvement services and shall identify vocational education funds to support the accomplishment of each priority. The Occupational Research Unit will be staffed with a director, an assistant director, a consultant and a statistical analyst. This staff shall have programmatic responsibilities to the State Director, Division of Vocational Educatio.

In DCC, The Office of Program Improvement shall be located in the Area of Planning and Policy. This Office will be administered and managed by a director.

29.2 Uses of Funds

The North Carolina Research Coordinating Unit (RCU) in Vocational Education shall use available funds for program improvement purposes which should result in improved teaching techniques, and/or curriculum materials in a substantial number of classrooms or other learning situations. These funds will be used to support staff of the DPI Occupational Research Unit and the DCC Office of Program Improvement and to contract for the performance of activities necessary for overall program improvement as identified in this Plan or Title II, Educational Amendments of 1976.

29.3 Priorities for Program Improvement

The North Carolina RCU identifies the priorities for program improvement as given below:

(c) *Training.* Provision of training for guidance and counseling personnel designed to acquaint them with:

(1) Changing work patterns of women;

(2) Ways of overcoming occupational sex stereotyping;

(3) Ways of assisting girls and women in selecting careers solely on their occupational needs and interests;

(4) Ways of developing improved career counseling materials which are available to the public at no cost; and

(5) Ways of developing competencies in assisting persons with special needs such as; disadvantaged, handicapped, native American, minorities, and offenders in correctional institutions.

(d) *Leadership.* Provision of leadership for vocational guidance and exploration programs at the local level.

30.3 Recipients of funds allocated by the State for programs, services and activities listed in paragraph 30.2 (a) 1 and 2 above shall use those funds, insofar as is practicable:

(a) To bring individuals with experience in business and industry, the professions, and other occupational pursuits into schools as counselors or advisors for students;

(b) To bring students into the work establishments of business and industry, the professions, and other occupations to acquaint students with the nature of work accomplished therein; and

(3) To enable guidance counselors to obtain experience in business and industry, the professions, and other occupational pursuits which will better enable those counselors to carry out their guidance and counseling duties.

30.4 Although the State Board of Education does not now authorize any use of Federal funds except as provided above the State Board does not preclude inclusion in subsequent annual plans of an expenditure of money under Section 134 item (a) 3 for the "provision of education and job placement services, including programs to prepare individuals for professional occupations or occupations requiring a baccalaureate or higher degree, including follow-up services."

I. B-31 VOCATIONAL EDUCATION PERSONNEL TRAINING *Sec 135*

31.1 Use of Funds.

The State Board ~~of Education~~ may use Federal funds under Section 135 of the Act to provide programs of personnel training to improve the State's vocational education programs and services.

31.2 Eligible Participants.

Training may be provided to persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors, and vocational guidance and counseling personnel.

31.3 Types of Training.

Funds available to the State under Section 130 of the Act may be used to support programs and projects designed to improve the qualifications of persons who are eligible under paragraph 31.2 including (but not limited to) the following:

(a) Training or retraining for teachers, and supervisors and trainers of teachers, in vocational education in new and emerging occupations;

(b) Inservice training for vocational education teachers and other staff members, to improve the quality of instruction, supervision, and administration of vocational education programs, and to overcome sex bias in vocational education programs;

(c) Provisions for exchange of vocational education teachers and other personnel with skilled workers or supervisors in business, industry, and agriculture (including mutual arrangements for preserving employment and retirement status and other employment benefits during the period of exchange), and the development and operation of cooperative programs involving periods of teaching in schools providing vocational education and of experience in commercial, industrial, or other public or private employment related to the subject matter taught in such schools;

(d) Training to prepare qualified craft workers (journeymen) in the skilled trades or occupations for teaching positions;

(e) Training, including inservice training, for teachers and supervisors and trainers in vocational education to improve the quality of instruction, supervision and administration of vocational education for persons of limited English-speaking ability and other persons with special needs as designated in I. B-30.2 (c) 5.

(f) Provision of short-term or regular-session institutes designed to improve the qualifications of persons entering or reentering the field of vocational education in new and emerging occuptional areas in which there is a need for such personnel.

31.4 Grants or Contracts.

The State Board[s] may make grants or contracts, in accordance with its five-year State Plan and Annual Program Plan, in support of both training and retraining programs and projects to provide:

(a) Both preservice and inservice education; and

(b) Both regular-session (academic year) institutes and short-term institutes.

31.5 Stipends to Trainees.

The State Board[s] may authorize, at its discretion, payments of stipends or allowances from Section 130 of the Act, within the limits which are set in the Federal Register, 45 CFR, Part 104.776, paragraphs (c) through (f).

I. B-32 GRANTS TO OVERCOME SEX BIAS

Sec 136

32.1 Use of Funds

The State Board[s] may use funds under Section 136 of the Act to support activities which show promise of overcoming sex/racial bias and sex/racial stereotyping in vocational education.

32.2 Types of Projects

Funds may be used for projects such as:

(a) Research projects on ways to overcome sex/racial bias and sex/racial stereotyping in vocational educational programs;

(b) Development of curriculum materials free of sex/racial stereotyping;

(c) Development of criteria for use in determining whether curriculum materials are free from sex/racial stereotyping;

(d) Examination of current curriculum materials to assure that they are free of sex/racial stereotyping;

(e) Training to acquaint guidance counselors, administrators, and teachers with ways of:

(1) Effectively overcoming sex/racial bias; and

(2) Assisting girls and women in selecting careers.

SUBPART 4 SPECIAL PROGRAMS FOR THE DISADVANTAGED

I-B-33 GRANTS FOR SPECIAL PROGRAMS FOR THE DISADVANTAGED *Sec 140*

33.1 Use of Funds.

The State Board shall use funds under Section 140 of the Act for special programs of vocational education for disadvantaged persons in areas of the State which have a high concentration of youth unemployment and school dropouts. Up to 100 percent of the cost of special programs for disadvantaged can be paid from Federal funds allotted for this purpose.

33.2 No eligible student enrolled in a private non-profit school located in the service area of a recipient shall be denied the benefits of a program or project funded with Federal funds for special programs for the disadvantaged.

33.3 Cooperative arrangements between the public and private non-profit school shall be made to permit eligible students of the private non-profit school to participate in the above-listed program. Each recipient shall indicate in its local application that each private non-profit school in the area served by the recipient has been informed of the provision of the Act and given an opportunity to participate or decline.

(a) If the private school(s) accept, the project proposal will state the conditions of agreement, which shall be consistent with State Board policy and the 1976 Act.

(b) If the private school(s) elect not to participate, then a statement signed by the chief administrator of the private school(s) shall accompany the project proposal.

33.4 Accounting procedures will be used to assure that Federal funds used to accommodate students in non-profit schools will not be commingled with State or local funds.

I. B-34 CONSUMER AND HOMEMAKING EDUCATION *Sec 150*

34.1 Use of Funds.

The State Board/Edue shall use funds available under Section 150 of the Act in accordance with the five-year State Plan and the annual program plan, solely for:

(a) Educational programs in consumer homemaking; and

(b) Ancillary services.

Program services and activities in consumer and homemaking education will be provided by local education agencies and post-secondary institutions as a part of the State's comprehensive program of vocational education.

34.2 Committal of Funds.

Funds shall be committed through local applications submitted to the State Board, provided however, that at least one-third of the Federal funds allotted to the State under Section 150 of the Act will be used for consumer and homemaking programs in economically depressed areas or areas of high unemployment, and provided further that reimbursement in such depressed areas may be up to 90 percent of the cost. The remainder of the funds under Section 150 will be used to pay up to 50 percent of the cost of educational programs in consumer and homemaking and ancillary services.

34.3 Purposes of Educational Programs in Consumer and Homemaking

Programs of consumer and homemaking supported under Section 150 of the Act will have as purposes the following:

(a) Encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners;

(b) Encourage elimination of sex stereotyping by promoting the development of curriculum materials which deal with:

(1) Increased numbers of women working outside the home;

(2) Increased numbers of men assuming homemaking responsibilities;

(3) Changing career patterns of men and women; and

(4) Appropriate Federal and State laws relating to equal opportunity in education and employment;

(c) Give greater consideration to economic, social, and cultural conditions and needs, especially in economically depressed areas and, where appropriate, to bilingual instruction;

(d) Encourage eligible recipients to operate outreach programs in communities for youth and adults, giving consideration to their special needs, such as (but not limited to):

(1) The aged;

(2) Young children;

(3) School-age parents;

(4) Single parents;

(5) Handicapped persons;

(6) Educationally disadvantaged persons;

(7) Programs connected with health care delivery systems, such as providing parenthood education, nutrition education and consumer education; and

(8) Programs providing services for courts and correctional institutions, such as providing child development and guidance programs for short term court offenders;

(e) Prepare males and females who have entered or are preparing to enter into the work of the home; and

(f) Emphasize the following areas in order to meet current societal needs:

(1) Consumer education;

(2) Management of resources;

(3) Promotion of nutritional knowledge and food use; and

(4) Promotion of parenthood education.

Strategies to achieve the purposes above, and programs to be offered including anticipated enrollments are found in Part II, the Five-year Plan.

34.4 Local Applications

Submittal, Review, Action on, and Appeal Procedures for local applications are found in Section I-3, 4 and 5 of Part I of this Plan.

I. B-35 APPRENTICESHIP PROGRAMS

Sec 104.515
Sec 120

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.

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 service.

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

B. 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

(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~~ for Community Colleges 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~~ for Community Colleges 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.

LONG-RANGE AND ANNUAL PLANNING AND BUDGETING

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 eleven 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 and 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, and persons of limited English speaking ability.

- 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 five year and annual plans.