

NORTH CAROLINA
**STATE PLAN
FOR
VOCATIONAL EDUCATION**

FIVE YEAR PLAN
FISCAL YEARS 1983 - 1987

ANNUAL PLAN
FISCAL YEAR 1983

STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA

Activities and procedures within the Division of Vocational Education are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.

NORTH CAROLINA
STATE PLAN
FOR
VOCATIONAL EDUCATION

GENERAL APPLICATION

PART I ADMINISTRATIVE PROVISIONS

PART II FIVE-YEAR PROGRAM PLAN, FY 1983 - 1987

PART III ANNUAL PROGRAM PLAN, FY 1983

STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA

GENERAL APPLICATION

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 Briley
Chairperson
State Board of Education

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

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FIVE-YEAR STATE PLAN

PART I ADMINISTRATIVE PROVISIONS

The State of North Carolina, through the State Board of Education, hereby submits its FY 1983-87 Five Year State Plan, the FY 1983 Annual Program Plan and the FY 1981 Accountability Report 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 FY 1983-87 Five Year State Plan consists of three major Parts; I, II, and III. Part I, Administrative Provisions, contains three subsections as follows:

- Part I-A Certificationa and Documentations
 - I-B Administrative Policies and Procedures
 - I-C Cooperative Support Needed from Other Agencies
- Part II Five Year Program Plan
- Part III Annual Program Plan

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 the Plan.

1. U. S. Department of Education Approval
2. Designated State Official
3. Involvement of Designated Agencies
4. Certification of Delegation
5. Public Hearings
6. Local Advisory Council
7. Consultation with State Advisory Council
8. Sex Equity Personnel
9. Governor's Sign-Off (A-95)

APPROVAL CERTIFICATE

The State 1983-1987 Five-Year Plan, the Annual Program Plan for the program year beginning July 1, 1982 and the 1981 Accountability Report for the administration of Vocational Education under the Vocational Education Act of 1963, as amended, are hereby accepted by the U.S. Assistant Secretary for Vocational and Adult Education as fully meeting the requirements of this statute and its regulations.

Submitted by the State of North Carolina

Adopted by North Carolina State Board of Education

Date adopted May 6, 1982

Date submitted
to Office of Vocational & Adult Education June 2, 1982

Effective Date: July 1, 1982

APPROVAL RECOMMENDED:



(Director, Division of State Vocational Programs)

APPROVED:



(U.S. Assistant Secretary for Vocational and Adult Education)

DATE APPROVED:

AUG 10 1982

Certification of Designated State Official

EDGAR, 76.104

I hereby certify that:

1. The State Board of Education in this State is eligible to submit the FY 1983-87 Five-Year Plan, the FY 1983 Annual Plan and the FY 1981 Accountability Report as authorized under Part A of Title I of the Vocational Education Act (20 U.S.C. 2301 et seq.);
2. The State Board of Education has authority under State law to perform the functions of the State under the program;
3. The State legally may carry out each provision of the foregoing plan;
4. All provisions of the foregoing plan are consistent with State law;
5. The Controller of the State Board of Education has authority under State law to receive, hold, and disburse Federal funds made available under the foregoing plan;
6. The State Board of Education has authority to submit the the foregoing plan;
7. The State Board of Education has adopted and formally approved the foregoing plan;
8. The foregoing plan is the basis for State operation and administration of the program.

Certification of Involvement of Designated Agencies

Sec. 400.171(b)

1. The State Board of Education certifies that a representative of each of the agencies, councils, and individuals listed in Section 107(a) (1) of the Vocational Education Act of 1976, as amended, which exist in the State, has been afforded the opportunity to be involved in the development of the FY 1983-87 Five Year Plan, the FY 1983 Annual Plan, and the FY 1981 Accountability Report.

2. The following members were appointed to the planning group by the State Board of Education 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 FY 1983-87 Five Year Plan, the FY 1983 Annual Plan, and the FY 1981 Accountability Report required by Section 108 of the Act. We further certify that the signatures below constitute a recommendation for adoption of the FY 1983-87 Five Year Plan, the FY 1983 Annual Plan and the FY 1981 Accountability Report.

The planning group met on August 13, 1981, December 15, 1981, January 28, 1982, and March 10, 1982.

Date of Signatures by Committee Members March 10, 1982

State Agency - Secondary

Dudley Flood, Assistant Superintendent
State Department of Public Instruction
Raleigh, North Carolina

Dudley E. Flood

State Agency - Postsecondary

Jean Overton, Program Coordinator, Business Occupations
Department of Community Colleges
Raleigh, North Carolina

Jean Overton

State Agency - Community Colleges

Major Boyd, Director
Adult Developmental Services
Department of Community Colleges
Raleigh, North Carolina

Major Boyd

Higher Education

Robert Williams, Associate Vice President
University of North Carolina
Chapel Hill, North Carolina

Robert Williams

Local School Board

James Atkins, Chairman
Wake County Board of Education
219 E. Chatham Street
Cary, North Carolina

James Atkins

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

Byrde Chambers

Vocational Educators

Edwina Gross, Chairperson
Business Education Department
E. E. Smith Senior High School
Fayetteville, North Carolina

Edwina Gross

Barbara Boney, HRD Coordinator
Edgecombe Technical College
Tarboro, North Carolina

Barbara Boney

Local School Administrators

Katheryn Lewis, Assistant Superintendent
Pitt County Board of Education
Greenville, North Carolina

Katheryn C. Lewis

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

Ray Oxendine

Edward Cox, President
Piedmont Technical College
Roxboro, North Carolina

Edward Cox

Dorothy Carter, Dean of Occupational Education
Randolph Technical College
Asheboro, North Carolina

Dorothy Carter

Evelyn Withers, Local Director for Vocational Education
Gaston County Schools
Gastonia, North Carolina

Evelyn Withers

Harold Thompson, Director
Vocational/Technical Programs
Robeson Technical College
Lumberton, North Carolina

Harold Thompson

State Manpower Services Council

James R. Lott, Director
NC Employment Training Council
Raleigh, North Carolina

James R. Lott

State Advisory Council

Daphne D. O'Neal
Route 1, Box N17
Swan Quarter, North Carolina

Daphne D. O'Neal

3. The meetings of the planning group were held on the following dates:
August 13, 1981, December 15, 1981, January 28, 1982 and March 10, 1982.
4. All comments and responses made by representatives of the designated agencies are summarized and included as an appendix to this plan.

Certification of Delegation

Sec. 400.171(c)

I hereby certify that the State Board for Vocational Education has not delegated any of its responsibilities in the operation of Vocational Education in North Carolina, except:

The State Board of Education at the March, 1980, meeting adopted the following resolution:

NOW, THEREFORE, BE IT RESOLVED that the State Board of Education in the administration of General Statute 115-235.4 recognized the governing authority of the State Board of Community Colleges and Technical Institutes over postsecondary vocational education, effective January 1, 1981, and accepts the following procedures in administering its authority as the State Board for Vocational Education.

1. The division of federal funds, within discretionary limits, shall require concurrence of the State Board of Community Colleges and Technical Institutes.
2. The portion of the approved State Plan for postsecondary vocational education shall be that approved by the State Board of Community Colleges and Technical Institutes.

Certification of Public Hearings

Sec. 400.171(d)

1. Notification of dates and purposes for the public hearings on the FY 1983-87 Five Year Plan, the FY 1983 Annual Plan and the FY 1981 Accountability Report.

Date of
Notification

December 11, 1981

°Superintendents of Schools
°Local Directors of Vocational Education
°Regional Center Directors
°State Board Members
°Presidents of Community Colleges, Technical Institutes, and Technical Colleges
°State Advisory Council on Education
°Vocational Teacher Educators
°NC Vocational Association Board of Directors
°State Plan Committee Members
°Program Advisory Committees
°Selected Department of Public Instruction Staff
°Selected Department of Community Colleges Staff
°Selected American Indians Representatives
°Organizations Concerned with Status of Women
°Selected Lay People
°Selected Business, Professional, Trade, and Commodity Organizations
°NC Congress of Parents and Teachers

For Publication Prior
to January 1, 1982

Legal Notices -
°Minority Newspapers - 8
°Area Daily Newspapers - 3

2. Public Hearings on the FY 1983-87 Five Year Plan, the FY 1983 Annual Plan and the FY 1981 Accountability Report for Vocational Education were held as follows:

Date

January 20, 1982	Board Room, Human Resources Center, Education Wing East Parker Road Morganton, North Carolina
January 21, 1982	Teaching Auditorium Rowan Technical College Salisbury, North Carolina
January 27, 1982	Kinston High School Kinston High School Cafeteria 2601 North Queen Street Kinston, North Carolina

3. The hearings were conducted by: the North Carolina State Board of Education with Dr. John Tart, Chairman of the Vocational Education Committee of the State Board and Dr. Clifton B. Belcher, Director of Vocational Education presiding.

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

- a. the goals which ought to be adopted in the five year and annual program plans,
- b. the programs to be offered under the five year and annual plans,
- c. the allocation of responsibility for programs among the various levels of education and among the various institutions of the State,
- d. the allocation of local, state, and federal resources to meet these goals, and
- e. a report on the FY 1981 Annual Program for Vocational Education as related to program implementation and the extent to which goals in the 1981 Plan were met.

A total of 137 persons attended the hearings at the three sites. While the majority of the participants were from the education community, there was good representation from local government officials, business and industry and lay citizens.

A number of individuals and groups express concerns about various aspects of vocational education. Only 5 presenters furnished prepared manuscripts. The major concerns expressed dealt with the need for increased funding for facilities, especially at the postsecondary level; equipment; instructional supplies; expansion of programs in selected areas; and full-funding for vocational education. Much concern was also expressed

relative to the effects proposed reduction in federal funds would have on vocational education.

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

Certification of Local Advisory Council

Sec. 400.171(e)

All eligible recipients receiving funds under this Act have been notified of their responsibility to establish local advisory councils and assurance has been given through the local plans of the establishment of such councils.

5/16/82
(Date)

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

By:


(State Superintendent)

CERTIFICATION OF THE STATE ADVISORY COUNCIL

TO WHOM IT MAY CONCERN:

Title II of the Education Amendments of 1976 (Public Law 94-482, as amended) declares that the "State advisory council shall advise the State board in the development of the five-year State plan...and the annual program plan and accountability report...and shall advise the State board on policy matters arising out of the administration of programs under such plans and reports." Also, the applicable rules and regulations pertaining to the federal law provides that "A statement describing its [State Advisory Council's] consultation with the State board shall be submitted with the five-year State plan, and the annual program plan and accountability report...."

On June 19, 1980, the North Carolina General Assembly enacted S.B. 1023 (Chapter 1130) which provides the following:

"§115-238.9. *Federal funds division.* - 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 post-secondary vocational education required by G.S. 115-235.5 shall be as approved by the State Board of Community Colleges."

In consideration of these laws and regulations, the State Advisory Council indicates the following as evidence of its consultation and advice:

- On September 22, 1981, copies of the Council's 1981 Annual Report entitled A TIME TO DETERMINE were provided for members of the State Board of Education and the State Board of Community Colleges
- During 1981-82, members of the State Advisory Council spoke at the three hearings that were held by the State Board of Education and the State Board of Community Colleges on the 1983-87 Five-Year Plan, the 1983 State Plan, and the 1981 Accountability Report. These documents were approved by the State Board of Community Colleges at its April 1982 meeting and by the State Board of Education at its May 1982 meeting. The response to the Council's recommendations are contained in these documents.
- The Council was represented on the Vocational Education State Plan Committee established to develop the 1983-87 Five-Year Plan, the 1983 State Plan, and the 1981 Accountability Report. During the four meetings that were held, the reports and the concerns of the Council were shared with the Committee membership.

The State Advisory Council reports this record of consultation, advice, and cooperation with the State Board of Education and the State Board of Community

Colleges. We hope this relationship can be expanded and improved in the coming year in order to achieve the full and unrestricted collaboration suggested in federal law and Executive Order No. 25 promulgated by the Governor.

The foregoing was adopted by the State Advisory Council at a regular meeting on May 21, 1982. The Executive Director was directed to submit this as evidence of the Council's consultation in developing the Five-Year Plan, the Annual Program Plan, and the Accountability Report.

May 24, 1982
Date

E. Michael Latta
Authorizing Representative

NORTH CAROLINA STATE BOARD OF EDUCATION

FY 1983-87 Five Year Plan

FY 1983 Annual Plan

FY 1981 Accountability Report

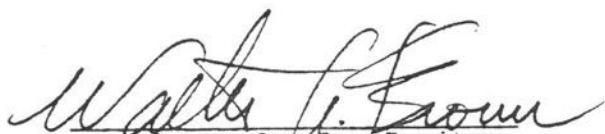
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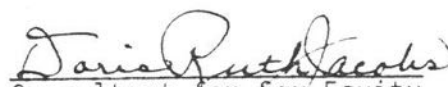
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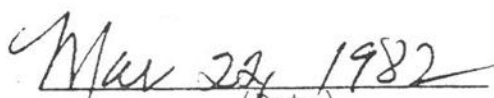
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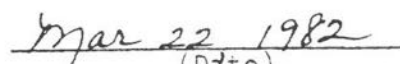
Sec. 400.171(g)

This is to certify that we, as personnel assigned fulltime to review programs within the State to assure equal access to vocational education by both men and women, have been afforded the opportunity to review the FY1983-87 Five Year Plan, The FY 1983 Annual Plan, and the FY 1981 Accountability Report during their development.


Consultant for Sex Equity
(Secondary)


Consultant for Sex Equity
(Post-Secondary)


(Date)


(Date)



STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
RALEIGH 27611

JAMES B. HUNT, JR.
GOVERNOR

GOVERNOR'S
COMMENTS ON STATE PLAN

DATE: May 4, 1982

PLAN DOCUMENT: FY 1983-87 Five Year State Plan and the
FY 1983 Annual Program Plan for Vocational
Education

SUBMITTED BY: North Carolina Department of Public
Education, Division of Vocational
Education

SUBMITTED ON: March 30, 1982 (82-S-3510-0052)

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.

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.


Jane Smith Patterson
Secretary
N.C. Department of Administration

PART I-B

ADMINISTRATIVE POLICIES AND PROCEDURES

3.01

B-1 (1) NAME AND DESIGNATION OF STATE BOARD

***Sec 400.31 (a) (b)**

- 1.1 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."
- 1.2 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 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."

Include
See Exhibit III
St. Bd. agreement

B-2 (2) STATE ADMINISTRATION LEADERSHIP

Sec 400.34

- 2.1 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 divisions and departments as are necessary for supervision and administration of the public school system." (Article 3, G.S. 115-14, paragraph 1)
- 2.2 Secondary - 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.

* Refers to appropriate sections of U. S. Department of Education regulations.

(3) Delegation of responsibilities

(4) Amendments process

- 2.3 Postsecondary - 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, Program Services of the Department of Community Colleges. This officer shall be designated by the State President of the Department of Community Colleges.

3.01
B-3 **FULL-TIME PERSONNEL AND FUNCTIONS TO ELIMINATE SEX DISCRIMINATION AND SEX STEREOTYPING** **Sec 400.71**

- 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 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 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 education agencies and other interested parties in the State in improving vocational education opportunities for women;

- 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 - The 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.

3.06 B-4 CONTENT OF ANNUAL APPLICATION FROM LOCAL EDUCATION AGENCIES Sec 400.182(a)

4.1 Each 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 postsecondary institution as evidenced in assurances signed by the chairperson of the local board of education (secondary schools) and the local superintendent, or for postsecondary, 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 plans have been developed by each eligible recipient to ensure that enrollment in vocational education programs eliminates discrimination 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 postsecondary institution.

3.05 4.2 Local educational agencies and postsecondary institutions will submit continuing plans and annual applications for vocational education programs from secondary school systems to the State Superintendent of Public Instruction and for postsecondary institutions to the State President, Department of Community Colleges.

4.3 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 Program Services (postsecondary).

4.4 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 the 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.

4.5 **A copy of the local application format is available upon request from either the State Director of Vocational Education or, Vice President, Program Services, Department of Community Colleges.**

3.065

B-5 FORMAL HEARINGS AND APPEAL PROCEDURE BY ELIGIBLE RECIPIENT Sec 400.182(b)

- 5.1 Request to Board for a Hearing - If a local education agency or post-secondary 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 after written notification, 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.
- 5.2 Appeal Procedure - 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 judgement 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 purpose of paragraph (1) --

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

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

3.05 **B-6 DISTRIBUTION OF FUNDS**

Sec 400.182 (c)(d)

6.1 Priority Distribution Criteria - Since the North Carolina State Board of Education and the North Carolina State Board of Community Colleges elect to provide federal vocational education funds to all local educational agencies and postsecondary institutions, they shall give priority consideration in the funding formula 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.

6.2 Formula Distribution of Funds - Secondary

- a. The State Board shall distribute federal vocational funds to local educational agencies (LEA) on the basis of a weighted formula which consists of the following factors:

	Point Value
(1) Concentration of Low Income Families	18-27
(2) Relative Financial Ability	18-27
(3) Economically Depressed Area	3-18
a. Designated Area Reimbursement Rate (0-9)	
b. General Unemployment (3-9)	
(4) New Programs	0-12
(5) Average Daily Membership	4-16

or:

School Dropout Replaces ADM for Special Disadvantaged and Work-Study Funds.

Range of Points 43-100

b. Factor Descriptions:

- (1) Concentration Low-Income Families (CLIF). The LIF is derived from data in the Department of Commerce Census Study. Concentration is determined by number of low income families to total families within the LEA.
- (2) Relative Financial Ability (RFA). The RFA is derived from:
 1. property valuation data from the State Department of Tax Research, and,
 2. populationa data from the State Department of Budget and Managment, Research Planning Services.Per capita wealth is determined by population to tax valuation in a county. Data is not collected by LEA; therefore, a city within a county is ranked the same. (If any LEA disagrees, they may appeal to the State Board to use their data rather than that which was computed.) Points are inverted high to low.
- (3) Economically Depressed Areas (EDA). EDA factor is determined through a combination of data from the Department of Commerce and general unemployment data. The qualification basis, is indicated by one, or a combination of the symbols defined below.
 - a. Designated Area Reimbursement Rate - The EDA is obtained from the Department of Commerce which shows the counties designated as economically depressed and the reimbursement rates assigned of 0, 50, 60, or 70.
 - b. General Unemployment (GU) - Derived from the latest available data as determined by the Employment Security Commission. This data is not available by LEA; therefore, the data was prorated according to the percentage of the ADM a local educational agency bears to the countywide ADM. The LEA's within a county should determine that the proration between the units within the county is correct. (If any LEA disagrees they may appeal to the State Board to use their data rather than that which was computed.)
- (4) New Programs (NP). The NP data is obtained from local education agencies. The number of new programs in an LEA, as defined in this State Plan, is divided by the total number of programs offered by the LEA to produce a ratio.

A program will be considered to be a new program if it is new to the area to be served; is designed to meet new and emerging manpower needs and job opportunities; and is being offered for the first time by that specific school or post-secondary institution.

Changes to programs such as those listed below will not be considered as new programs:

- a. Changes or modifications within a course or a curriculum of an existing program;
 - b. The addition of options to existing programs; and
 - c. The addition of a laboratory, shop, classroom, or new equipment to an existing program.
- (5) Average Daily Membership (ADM) grades 7-12. The ADM is determined by the Division of Teacher Allotment for grades 9-12 and we would add to this the 6th and 7th grade ADM for the best continuous three out of the first four school months to determine the ADM in grades 7-12.

Or for Special Disadvantaged and Work-Study Funds:

School Drop-Out Rate (DOR). The DOR is derived by loss of students of a four-year period, adjusted by migration, transfers, deaths, and other factors. Information is obtained from the Information Systems Division, Controllers Office, Department of Public Education. (LEAs with a DOR in excess of the statewide average will be ranked to determine eligibility for Special Disadvantaged funds. Priority for funding will be placed at or near the first Quartile.)

Points are assigned to an LEA for each of the above factors. An LEA's total points divided by the statewide total points obtains the LEA's percentage rate for formula distribution. The rate is applied to the federal funds available by category with the exception of Handicapped and Disadvantaged. In these two categories the State contribution is added to the federal prior to distribution.

LEA's contribution for all categories is determined based on personal income, and property valuation per average daily membership. 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 collections. 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, based upon the best continuous three out of the first four school months for grades K-12, is computed by dividing total personal income by average daily membership. 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. The two indexes are then compiled to obtain a comparative ranking by county. The amount required for all categories except Special Disadvantaged ranges from 26% to 32%. For Special Disadvantaged the range is from 0% to 15%.

c. Formula for Distribution of Staff Development Funds

Allocations will be made to each local education agency based on the projected best continuous three of the first four months average daily membership for grades 7-12. Expenditures for staff development will follow procedures described in Section B-4 of this plan. Reimbursement will be at 100%.

d. Special Provisions (Secondary)

(1) 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.

(2) 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 the 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.

6.3 Formula For Distribution of Funds - Postsecondary Institutions

- a. The State Board of Community Colleges shall distribute federal vocational funds to postsecondary institutions on the basis of a weighted formula which consists of the following factors:

	Point Range
(1) Relative ability to pay	20-25
(2) Concentration of number of low income families	20-25
(3) Economic depressed areas	
(a) Economic depressed counties	0-3
(b) General unemployment by county	1-5
(4) New Programs	0-2
(5) Range of possible number of points	41-60

b. Factor Descriptions

- (1) Relative ability to pay. County property tax valuation is obtained from the N. C. Department of Revenue, Tax Research Division. County population is obtained from the N. C. Department of Administration, Division of State Planning. County property tax valuation divided by county population equals tax valuation per capita. Points are allocated inversely so that the lowest tax value per capita receive 25 points and the highest tax value per capita receive 20 points with the others ranging between 20 and 25.
- (2) Concentration of number of low income families. This data is obtained from the Department of Commerce census study. The concentration of low income families is determined by the number of low income families to the total families in the county(ies) which are designated as the administrative unit for each postsecondary institution. Points will be assigned in a direct relationship to the concentration factor.
- (3) Economically Depressed Area (EDA). The EDA factor is determined from a combination of data from the U. S. Department of Commerce and the Employment Security Commission.
 - (a) The latest data available from the U. S. Department of Commerce showing the counties designated as economically depressed and the reimbursement rate is used to assign point values of one (50% reimbursement) to three points (70% reimbursement). Those counties not designated as depressed received a value of zero.
 - (b) The rate of general unemployment for the county(ies) which are designated as the administrative unit of a postsecondary institution is used. The lowest rate is assigned a point value of one and the highest rate a value of five with the other data ranging between these two values.
- (4) New programs. The data is obtained from the latest local application. The number of new programs listed is divided by the number of programs offered by the institution to produce a ratio. The lowest ratio is assigned a point value of one and the highest ratio a point value of two with the other ratios ranging between one and two. Those institutions which do not list a new program are assigned a value of zero.

c. Calculation of Funding for Each Institution

- (1) The sum of point values of the five factors for each institution is determined. This point value is multiplied by the latest annual full-time equivalent (FTE) student number for each institution. A column total is obtained and percent to total is calculated to determine a ratio.

- (2) The total dollar amount for each category of disadvantaged, handicapped, subpart 2 and subpart 3 is multiplied separately by the ratio for each institution to determine the funding by category for each institution. For subpart 4 funds, a new ratio was calculated for each institution eligible for these funds.
- (3) For each eligible institution, the point value times the FTE factor for each institution is added to produce a new column total and a new ratio for subpart 4 funding is calculated. This ratio is used to determine the amount of subpart 4 funding for each institution.
- (4) The sum of disadvantaged, handicapped, subpart 2, subpart 3, and subpart 4 funds gives the total funding for each institution.

d. Calculation of Federal/State Participation of Funding

The tax valuation per capita is used to designate the participation rate of federal and state funding. The highest per capita valuation is assigned a 45% federal participation and the lowest per capita valuation is assigned a 55% federal participation. The remaining per capita valuations are assigned rates between 45% and 55%.

PUBLIC DISCLOSURE

Sec 400.182(e)

- 3.06 B-7
- 7.1 Copies of the approved Five Year Plan, Annual Plan and Accountability Report will be disseminated as follows:

To local education agency superintendents, local directors of vocational education, presidents of institutions within the Community College system, State Staff, State Advisory Council, State Plan Committee, manpower agencies, universities and colleges preparing occupational and adult instructional personnel, and to interested public and private organizations including local advisory councils. Copies will also be provided to the general public upon request.

- 7.2 A condensed version of the State Plan may be developed annually 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.
- 7.3 The State Boards' Staffs will meet with organized groups, upon request, to discuss and explain the provisions of the State Plan.
- 7.4 The State Boards' Staffs will annually update guides for local administrators and fiscal officers which will define, give purposes, explain funding procedures, and restrictions/limitations for

expending vocational education funds for programs and services. After each meeting of the State Boards, and policies/resolutions pertaining to vocational education will be sent to local administrators and fiscal officers.

- 7.5 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.

B-8 VOCATIONAL PROGRAMS FOR THE HANDICAPPED & Disadvantaged Sec 400.182(f)

3.03 (Needs expansion)
204 of the Act?
8.1 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.

8.2 Local Application

- a. The local education agencies and postsecondary 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 Section I. B-4, and B-5 of this part of the plan.

8.3 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, Support Services, Department of Public Instruction, the Division of Vocational Rehabilitation Services, 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 include a representative from Exceptional Children and the local application must indicate this person was involved in planning for the use of funds for handicapped programs.
- c. If in design of the individualized education program, 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 Pubic Law 94-482.

B-9 EQUAL ACCESS TO VOCATIONAL EDUCATION

Sec 400.187(a)

2.15 9.1 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 provisions of Article IX of the Constitution of North Carolina. Tuition shall be free from 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. §115D-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.

9.2 The following policies and procedures listed will be followed to further improve equal access to vocational education by both women and 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 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.

9.3 Incentives for eligible recipients - Certificates of achievement will be awarded to eligible recipients, teachers and administrators who have effected a change in the enrollment of both men and women in non-traditional programs and/or those who have implemented model programs.

B-10 COORDINATION WITH EMPLOYMENT TRAINING PROGRAMS

Sec 400.188

10.1 Procedures

- a. Primary coordination with employment training programs is through the North Carolina Employment and Training Council with the Deputy 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 Employment and Training. CETA funds are used to employ coordinators in the Department of Community Colleges and Public Instruction. In addition, the Division of Employment and Training has a full-time staff member assigned to coordinate, review plans and policies and work with education and training programs.

- c. The vocational education staffs 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. A formal cooperative agreement between the State Board of Education and the Employment and Training Council in order to formalize procedures 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 the State Board of Community Colleges.

10.2 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 Employment and Training utilizes existing vocational education programs for employment training purposes whenever it is feasible and plans are developed accordingly.
- c. The Employment and Training Council will seek to eliminate unnecessary 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.

B-11 MINIMUM PERCENTAGES AND EXPENDITURES

Sec 400.311

- 11.1 Minimum percentage for the Handicapped - The State Board will expend at least 10% 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.

11.2 Minimum percentage for the Disadvantaged - The State Board will expend at least 20% 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. Funds for limited English-speaking will be distributed according to the following formula:

Formula for determining expenditures for limited English speaking ability.

- (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.

Step 1	$\frac{\text{Number of limited English speaking ability (age 15 - 24)}}{\text{Population (age 15 - 24)}} = \text{LESA Ration}$
Step 2	$\text{LESA ratio X disadvantaged set-aside} = \text{Minimum LES A funding}$
Step 3	$\frac{\text{Secondary portion of minimum LES A funding}}{\text{LESA secondary enrollment}} = \text{Ratio for minimum LES A funding (secondary)}$ $\frac{\text{LESA total Enrollment}}{\text{Ratio X disadvantaged set-aside (secondary)}} = \text{minimum LES A funding}$

Step 4

Postsecondary portion of minimum LESA
funding

$$\frac{\text{LESA postsecondary enrollment}}{\text{LESA total enrollment}} = \frac{\text{Ratio for minimum LESA funding (post secondary)}}{\text{Ratio X disadvantaged set-aside (postsecondary) = minimum LESA funding}}$$

Ratio X disadvantaged set-aside (postsecondary) =
minimum LESA funding

11.3 Minimum percentage for postsecondary and adult - The State Board of Community Colleges proposes to expend at least 15% of the Section 102(a) allotment for vocational education through the postsecondary institution 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.

11.4 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 Part B-3 of this part of the Plan.

3.05 **B-12 MAINTENANCE OF EFFORT**

Sec 400.322

12.1 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.

? ~~12.2~~ Local Education Agencies - Payment will not be made to any local educational agency which does not maintain a combined fiscal effort on a per student basis or an aggregate expenditure basis for vocational education which was not less than the amount expended the second preceding fiscal year.

- 12.3 Postsecondary 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 expected by that institution for the second preceding fiscal year.
- 12.4 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.

- 12.5 Unusual Circumstances Rule - Any reduction of expenditures for any fiscal year by more than five percent will disqualify the state or an eligible recipient unless it can be demonstrated to the Secretary of the U. S. Department 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 source 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.

B-13 EVALUATION OF PROGRAMS, COMPLETERS, AND LEAVERS

Sec 400.401

- 13.1 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.
- 13.2 A statistically valid sampling technique will be used to evaluate each year approximately 20% of the programs which purport to impart entry-level job skills.
- 13.3 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; and
 - c. Pursuit of additional education in fields related to previous vocational/technical areas of training.
- 13.4 Pursuit of additional education and training by program completers and leavers will not be considered negatively.
- 13.5 The state staff will consult annually with the State Advisory Council in the development of the planning and monitoring of these evaluations.

SUBPART 2 - BASIC GRANT

306 B-14 VOCATIONAL EDUCATION PROGRAMS

Sec 400.511(a)(b)

14.1 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."

14.2 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, 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 instructions; and
- (5) Activities of vocational student organizations which are an integral part of the vocational instruction, subject to the provisions in 14.3.

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; or
- (3) To provide experiences to assist individuals in making informed consumer decisions and in the application of practical life skills.

14.3 Activities of Vocational Education Student Organizations

a. The State Boards may use funds under its basic grant to support activities of vocational education student organizations 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 directly 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) Develop 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-traditional 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.

~~B-15 PROCEDURES FOR APPROVAL OF WORK-STUDY PROGRAMS~~

Sec 400.522(a)(b)

- 15.1 Submittal of Applications - Local educational agencies and post-secondary institutions shall make one application to their respective State Boards for both the academic year and summer term for participation in work-study programs under Section 121 of the Act. The application shall be based upon a tentative allotment calculated by using the criteria cited in B-6.2. Such application shall contain information substantiating the need for the establishment of work-study programs by the local educational agency and postsecondary institution, the types of work to be performed, 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.

15.2 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. Applications submitted by LEAs will insure maintenance of effort of non-federal expenditures for work-study programs.
- f. Assurance that the local educational agency will administer the program consistent with rules and regulations.

15.3 Action on Applications - Action on applications will be governed by Part B-4 of the State Plan.

15.4 Requirements of Work-Study Programs (Secondary and Postsecondary) - 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:

15.5 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.

15.6 State Board - Consultant services will be provided by the staff of the State Boards 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.

15.7 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 vocational education programs under Public Law 94-482; (b) is in need of the earnings from such employment to commence or continue his/her vocational education program; and (c) is at least fifteen (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.

- 15.8 Limitation of 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 at a higher rate by the U. S. Department of Education.
- 15.9 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.
- 15.10 Federal funds used for work-study programs shall not be used for local or state administration of the programs.
- 15.11 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.

~~B-16 VOCATIONAL EDUCATION UNDER CONTRACT~~

Sec 400.514(a)(b)

- 16.1 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.

16.2 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, including instruction, 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.

~~B-17 COOPERATIVE VOCATIONAL EDUCATION PROGRAMS~~

Sec 400.531

State Participation - The State of North Carolina views cooperative vocational education as a method of instruction as opposed to being a separate instructional program area. Federal and state funds are distributed according to an approved formula by the State Board of Education and identified in the State Plan for Vocational Education. Discretion as to the use of these funds is given to the local education agencies which must take into account student interests, student needs, employment opportunities, and other related factors. Local education agencies may choose to offer a vocational education program using the cooperative method in agriculture education, business and office education, marketing and distributive education, home economics education, health occupations education, trade and industrial education, and technical education, depending upon the needs of the area served.

Since North Carolina leaves to the local education

agency and postsecondary institutions the discretion to use the resources allocated under Subpart 2 for vocational education programs employing the cooperative method and since approval is given to all local education agencies choosing to use their resources for vocational education programs employing the cooperative method, North Carolina chooses not to allocate a separate category of federal funds for cooperative education. All cooperative programs will be funded which meet the following purposes and requirements:

- a. 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/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.

- b. Identification of Jobs - Applications for the establishment and operation of cooperative vocational 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 vocational education programs.
- c. On-the-Job Training Standards - Each cooperative vocational education program will provide on-the-job training that: (1) is related to present or projected labor market needs, (2) does not displace other workers who perform such work, (3) 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 the private gain, and (4) is conducted in accordance with written training agreements between local educational agencies and employers.
- d. 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 in-service training for teacher coordinators, supervision, curriculum materials, travel for coordinators necessary for success of such programs, and evaluation.

- e. Local Evaluation and Follow-Up Procedures - Local education agencies and postsecondary institutions conducting cooperative vocational 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 vocational education programs.

B-18 APPRENTICESHIP PROGRAMS

Sec 400.515

- 18.1 Use of Funds - The State Boards may use funds under Section 120 of the Act to support related instruction for apprentices.
- 18.2 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.

18.3 Classification of Apprentices

a. Registered.

- (1) Where the program or apprentice or both are registered under the apprenticeship law of the state in which the apprentice is employed.
- (2) 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.
- (3) Where the program or apprentice or both are registered by the Bureau of Apprenticeship and Training, U.S. Department of Labor.

b. Non-Registered.

Where a program apprentice or both are not registered under any of the three conditions in paragraphs 18.3(a), 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.

- 18.4 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).

B-19 ENERGY EDUCATION

Sec 400.541

- 19.1 Use of Funds - The State Boards may use federal funds under Section 123 of the Act to provide programs of energy and solar energy education within postsecondary institutions.
- 19.2 Application by Postsecondary Institutions - Application for funding programs of energy or solar energy by postsecondary 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.

- 20.1 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 operating under the policies of the State Board of Community Colleges which provides vocational and technical education in not less than five different occupational fields which lead to immediate employment and 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.
- 20.2 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 exceed federal requirements will take precedent in the construction of facilities.
- 20.3 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 using forms provided by the State Board. 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.

- 20.4 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.
- 20.5 Action on Applications - Upon receipt and review of applications by the appropriate State Board, it will:
- a. Either (1) approve the application in the 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 must be met by the applicant in accordance with state law.
- 20.6 Eligibility and Awarding of Construction Grants - Eligibility for construction grants will be determined through applications from eligible recipients, following the procedure described in Section B-4.

B-21 PROVISION OF STIPENDS

Sec 400.571

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.

B-22 PLACEMENT SERVICE FOR STUDENTS WHO HAVE COMPLETED VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS

Sec 400.581

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

B-23 INDUSTRIAL ARTS**Sec 400.591**

- 23.1 The State Board of Education may use funds under the basic grant (Section 120 of the Act), for industrial arts programs which meet the requirements below:

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.

B-24 SUPPORT SERVICES FOR WOMEN**Sec 400.601**

- 24.1 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.

24.2 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 non-traditional areas.

- 24.3 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 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 non-traditional areas of employment.

B-25 DAY CARE SERVICES FOR CHILDREN OF STUDENTS

Sec 400.611

- 25.1 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 postsecondary vocational education programs.
- 25.2 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 of state law governing the provisions of these services.
 - c. These funds may be used only for children of vocational or technical students.

B-26 VOCATIONAL EDUCATION FOR DISPLACED HOMEMAKERS AND OTHER SPECIAL GROUPS

Sec 400.621

- 26.1 The 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 of 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.
- 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.

26.2 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.

26.3 Displaced Homemakers

North Carolina funds and operates a program for unemployed adults, including displaced homemakers and heads of households. This program, operating with some \$3.6 million in state and federal funds serves an estimated 5,000 persons annually. Approximately 46 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 Community Colleges.

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

B-27 CONSTRUCTION AND OPERATION OF RESIDENTIAL VOCATIONAL SCHOOLS Sec 400.631

- 27.1 The State Boards do not propose to plan, construct, or operate residential secondary or postsecondary vocational schools under the provision of Section 120 of Public Law 94-482.
- 27.2 Should the State Boards determine that a need for residential schools exists within some geographical area of the state, an amendment to the State Plan will be submitted to the U.S. Department of Education.

B-28 STATE AND LOCAL ADMINISTRATION**Sec 400.306; 400.307**

- 28.1 The State Boards may use funds allotted under Section 102(a) of the Act to efficiently and effectively supervise and manage all vocational education funds provided by the state and federal government; render maximum service to vocational education in the secondary and postsecondary school systems; keep local administrators and the general public informed as to the problems and needs of vocational education; provide for professional improvement of vocational and ancillary/administrative staff; administer all vocational education policies and procedures adopted by the State Boards; and assure compliance by local educational agencies and postsecondary institutions with all state and federal rules, regulations and policies.
- 28.2 State and local funds will be used to support local administrative personnel.

SUBPART 3 - PROGRAM IMPROVEMENT**B-29 RESEARCH COORDINATING UNIT - RESEARCH - EXEMPLARY - CURRICULUM DEVELOPMENT****Sec 400.701 - 708**

- 29.1 Organization Structure - The State Boards shall establish and maintain the Research Coordinating Unit (RCU) (secondary and postsecondary levels). The RCUs shall have the responsibility for providing program improvement services to the state's programs of vocational education at the secondary and postsecondary levels, respectively. Activities will be coordinated between 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 the contract for the performance of activities necessary for overall program improvement as identified in this Plan or Title II, Education Amendment of 1976.
- 29.3 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 Community College System.
- 29.4 Priorities for Program Improvement - The North Carolina RCU has established priorities for program improvement as identified in the tables on pages I-34, I-35, and I-36.

DPI RESEARCH COORDINATING UNIT (RCU) Priorities	YEARS OF EMPHASIS				
	1983	1984	1985	1986	1987
° 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 state-wide evaluation system for vocational education.	X	X	X	X	X
° Develop and install a comprehensive student follow-up system.	X	X	X	X	X
° Disseminate products and findings resulting from Program Improvement projects and activities.	X	X	X	X	X

DCC RESEARCH COORDINATING UNIT (RCU) Research Priorities	YEARS OF EMPHASIS				
	1983	1984	1985	1986	1987
<u>1. Institutional Educational Program Improvement</u> Increase capacity of institutions to research and develop improved educational services in their geographic areas by developing and demonstrating plans, institutional staffing arrangements, models, etc., which can be considered and/or installed by all institutions	X	X	X	X	X
<u>2. Institutional Non-traditional Educational Delivery</u> Increase capacity of institutions to foster lifelong education opportunities for convenience of more adults at economical costs while conserving natural resources by developing and demonstrating additional alternative educational delivery modes, methods, models, etc., which can be considered, tested, and/or installed by all institutions	X	X	X	X	X
<u>3. Institutional Student Employment Services</u> Increase capacity of institutions to plan and effect improved services to students in their becoming employed after completing programs of study, or leaving early with marketable skills, by developing and demonstrating plans, institutional staffing arrangements, models, etc., which can be considered, tested, and/or installed by all institutions	X	X	X	X	X
<u>4. Institutional Student Recruitment Services</u> Increase capacity of institutions to plan and effect improved techniques for recruiting, counseling, and designing programs and activities for non-traditional students (those having experienced no or very little formalized education) by developing and demonstrating plans, institutional staffing arrangements, models, etc., which can be considered, tested, and/or installed by all institutions	X	X	X	X	X

DCC RESEARCH COORDINATING UNIT (RCU) Research Priorities	YEARS OF EMPHASIS				
	1983	1984	1985	1986	1987
<p>5. <u>Institutional Student Testing Services</u></p> <p>Increase capacity of institutions to plan and effect improved educational program placement of students by developing and demonstrating a comprehensive, systematic, and reliable testing program which can be considered, tested, and/or installed by all institutions</p>	X	X	X	X	X
<p>6. <u>Institutional Responsiveness to Industry</u></p> <p>Increase capacity of institutions to plan and effect improved responsiveness to needs of existing industries, as well as to new and expanding industries, for training their personnel by developing and disseminating recommendations which can be considered, tested, and/or installed by all institutions</p>	X	X	X	X	X
<p>7. <u>Institutional Financial Resource Allocation</u></p> <p>Increase capacity of institutions to plan and operate cost-effective programs by developing and demonstrating models for cost allocation to various institutional purposes, including overhead allocation and providing for inter-institutional cost-effectiveness comparisons, which can be considered, tested, and/or installed by all institutions</p>	X	X	X	X	X

- 30.1 A minimum of 20% 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 Section B-4 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 re-entering 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
 - c. 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 Boards do not now authorize any use of federal funds except as provided above, the State Boards do 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."

B-31 VOCATIONAL EDUCATION PERSONNEL TRAINING

Sec 400.772

- 31.1 Use of Funds - The State Boards may use federal funds under Section 130 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 Type 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 30.2 including (but not limited to) the following:

- a. Training or retaining 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 arrangement for pre-serving 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 B.
- 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 occupational 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.
- 31.6 The State Board of Community Colleges has established the following priorities for Personnel Development:
1. Regional Profession Development Institutes (PDI) will be conducted to provide:
 - a. management seminars for administrators of vocational/technical programs.
 - b. educational seminars for instructors of vocational/technical programs.
- 31.7 The State Board of Education has established priorities for Personnel Development as identified in the table on pages I-41 and I-42.

PERSONNEL DEVELOPMENT PRIORITIES Secondary	YEARS OF EMPHASIS				
	1983	1984	1985	1986	1987
<u>State Accreditation</u> - The division staff will be provided in-service to assist in implementing state accreditation.	X	X	X		
<u>Modified Curriculum</u> - Plan and conduct staff development activities for local educational personnel to enhance the diffusion of a competency-based, individualized approach to instruction and the documentation of significant results in each vocational education classroom.	X	X	X	X	X
<u>Middle School</u> - Provide in-service to exploratory teaching personnel and counselors.	X	X	X	X	X
<u>Training for Administrators</u> - 1. Provide a Management Seminar in the state for principals and other instructional leaders in order to identify roles/responsibilities in implementing a balanced, quality vocational program. 2. Appropriate training for local administrators of vocational education at the regional and state level. 3. Working cooperatively with the Principal's Institute, the division staff will develop a plan of action to assist vocational administrators and principals to work together to implement a balanced instructional program. The planning component will be completed during 1981-82. 4. Vocational program areas will develop a plan of action whereby principals and other instructional leaders will be more involved in their respective program and in curriculum development.	X	X	X		
<u>Quality Assurance Program</u> - 1. The division will implement its roles and responsibilities for meeting pre-service needs in vocational education. 2. The division will evaluate the components of the Quality Assurance Program as they relate to each program area in vocational education to ensure that the Quality Assurance Program process is fully in place with regard to the total vocational education program. 3. The division will review the entire Quality Assurance Program process to ensure that this program is fully incorporated into the operational processes of the division on a continuing basis. 4. The division will seek alternative methods for certification, e.g., Trade and Industrial Education teachers.	X	X			
	X	X			
	X	X			
	X	X	X		
	X	X	X		

PERSONNEL DEVELOPMENT PRIORITIES Secondary	YEARS OF EMPHASIS				
	1983	1984	1985	1986	1987
<u>Drop-Out Prevention</u> - Plan and coordinate staff development activities for personnel working in programs that concentrate on drop-out prevention.	X	X	X	X	X
<u>High School Program</u> - Efforts will be expanded to provide adequate in-service for guidance counselors in assisting students in their selection of appropriate vocational education programs.	X	X	X	X	X
<u>Special Needs Students</u> - Plan and coordinate staff development for the following groups: . vocational personnel serving disadvantaged/handicapped students during regular school day . vocational personnel working in Extended School Day programs . vocational personnel working in CETA sponsored programs.	X	X	X	X	X
<u>Technology and Instruction</u> - Selected program areas will assist LEAs in developing programs to teach technological literacy and computer literacy.	X	X	X	X	X
<u>Public Awareness</u> - The division staff will conduct or arrange staff development for LEA staff on public awareness functions and techniques.	X	X	X		
<u>Fiscal</u> - 1. The Support Services area will disseminate to and provide in-service for LEA staff on information provided in the Fiscal and Policy Guide in the fall of each year. 2. The Support Services area will assist LEAs in understanding federal and state guidelines, regulations, and policies through interpreting same in workshops, meetings, and with individual contact.	X	X	X	X	X

B-32 GRANTS TO OVERCOME SEX BIAS**Sec 400.792**

- 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 education 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. Examinations 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**B-33 GRANTS FOR SPECIAL PROGRAMS FOR THE DISADVANTAGED****Sec 400.801**

- 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/or school dropouts. Up to 100% 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.

If the private school(s) accept, the project proposal will state the conditions of agreement, which shall be consistent with policies of the State Boards and the 1976 Amendments.

- 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

B-34 CONSUMER AND HOMEMAKING EDUCATION

Sec 400.902

- 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 postsecondary 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 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% of the cost. The remainder of the funds under Section 150 will be used to pay up to 50% 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 instructions;
- 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 listed above, and programs to be offered including anticipated enrollments are found in Part II of the Five Year Plan.

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

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,
- State Occupational Information Coordinating Committee (SOICC),
- University of North Carolina,

- Vocational Rehabilitation,
- N.C. Department of Corrections,
- N.C. Department of Labor,
- State Commission on Indian Affairs.

C-1 EMPLOYMENT SECURITY COMMISSION/STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

1.1 Employment Data

- a. Annual statewide assessment of categories of employment by Classification of Instructional Program (CIP) code.
- b. Annual assessment of categories of employment by CIP code, by county.
- c. Projected employment needs by CIP code for state and each county for immediate future year and for the 5th future year.
- d. Annual data on general unemployment by county.
- e. Annual data on youth unemployment by county.
- f. More explicit information on employment and unemployment by sex and by minority groups.

1.2 Testing Services

- a. Continuing arrangements for local education agencies and postsecondary institutions to utilize services of local offices of Employment Security Commission in administration of the General Aptitude Test Battery (GATB) to candidates for employment or further education.
- b. Cooperation at the local level between local managers of ESC and local school and postsecondary administrators in exchange of follow-up studies or information on the occupations, places of employment, adjustment, and progress on the job of trainees.

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

C-2 SPECIAL EDUCATION

Pursuant to recent federal/state legislation, the Division 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 occupation.

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

- 2.1 Program Planning - Coordinated state/local planning of special programs/services will be accomplished in the following ways:
 - a. Establish a continuously active coordination committee comprised of appropriate members of both divisions to develop a comprehensive state/local plan coordination process.
 - b. Develop comprehensive contractual agreement statements as to joint programs/services to be planned and implemented.
 - c. The local planning process requires 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.
- 2.2 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:
 - a. Identification, referral, screening, diagnosis and placement.
 - b. Development and implementation of the vocationally related individualized educational programs.
 - c. Provision for appropriate supportive services.
 - d. Curriculum materials development.
 - e. Program and student evaluation on the state/local levels.
- 2.3 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.

C-3 STATE EMPLOYMENT AND TRAINING COUNCIL

The Comprehensive Employment and Training Act (CETA) programs in North Carolina are directed by the Division of Employment and Training, Department of Natural Resources and Community Development and the local CETA prime sponsors. 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 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:

- a. 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.
- b. Assist the prime sponsors in the coordination of CETA-funded programs with State Board funded vocational education and supportive service programs.
- c. 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.
- d. Insure, where possible, effective utilization of existing facilities and delivery systems designated to provide programs and service.
- e. Insure working cooperatively, where appropriate, in providing staff development activities for personnel responsible for vocational education programs and employment and training services.

- f. 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.

C-4 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 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 expected 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 Boards perceive the role of The University of North Carolina to be:

- (1) Recruitment and preparation (both preservice and inservice) of professional personnel for vocational 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 Specialist,
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; and
 - C. Examination of alternative strategies.
- (4) Curriculum Development
 - A. For existing programs; and
 - B. For new and emerging programs.
- (5) Extension and Service Activities
 - A. To school systems throughout the state; and
 - B. To personnel in program areas.
- (6) Evaluation
 - A. Of needs;
 - B. Of programs; and
 - C. Of services.

The role of The University of North Carolina will 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 vocational 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 vocational 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 Boards staffs for meshing of the State Plan for Vocational 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 vocational 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 Boards 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 Boards believe that funds should be provided to the Board of Governors of the University of North Carolina on an annual and continuing basis in amounts adequate to provide program improvement and supportive services as follows:

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

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

C-5 VOCATIONAL REHABILITATION

Whereas, current legislative mandates (notably the Vocational Education as amended 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:

- 5.1 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.
- 5.2 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:
 - a. Identifications, diagnosis, and evaluation of handicapped persons;
 - b. Vocational guidance and counseling;
 - c. Vocational adjustment and training;
 - d. Job placement and follow-up;
 - e. Provision of jointly developed appropriate staff development activities for personnel serving the handicapped;
 - f. Program and student evaluation.

C-6 ASSISTANCE TO THE REHABILITATION OF PRISON INMATES THROUGH VOCATIONAL EDUCATION

Approximately 16,000 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 post-secondary institutions 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 postsecondary institutions be to assist in rehabilitating prison inmates by providing courses for general educational and skill development.

C-7 ASSISTANCE TO THE DEVELOPMENT OF JOB SKILLS THROUGH APPRENTICESHIP RELATED INSTRUCTION

Since the formation of the community college system in 1963, postsecondary institutions have had the responsibility of providing related instruction for apprentices.

The State Board of Community Colleges directs that a continuing role of postsecondary institutions 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.

C-8 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 postsecondary institutions 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 training be a role of both the secondary schools and postsecondary institutions.

C-9 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 education services 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
- Incorporate into vocational education curriculum aspects which promote and provide opportunities for American Indians.

PART II

FIVE-YEAR PROGRAM PLAN

VOCATIONAL EDUCATION

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PART II FIVE-YEAR PROGRAM PLAN

CONTINUING GOALS FOR VOCATIONAL EDUCATION

Secondary, Postsecondary and Adult

Mission of Vocational Education:

The mission 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 Boards of Education and Community Colleges have adopted twelve broad and comprehensive goals through which leadership and/or resources will be provided to promote quality vocational education.

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

- . Improvement of articulation between and within secondary and postsecondary 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, postsecondary, 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, including follow-up of completers and leavers, with emphasis on evaluating the effectiveness of vocational education in serving the needs of special populations, including students pursuing jobs in areas classified as "non-traditional" for them.

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 submit this plan for Fiscal Years 1983-1987.

Population, Education and Employment 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 BY RACE/ETHNIC ORIGIN*

Total Population		White	Black	American Indian	Asian or Pacific Islander	Spanish Origin	Other
1980	1970						
5,874,429	5,084,411	4,543,010	1,316,050	64,635	21,168	56,607	19,566

*Source: Bureau of the Census, U.S. Department of Commerce

TABLE 2 N.C. POPULATION PROJECTS
BY AGE GROUPS, SEX, AND RACE - 1987*

Age Group	Total Population	SEX		RACE		(Population) Percent of Total
		Male	Female	White	Non-White	
Under 10	889,026	454,053	434,973	620,971	268,055	13.72
10-14	458,305	233,538	242,767	319,513	138,792	7.07
15-19	512,787	264,347	248,440	362,520	150,267	7.91
20-24	576,101	301,304	274,797	418,534	157,567	8.89
25-29	546,974	264,654	282,320	394,395	152,579	8.44
30-34	546,484	264,312	282,172	397,687	148,797	8.43
35-39	503,760	245,626	258,134	383,889	119,871	7.78
40-44	433,370	210,831	222,539	342,963	90,407	6.69
45-49	349,148	169,398	179,750	282,760	66,388	5.39
50-54	309,061	145,488	163,573	250,511	58,550	4.77
55-59	300,598	137,809	162,789	242,523	58,075	4.64
60-64	289,914	128,721	161,193	232,433	57,481	4.48
65-69	256,421	108,676	147,745	203,654	52,767	3.96
Over 69	507,393	181,331	326,062	398,606	108,787	7.83
TOTAL	6,479,342	3,110,088	3,387,254	4,850,959	1,628,383	100.00

*SOURCE: North Carolina Office of State Budget and Management

TABLE 3

GRADES K-12 PUPIL MEMBERSHIP BY RACE/ETHNIC ORIGIN*

	American Indian/ Alaskan Native	%	Black	%	Asian/ Pacific Islander	%	Hispanic	%	White	%	Total
1976-77	15,399	1.3	351,747	29.5	2,178	0.2	1,704	0.1	822,741	68.9	1,193,769
1977-78	16,644	1.4	351,931	29.6	2,994	0.3	1,891	0.2	813,627	68.5	1,187,087
1978-79	16,693	1.4	349,185	29.8	2,981	0.3	1,881	0.2	798,808	68.3	1,169,548
1979-80	16,789	1.5	345,417	29.9	3,823	0.3	2,160	0.2	786,372	68.1	1,154,561
1980-81	16,958	1.5	341,695	30.1	4,602	0.4	2,255	0.2	768,878	67.8	1,134,388

*SOURCE: Statistical Profile, North Carolina Public Schools, Department of Public Education, May 1981

VOCATIONAL ENROLLMENT BY SEX, RACIAL/ETHNIC GROUP
SECONDARY, POSTSECONDARY AND ADULT

1980-81*

TABLE: 4

Enrollment By Sex			Enrollment By Race/Ethnic Origin			
	Male	Female		Secondary	Post Secondary	Adults
Secondary	149,613	128,913	American Indian or Alaskan Native	4,881	1,159	2,880
Postsecondary	56,154	53,283	Black	9,203	23,314	45,579
Adults	113,501	146,556	Asian, or Pacific Islander	857	473	867
Total	319,268	328,752	Hispanic	1,005	1,867	1,823
			White	179,850	82,789	207,908

*Information System Division, Department of Public Instruction

TABLE 5

Projected Average Daily Membership Population
North Carolina Public Schools, Grades 7-12, 1982 - 1987*

YEAR	TOTAL POPULATION Grades 7-12	ANNUAL DECLINE	PERCENT DECLINE
1981-82	504,103	---	---
1982-83	498,856	5,245	1.4
1983-84	499,783	+ 927	+ 0.18
1984-85	497,939	1,844	0.36
1985-86	493,081	4,858	0.97
1986-87	485,813	7,268	1.7
Total Decline 18,290		Avg. Decline 3,658	Avg. Annual % 0.73

*Source: Information Systems Division, Department of Public Instruction

TABLE 6

Projected Vocational Education
Enrollment Grades 7-12, 1983 - 1987*

YEAR	ENROLLMENT Grades 7-12	ANNUAL DECLINE ¹	PERCENT DECLINE
1981-82	270,120 ²	---	--
1982-83	265,268	4,852	1.79
1983-84	262,650	2,618	0.98
1984-85	259,760	2,890	1.10
1985-86	257,371	2,389	0.91
1986-87	255,378	1,993	0.77
Total Decline 14,742		Avg. Decline 2,948	Avg. Annual % 1.11

*Source: Information System Division, Department of Public Instruction

¹Enrollment decline based on anticipated reduction in federal resources.

²1981-82 Enrollment based on preliminary report.

TABLE 7 NORTH CAROLINA LABOR FORCE COMPOSITION PROJECTIONS - 1982*

	Population	Labor Force	%	Employment	%	Unemployment	%	Unemployment Rate
TOTAL	6,058,154	2,801,000	100.0	2,631,000	100.0	170,000	100.0	6.1
By Sex								
Male	2,923,493	1,554,000	55.5	1,482,400	56.3	71,600	42.1	4.6
Female	3,134,661	1,247,000	44.5	1,148,600	43.7	98,400	57.9	7.9
By Race								
White	4,573,272	2,219,400	79.2	2,117,520	80.5	101,880	59.9	4.6
Nonwhite	1,484,882	581,600	20.8	513,480	19.5	68,120	40.1	11.7
By Sex and Race								
White Male	2,221,974	1,245,900	44.5	1,204,950	45.8	40,950	24.1	3.3
White Female	2,351,298	973,500	34.7	912,570	34.7	60,930	35.9	6.3
Nonwhite Male	701,519	308,100	11.0	277,450	10.5	30,650	18.0	9.9
Nonwhite Female	783,363	273,500	9.8	236,030	9.0	37,470	22.0	15.9
By Age, Sex, & Race								
Under 20	1,873,940	237,640	8.5	193,320	7.4	44,320	26.1	18.7
Male	961,116	139,570	5.0	118,450	4.5	21,120	12.4	15.1
Female	912,824	98,070	3.5	74,870	2.9	23,200	13.7	23.7
White	1,322,828	182,040	6.5	154,670	5.9	27,370	16.1	15.0
Nonwhite	551,112	55,600	2.0	38,650	1.5	16,950	10.0	30.5

*SOURCE: North Carolina Office of State Budget and Management (June, 1981)

Employment Security Commission of North Carolina

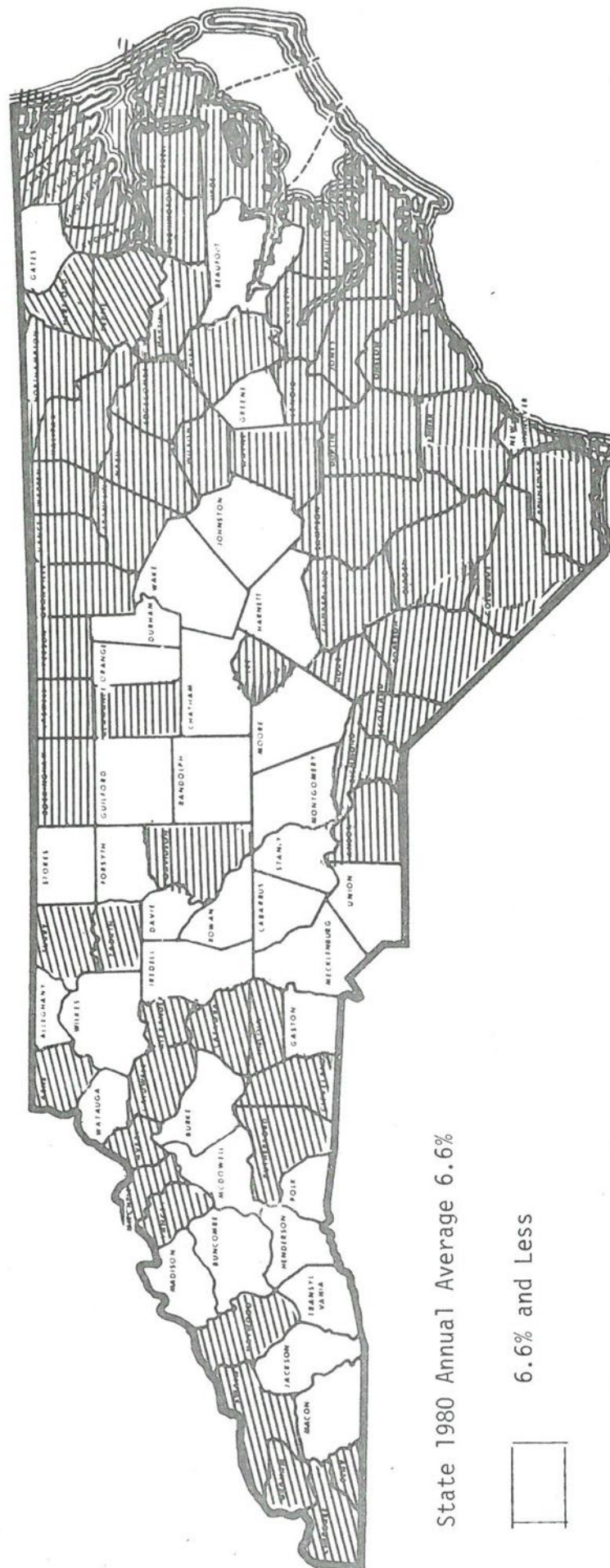
TABLE 8 NORTH CAROLINA GENERAL UNEMPLOYMENT - 1980*

Counties with 6.6% and Less				Counties with Rates of 6.7% and More			
County	%	County	%	County	%	County	%
1. Alleghany	4.5	19. Macon	6.5	1. Alamance	7.0	34. Jones	8.7
2. Beaufort	5.8	20. Madison	6.2	2. Alexander	7.5	35. Lee	7.6
3. Buncombe	5.8	21. McDowell	6.5	3. Anson	6.7	36. Lenoir	7.0
4. Burke	6.2	22. Mecklenburg	4.5	4. Ashe	9.4	37. Lincoln	9.0
5. Cabarrus	4.5	23. Montgomery	6.0	5. Avery	8.9	38. Martin	8.1
6. Chatham	5.1	24. Moore	5.6	6. Bertie	8.2	39. Mitchell	7.0
7. Davie	6.1	25. Orange	4.1	7. Bladen	9.3	40. Nash	6.9
8. Durham	5.2	26. Polk	4.4	8. Brunswick	9.0	41. New Hanover	8.0
9. Forsyth	5.1	27. Randolph	6.4	9. Caldwell	9.0	42. Northampton	9.1
10. Gaston	5.8	28. Rowan	5.2	10. Camden	7.4	43. Onslow	8.3
11. Gates	5.6	29. Stanly	5.8	11. Carteret	8.2	44. Pamlico	7.0
12. Greene	6.5	30. Stokes	6.6	12. Caswell	7.7	45. Pasquotank	7.4
13. Guilford	5.5	31. Transylvania	5.2	13. Catawba	6.9	46. Pender	8.5
14. Harnett	6.4	32. Union	4.0	14. Cherokee	8.8	47. Perquimans	7.2
15. Henderson	5.0	33. Wake	4.2	15. Chowan	6.9	48. Person	11.7
16. Iredell	6.3		5.9	16. Clay	9.8	49. Pitt	6.7
17. Jackson	6.5		5.4	17. Cleveland	9.4	50. Richmond	9.5
18. Johnston	6.2			18. Columbus	8.4	51. Robeson	10.6
				19. Craven	6.9	52. Rockingham	9.2
				20. Cumberland	9.5	53. Rutherford	7.0
				21. Currituck	6.9	54. Sampson	8.4
				22. Dare	8.5	55. Scotland	9.2
				23. Davidson	7.7	56. Surry	7.6
				24. Duplin	7.8	57. Swain	12.2
				25. Edgecombe	8.9	58. Tyrrell	12.7
				26. Franklin	9.4	59. Vance	9.4
				27. Graham	11.7	60. Warren	8.8
				28. Granville	7.2	61. Washington	6.7
				29. Halifax	9.2	62. Wayne	6.8
				30. Haywood	8.4	63. Wilson	8.5
				31. Hertford	8.3	64. Yadkin	6.7
				32. Hoke	8.7	65. Yancey	8.6
				33. Hyde	8.9		
				State Average			
				6.6			

*SOURCE: North Carolina Employment Security Commission

Figure 1

GENERAL UNEMPLOYMENT - 1980



Source: North Carolina Employment Security Commission

SOURCE: North Carolina Employment Security Commission

TABLE 9
ANNUAL AVERAGE YOUTH UNEMPLOYMENT - 1980*
Ages 16-19

Counties with Rates of 18.6% and Less				Counties with 18.7% and More			
County	%	County	%	County	%	County	%
1. Alleghany	13.2	18. Macon	18.3	1. Alamance	19.6	34. Hyde	24.1
2. Beaufort	16.7	19. Madison	17.8	2. Alexander	20.9	35. Jones	23.7
3. Buncombe	16.7	20. McDowell	18.5	3. Anson	18.8	36. Lee	21.0
4. Burke	17.6	21. Mecklenburg	13.3	4. Ashe	25.1	37. Lenoir	19.7
5. Cabarrus	14.6	22. Montgomery	17.0	5. Avery	24.0	38. Lincoln	24.4
6. Chatham	15.0	23. Moore	16.1	6. Bertie	22.5	39. Martin	22.2
7. Davie	17.4	24. Orange	12.2	7. Bladen	25.0	40. Mitchell	19.6
8. Durham	15.2	25. Polk	13.1	8. Brunswick	24.3	41. Nash	19.3
9. Forsyth	14.9	26. Randolph	18.1	9. Caldwell	24.3	42. New Hanover	22.0
10. Gaston	16.6	27. Rowan	15.0	10. Camden	20.3	43. Northampton	24.6
11. Gates	16.2	28. Stanly	16.6	11. Carteret	22.4	44. Onslow	22.8
12. Guilford	16.0	29. Stokes	18.7	12. Caswell	21.4	45. Pamlico	19.7
13. Harnett	18.2	30. Transylvania	15.1	13. Catawba	19.3	46. Pasquotank	20.7
14. Henderson	14.5	31. Union	11.9	14. Cherokee	23.9	47. Pender	23.2
15. Iredell	18.0	32. Wake	12.4	15. Chowan	19.5	48. Perquimans	20.1
16. Jackson	18.4	33. Watauga	17.0	16. Clay	26.0	49. Person	30.2
17. Johnston	17.6	34. Wilkes	15.7	17. Cleveland	25.3	50. Pitt	18.9
				18. Columbus	23.0	51. Richmond	25.6
				19. Craven	19.4	52. Robeson	28.0
				20. Cumberland	25.6	53. Rockingham	24.8
				21. Currituck	19.5	54. Rutherford	19.8
				22. Dare	23.1	55. Sampson	23.0
				23. Davidson	21.4	54. Scotland	24.9
				24. Duplin	21.7	55. Surry	21.1
				25. Edgecombe	24.2	56. Swain	31.2
				26. Franklin	25.2	57. Tyrrell	32.2
				27. Graham	30.0	58. Vance	25.4
				28. Granville	20.2	59. Warren	23.8
				29. Greene	18.8	60. Washington	18.9
				30. Halifax	24.3	61. Wayne	19.3
				31. Haywood	23.0	62. Wilson	23.3
				32. Hertford	22.7	63. Yadkin	19.1
				33. Hoke	23.7	64. Yancey	23.4

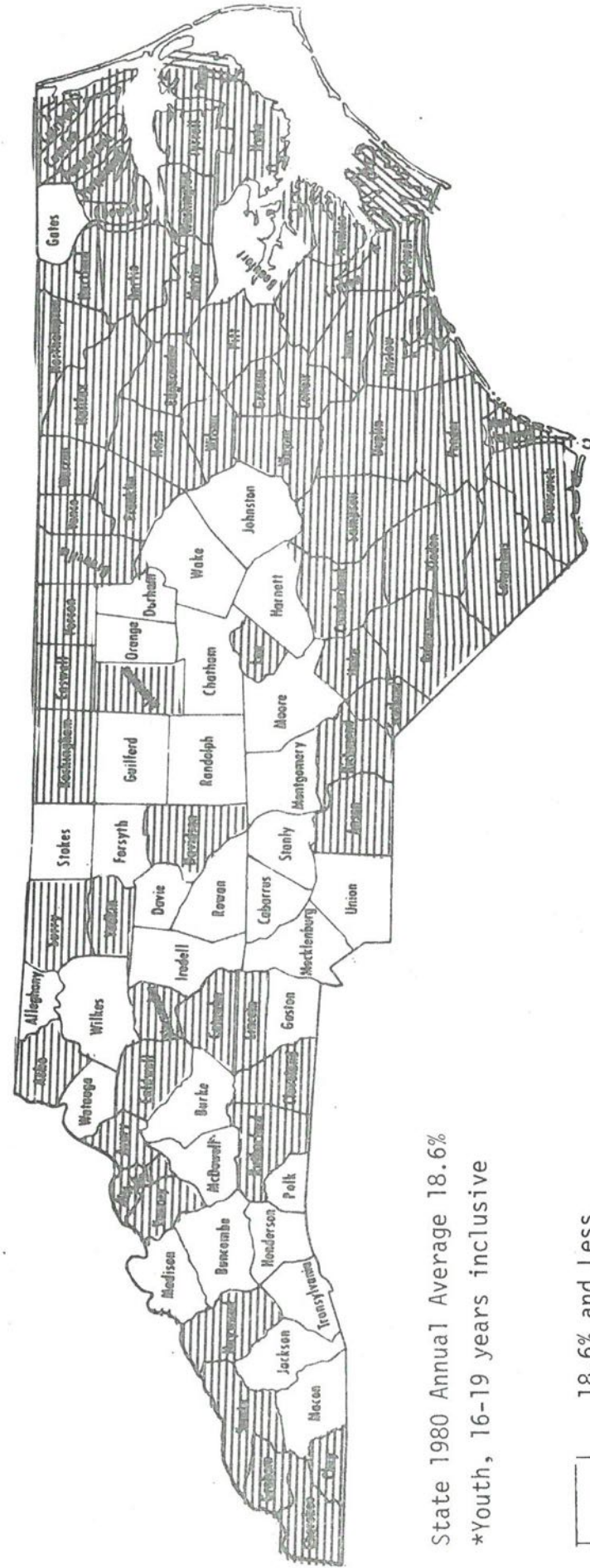
*SOURCE: North Carolina Employment Security Commission

State Average

18.7%

Figure 2

*YOUTH UNEMPLOYMENT - 1980



State 1980 Annual Average 18.6%

*Youth, 16-19 years inclusive

- 18.6% and Less
- 18.7% and More

SOURCE: North Carolina Employment Security Commission

1980-81 DROPOUT RATES

LEAS WITH RATES OF 7.5% AND LESS						LEAS WITH RATES OF 7.6% AND GREATER					
COUNTY LEA	%	COUNTY LEA	%	COUNTY LEA	%	COUNTY LEA	%	COUNTY LEA	%	COUNTY LEA	%
1. Alexander		Forsyth	5.9	Person	8.2	Gaston	9.2	Nash	8.9		
2. Anson	7.5	Franklin	6.8	Pitt	7.1	Alleghany	8.2	New Hanover	8.2		
3. Beaufort	5.5	Gates	7.2	Polk	5.4	Ashe	8.6	Orange	10.8		
4. Bladen	6.3	Guildford	6.5	Richmond	7.6	Avery	10.0	Pasquotank	9.4		
5. Buncombe	7.0	Harnett	6.3	Sampson	6.7	Bertie	7.8	Pender	8.7		
6. Camden	6.4	Hyde	4.9	Stokes	6.6	Brunswick	10.9	Perquimans	8.7		
7. Catawba	6.1	Jackson	5.8	Surry	6.6	Burke	8.7	Randolph	9.4		
8. Cherokee	7.4	Johnston	6.5	Transylvania	7.2	Cabarrus	8.1	Robeson	9.0		
9. Chowan	4.7	Sanford/Lee	6.1	Vance	6.7	Caldwell	9.6	Rockingham	9.6		
10. Clay	6.4	Lincoln	7.1	Wake	7.1	Carteret	9.3	Rowan	8.4		
11. Cleveland	6.8	Macon	5.9	Warren	7.0	Caswell	9.6	Rutherford	9.4		
12. Columbus	7.3	Madison	7.3	Washington	5.5	Chatham	7.9	Scotland	10.8		
13. Cumberland	6.9	Martin	7.5	Watauga	7.4	Craven	9.6	Stanly	7.7		
14. Currituck	7.0	Moore	6.9	Wayne	5.4	Duplin	8.5	Swain	8.1		
15. Dare	5.3	Northampton	6.5	Wilson	7.3	Durham	7.7	Tyrrell	8.8		
16. Davidson	6.4	Onslow	6.3	Yadkin	7.4	Edgecombe	9.3	Union	9.3		
17. Davie	6.2	Pamlico	7.1					Wilkes	8.0		
								Yancey	8.3		

LEAS WITH RATES OF 7.5% AND LESS				LEAS WITH RATES OF 7.6% AND GREATER							
CITY LEA	%	CITY LEA	%	CITY LEA	%	CITY LEA	%				
1. Burlington	6.5	9. Hendersonville	4.6	17. St. Pauls	7.4	1. Albemarle	9.8	8. Greensboro	7.9	15. Monroe	7.8
2. Chapel Hill	4.1	10. Kings Mountain	7.2	18. Tarboro	7.5	2. Asheboro	8.7	9. Hickory	8.8	16. Mooresville	7.6
3. Clinton	5.8	11. Lumberton	7.3	19. Thomasville	5.9	3. Asheville	8.3	10. High Point	9.6	17. Red Springs	8.4
4. Elkin	4.9	12. Mount Airy	4.1	20. Tryon	4.2	4. Concord	8.2	11. Kannapolis	10.9	18. Reidsville	8.4
5. Fayetteville	4.9	13. Newton	6.6	21. Washington	6.6	5. Durham	11.7	12. Lexington	7.8	19. Rocky Mount	7.8
6. Franklinton	4.9	14. Roanoke Rapids	7.4	22. Whiteville	6.5	6. Eden	9.3	13. Lexington	8.6	20. Statesville	8.2
7. Goldsboro	5.4	15. Salisbury	7.5			7. Fairmont	10.0	14. Madison/Mayodan	9.2	21. Weidon	9.3
8. Greenville	5.0	16. Shelby	5.6								

SOURCE: Division of Information System, NC Department of Education

State Average 7.6%

Figure 3

1980-81 DROPOUT RATES



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

TABLE 11

COUNTIES CERTIFIED FOR ECONOMIC DEVELOPMENT ACT PARTICIPATION
CERTIFIED AS OF JUNE 1981NON CERTIFIED

1. *Davie*
2. *Durham*
3. *Montgomery*
4. *Moore*
5. *Orange*
6. *Rockingham*
7. *Stokes*
8. *Wake*

CERTIFIED

1. Alamance
2. Alexander
3. Alleghany
4. Anson
5. Ashe
6. Avery
7. Beaufort
8. Bertie
9. Bladen
10. Brunswick
11. Buncombe
12. Burke
13. Cabarrus
14. Caldwell

15. Camden
16. Carteret
17. Caswell
18. Catawba
19. Chatham
20. Cherokee
21. Chowan
22. Clay
23. Cleveland
24. Columbus
25. Craven
26. Cumberland
27. Currituck
28. Dare
29. Davidson
30. Duplin
31. Edgecombe
32. Forsyth
33. Franklin
34. Gaston
35. Gates
36. Graham
37. Granville
38. Greene
39. Guilford
40. Halifax

41. Harnett
42. Haywood
43. Henderson
44. Hertford
45. Hoke
46. Hyde
47. Iredell
48. Jackson
49. Johnston
50. Jones
51. Lee
52. Lenoir
53. Lincoln
54. Macon
55. Madison
56. Martin
57. McDowell
58. Mecklenburg
59. Mitchell
60. Nash
61. New Hanover
62. Northampton
63. Onslow
64. Pamlico
65. Pasquotank
66. Pender

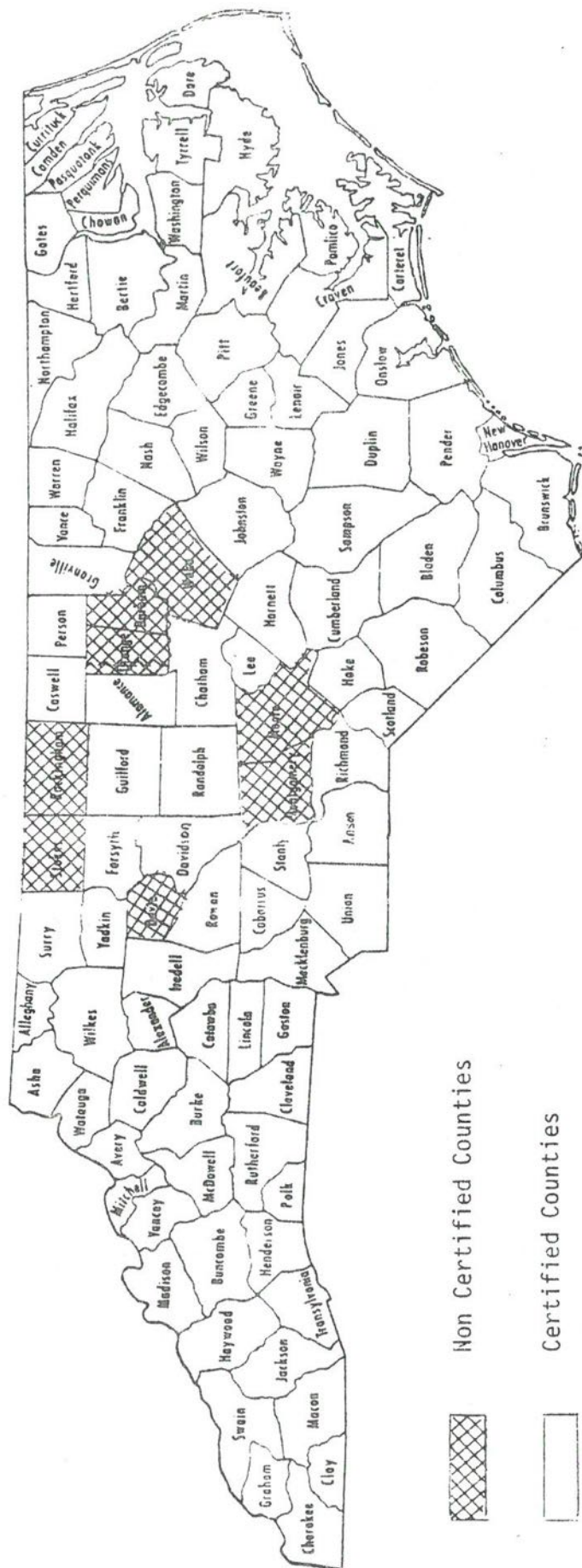
67. Perquimans
68. Person
69. Pitt
70. Polk
71. Randolph
72. Richmond
73. Robeson
74. Rowan
75. Rutherford
76. Sampson
77. Scotland
78. Stanly
79. Surry
80. Swain
81. Transylvania
82. Tyrrell
83. Union
84. Vance
85. Warren
86. Washington
87. Watauga
88. Wayne
89. Wilkes
90. Wilson
91. Yadkin
92. Yancey

SOURCE: U. S. Department of Commerce
Economic Development Administration

Figure 4

COUNTIES CERTIFIED FOR ECONOMIC DEVELOPMENT ACT (EDA) PARTICIPATION

June 1981



Non Certified Counties

Certified Counties

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.

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

The data presented in Table 12 and 16 is an attempt 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. Table 16 provides information on funding to meet established goals. 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 months of employment and dollars. Federal criteria are used to allot the Federal and matching share of State months of employment 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 program.

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

1. 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.
2. 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.
3. Completions are not projected for enrollments in introductory programs that lead to more than one skill development program.
4. In the post-secondary system, approximately 48 percent of the enrollment is part-time students. Many of these students are employed and are taking one or more courses to upgrade their skills and knowledge or to learn new skills and knowledge.
5. The estimated level of expenditure by CIP 2 digit code has been developed by assigning a prorata share of anticipated funds according to the estimated enrollment.

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 Tables 12 - 18.

Controller's Office - Division of Auditing
- Division of Information Systems

Department of Community Colleges -
- Division of Financial and Administrative Services
- Division of Planning and Research Services

North Carolina Employment Security Commission

North Carolina Occupational Information Coordinating Committee

PLANNED USES OF FEDERAL, STATE, AND LOCAL FUNDS

The labor force data is supplied by North Carolina Employment Security Commission and supplemented with data from information supplied by the North Carolina Department of Agriculture, the North Carolina Department of Commerce, and the State Occupational Information Coordinating Committee. This data and labor force needs generated locally was used by LEA's and postsecondary institutions in developing their local applications.

The data in Tables 12 - 16 for FY 1983 indicate a composite projected enrollment, estimated completions and estimated expenditures of funds to meet the anticipated labor force needs based on information contained in the local applications. The data for Fiscal Years 1984-1987 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.

TABLE 12

Keep for
Assessment Use

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR
MEETING JOB SKILL TRAINING NEEDS - FY 1983 - 1987
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS

Program Area	CIP Number and Instructional Program	1982 Current Employment	Projected Job Openings					Level*	Inst.**			Projected Enrollment					Projected Completers				
			1983	1984	1985	1986	1987		C	T	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Agriculture	01.0102 Agricultural Business	563	30	30	30	30	30	Sec.													
								P-Sec.	X	X	X	140	140	130	130	130	30	30	25	25	25
								L-Adult													
								S-Adult													
	01.0104 Agricultural Business	489	21	21	21	21	21	Sec.													
								P-Sec.	X			10	10	10	10	10	5	5	5	5	5
								L-Adult													
								S-Adult													
	01.0201 Agricultural Mechanics, General	10,564	553	553	553	553	553	Sec.				1,891	1,662	1,333	1,004	675	700	650	600	550	500
								P-Sec.													
								L-Adult	X	X	X	25	25	25	25	25	5	5	5	5	5
								S-Adult	X	X	X	225	225	225	225	225	-	-	-	-	-
	01.0206 Soil & Water Mechanical Practices	1,762	49	49	49	49	49	Sec.													
								P-Sec.	X			25	25	25	25	25	10	10	10	10	10
								L-Adult													
								S-Adult													
	01.0301 Agricultural Production, General	110,401	1,190	1,190	1,190	1,190	1,190	Sec.				5,829	6,074	6,319	6,564	6,809	1,585	1,605	1,625	1,645	1,665
								P-Sec.	X	X	X	515	300	200	150	150	150	125	100	75	75
								L-Adult													
								S-Adult	X	X	X	400	400	400	400	400	-	-	-	-	-
	01.0302 Animal Production	See 01.0301						Sec.													
								P-Sec.	X	X		60	60	60	60	60	25	25	25	25	25
								L-Adult													
								S-Adult	X	X	X	400	400	400	400	400	-	-	-	-	-
	01.0303 Aquaculture	722	12	22	34	46	58	Sec.				20	40	90	130				15	30	70
								P-Sec.													
								L-Adult													
								S-Adult													
	01.0304 Crop Production	See 01.0301						Sec.													
								P-Sec.	X			25	25	25	25	25	5	5	5	5	5
								L-Adult													
								S-Adult													
	01.0401 Agricultural Prod. & Processing, General	11,051	314	314	314	314	314	Sec.													
								P-Sec.	X			25	25	25	25	25	10	10	10	10	10
								L-Adult													
								S-Adult	X	X	X	950	950	950	950	950	-	-	-	-	-
	01.0503 Agricultural Supplies & Marketing	2,791	89	89	89	89	89	Sec.													
								P-Sec.	X			5	3	0	0	0	2	1	0	0	0
								L-Adult													
								S-Adult													
	01.0599 Agricultural Services & Supplies, Other	See 01.0503						Sec.													
								P-Sec.													
								L-Adult	X	X		60	60	60	60	60	30	30	30	30	30
								S-Adult													

*Level: Sec. - Secondary, P-Sec. - Postsecondary, L-Adult - Long Term Adult (vocational), S-Adult - Short Term Adult (Extension)

**Institution: CC - Community College, TC - Technical College, TI - Technical Institute

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TABLE 12 (Continued)

Program Area	CIP Number and Instructional Program	1982 Current Employment	Projected Job Openings					Level	Inst.				Projected Enrollment					Projected Completers				
			1983	1984	1985	1986	1987		C	T	I		1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
									C	T	I											
Agriculture	01.0601 Horticulture, General	21,010	1,814	1,814	1,814	1,814	1,814	Sec.					3,766	3,702	3,638	3,574	3,510	1,470	1,370	1,345	1,320	1,295
								P-Sec.	X	X	X		475	500	500	525	525	85	90		95	95
								L-Adult	X	X			360	360	360	360	360	65	65	65	65	65
								S-Adult	X	X	X		2,100	2,100	2,100	2,100	2,100	-	-	-	-	-
	01.0607 Turf Management	See 01.0601						Sec.														
								P-Sec.	X	X			45	45	45	45	45	20	20	20	20	20
								L-Adult														
								S-Adult														
	01.9999 Agribusiness & Agric. Prod., Other	-	-	-	-	-	-	Sec.					8,981	8,520	8,058	7,596	7,134	-	-	-	-	-
								P-Sec.														
								L-Adult														
								S-Adult														
	03.0101 Renewable Natural Resources, General	722	12	12	12	12	12	Sec.					446	501	431	513	458	190	195	175	195	185
								P-Sec.														
								L-Adult														
								S-Adult														
	03.0401 Forest Production & Processing, General	7,387	290	290	290	290	290	Sec.					474	373	323	303	293	202	162	162	142	122
								P-Sec.	X	X			220	220	220	220	220	60	60	60	60	60
								L-Adult														
								S-Adult														
	03.0403 Forest Products Utilization	8,134	170	170	170	170	170	Sec.														
								P-Sec.	X				25	25	25	25	25	15	15	15	15	15
								L-Adult														
								S-Adult														
	03.0601 Wildlife Management	5,561	87	87	87	87	87	Sec.														
								P-Sec.	X				45	45	45	45	45	15	15	15	15	15
								L-Adult														
								S-Adult														
	31.0201 Outdoor Recreation	2,847	183	183	183	183	183	Sec.														
								P-Sec.	X	X	X		25	25	25	25	25	10	10	10	10	10
								L-Adult														
								S-Adult														
	31.0301 Parks and Recreation Mgm't.	1,751	146	146	146	146	146	Sec.														
								P-Sec.	X	X	X		225	225	225	225	225	40	40	40	40	40
								L-Adult														
								S-Adult														
	SUBTOTAL AGRICULTURAL	185,755	4,960	4,970	4,982	4,994	5,006	Sec.					21,387	20,852	20,142	19,644	19,009	4,147	4,002	3,922	3,882	3,837
								P-Sec.					1,865	1,673	1,560	1,535	1,535	482	461	430	440	410
								L-Adult					445	445	445	445	445	100	100	100	100	100
								S-Adult					4,075	4,075	4,075	4,075	4,075	-	-	-	-	-
Business & Office Education	06.0401 Business Adm. & Mgm't.	159,711	11,108	11,108	11,108	11,108	11,108	Sec.														
								P-Sec.	X	X	X		16,250	16,250	16,250	16,250	16,250	1,700	1,700	1,700	1,700	1,700
								L-Adult														
								S-Adult	X	X	X		3,550	3,550	3,550	3,550	3,550	-	-	-	-	-
	06.0501 Business Economics	See 06.0401						Sec.														
								P-Sec.														
								L-Adult														
								S-Adult														

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Program Area	CIP Number and Instructional Program	1982 Current Employment	Projected Job Openings					Level	Inst.				Projected Enrollment					Projected Completers				
			1983	1984	1985	1986	1987		C	T	C	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Business and Office Education	06.0701 Hotel/Motel Mgm't.	See 06.0401						Sec.														
								P-Sec.	X	X			225	225	225	225	225	45	45	45	45	45
								L-Adult														
								S-Adult														
	06.0705 Transportation Mgm't.	See 06.0401						Sec.														
								P-Sec.	X	X			185	185	185	185	185	25	25	25	25	25
								L-Adult														
								S-Adult	X	X	X		375	375	375	375	375	-	-	-	-	-
	06.1701 Real Estate, General	5,723	134	134	134	134	134	Sec.														
								P-Sec.	X	X	X		550	550	550	550	550	25	25	25	25	25
								L-Adult														
								S-Adult	X	X	X		4,500	4,500	4,500	4,500	4,500	-	-	-	-	-
	06.1801 Small Business Mgm't.	18,439	1,242	1,242	1,242	1,242	1,242	Sec.														
								P-Sec.														
								L-Adult														
								S-Adult														
	07.0101 Accounting & Bookkeeping, General	18,131	1,150	1,150	1,150	1,150	1,150	Sec.														
								P-Sec.	X				25	25	25	25	25	10	12	15	20	20
								L-Adult														
								S-Adult	X	X	X		2,800	2,800	2,800	2,800	2,800	-	-	-	-	-
	07.0102 Accounting & Computing	12,754	814	814	814	814	814	Sec.					1,362	1,586	1,810	2,034	2,258	1,100	1,250	1,400	1,550	1,700
								P-Sec.	X	X	X		4,840	4,900	4,900	4,900	4,900	525	535	550	550	550
								L-Adult														
								S-Adult														
	07.0201 Banking & Related Finan. Program, General	46,873	3,206	3,206	3,206	3,206	3,206	Sec.														
								P-Sec.	X	X	X		770	800	825	850	850	35	40	45	50	50
								L-Adult														
								S-Adult	X	X	X		2,700	2,700	2,700	2,700	2,700	-	-	-	-	-
	07.0301 Business Data Proc., Gen.	See 07.0302 07.0303 07.0305						Sec.														
								P-Sec.														
								L-Adult														
								S-Adult	X	X	X		2,200	2,200	2,200	2,200	2,200	-	-	-	-	-
	07.0302 Business Computer & Console Oper.	10,895	672	672	672	672	672	Sec.					1,900	2,100	2,300	2,500	2,700	500	650	800	950	1,100
								P-Sec.														
								L-Adult	X	X	X		400	425	425	450	450	125	130	130	145	145
								S-Adult														
	07.0305 Business Data Programming	6,911	341	341	341	341	341	Sec.														
								P-Sec.	X	X	X		7,185	7,300	7,300	7,500	7,500	425	450	450	475	485
								L-Adult														
								S-Adult														
	07.0401 Office Supervision & Management	6,440	334	340	347	354	362	Sec.					520	616	712	808	904	280	300	320	340	360
								P-Sec.														
								L-Adult														
								S-Adult														
	07.0601 Court Reporting	274	18	18	18	18	18	Sec.														
								P-Sec.	X	X			30	30	30	30	30	10	10	10	10	10
								L-Adult														
								S-Adult														

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Program Area	CIP Number and Instructional Program	1982 Current Employment	Projected Job Openings					Level	Inst.			Projected Enrollment					Projected Completers				
			1983	1984	1985	1986	1987		C	T	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
									C	T	I										
Business and Office Education	07.0603 Executive Secretarial	58,843	4,182	4,182	4,182	4,182	4,182	Sec.													
								P-Sec.	X	X	X	5,200	5,200	5,200	5,200	5,200	525	525	525	525	525
								L-Adult													
								S-Adult	X	X	X	1,800	1,800	1,800	1,800	1,800	-	-	-	-	-
	07.0604 Legal Secretarial	See 07.0603						Sec.													
								P-Sec.	X	X	X	415	415	415	415	415	40	40	40	40	40
								L-Adult													
								S-Adult													
	07.0605 Medical Secretarial	See 07.0603						Sec.													
								P-Sec.	X	X	X	930	950	950	1,000	1,000	165	175	175	200	200
								L-Adult													
								S-Adult													
	07.0607 Stenographic	6,450	456	462	474	486	494	Sec.				479	580	489	549	599	370	320	350	320	350
								P-Sec.													
								L-Adult													
								S-Adult													
	07.0608 Word Processing	See 07.0603						Sec.													
								P-Sec.													
								L-Adult													
								S-Adult													
Business and Office Education	07.0699 Secretarial & Related Programs, Other	54,182	3,726	3,755	3,784	3,799	3,821	Sec.				352	370	400	430	460	165	195	235	265	295
								P-Sec.													
								L-Adult													
								S-Adult													
	07.0701 Typing, General Office, Related Program, Gen.	18,722	1,308	1,332	1,359	1,376	1,391	Sec.				8,575	8,775	8,875	8,975	9,075	5,015	5,315	5,165	5,195	6,215
								P-Sec.													
								L-Adult													
								S-Adult	X	X	X	300	300	300	300	300	-	-	-	-	-
	07.0705 General Office Clerk	127,649	8,514	8,514	8,514	8,514	8,514	Sec.													
								P-Sec.	X	X	X	3,100	3,100	3,100	3,100	3,100	370	370	370	370	370
								L-Adult													
								S-Adult	X	X	X	400	400	400	400	400	-	-	-	-	-
	07.0710 Typing	18,730	1,380	1,308	1,308	1,308	1,308	Sec.													
								P-Sec.													
								L-Adult													
								S-Adult	X	X	X	5,400	5,400	5,400	5,400	5,400	-	-	-	-	-
Business and Office Education	22.0103 Legal Assisting	930	90	90	90	90	90	Sec.													
								P-Sec.	X	X	X	800	800	800	800	800	95	95	95	95	95
								L-Adult													
								S-Adult													
	25.0301 Library Assisting	432	30	30	30	30	30	Sec.													
								P-Sec.	X	X	X	30	30	30	30	30	15	15	15	15	15
								L-Adult													
								S-Adult													
	44.0401 Public Administration	3,658	282	282	282	282	282	Sec.													
								P-Sec.	X	X	X	130	130	130	130	130	10	10	10	10	10
								L-Adult													
								S-Adult													

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Program Area	CIP Number and Instructional Program	1982 Current Employment	Projected Job Openings					Level	Inst.				Projected Enrollment					Projected Completers					
			1983	1984	1985	1986	1987		C	T	C	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987	
SUBTOTAL	BUSINESS AND OFFICE EDUCATION	575,747	38,987	38,980	39,055	39,106	39,159	Sec.				13,188	14,027	14,586	15,296	15,996	7,439	8,020	8,720	9,330	10,020		
								P-Sec.				39,735	40,900	40,900	41,215	41,215	4,020	4,072	4,087	4,167	4,167		
Marketing and Distribution Education	08.0101 Apparel & Accessories Mktg., General	18,152	734	734	734	734	734	L-Adult				400	425	425	450	450	125	130	130	145	145		
								S-Adult				24,025	24,025	24,025	24,025	24,025	-	-	-	-	-		
								Sec.				1,950	1,940	1,950	1,940	1,930	980	1,000	900	1,010	1,000		
								P-Sec.															
	08.0102 Fashion Merchandising	See 08.0101							L-Adult														
									S-Adult														
									Sec.														
									P-Sec.	X			125	125	125	125	125	10	10	10	10	10	
	08.0201 Business & Personal Serv. Mktg., General	4,321	165	165	165	165	165	165		L-Adult													
										S-Adult													
										Sec.				1,767	1,793	1,818	1,868	1,868	1,440	1,540	1,590	1,640	1,660
										P-Sec.													
	08.0301 Entrepreneurship	21,703	282	296	320	334	341	341		L-Adult													
										S-Adult													
										Sec.				220	240	260	280	300	120	130	140	150	160
										P-Sec.													
	08.0401 Financial Services Marketing, General	13,310	190	200	210	220	230	230		L-Adult													
										S-Adult													
										Sec.				80	75	90	80	80	60	60	60	60	60
										P-Sec.													
	08.0503 Floristry	1,015	100	100	100	100	100	100		L-Adult													
										S-Adult													
										Sec.				70	70	65	65	60	40	35	30	25	30
										P-Sec.	X			60	60	60	60	60	10	10	10	10	10
08.0601 Food Mktg., General	6,080	581	581	581	581	581	581		L-Adult														
									S-Adult														
									Sec.				1,650	1,650	1,700	1,725	1,725	1,000	1,020	1,040	1,050	1,060	
									P-Sec.														
08.0702 Industrial Sales	9,192	505	500	495	490	485	485		L-Adult														
									S-Adult														
									Sec.				150	140	130	120	110	90	85	80	75	70	
									P-Sec.														
08.0705 Retailing	53,395	3,839	3,839	3,839	3,839	3,839	3,839		L-Adult														
									S-Adult														
									Sec.														
									P-Sec.	X	X	X	745	745	775	775	775	145	145	160	160	160	
08.0706 Sales	63,387	5,130	5,130	5,130	5,130	5,130	5,130		L-Adult														
									S-Adult	X	X	X	800	800	800	800	800	-	-	-	-	-	
									Sec.				2,000	2,025	2,050	2,100	2,100	1,800	1,820	1,840	1,860	1,880	
									P-Sec.														
08.0707 Wholesaling	27,368	1,397	1,397	1,397	1,397	1,397	1,397		L-Adult														
									S-Adult														
									Sec.				1,527	1,478	1,478	1,528	1,528	775	725	675	625	575	
									P-Sec.														

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Program Area	CIP Number and Instructional Program	1982 Current Employment	Projected Job Openings					Level	Inst.			Projected Enrollment					Projected Completers					
			1983	1984	1985	1986	1987		C	I	T	C	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Marketing and Distribution Education	08.0801 Home & Office Products Marketing, General	4,223	96	100	104	108	112	Sec.				65	60	60	55	50	40	40	40	40	40	
								P-Sec.														
								L-Adult														
								S-Adult														
	08.0803 Building Materials Marketing	5,314	354	322	290	257	224	Sec.				100	110	120	130	140	50	50	50	50	50	
								P-Sec.														
								L-Adult														
								S-Adult														
	08.0806 Hardware Marketing	5,282	321	301	284	271	257	Sec.				100	110	120	130	140	50	50	50	50	50	
								P-Sec.														
								L-Adult														
								S-Adult														
	08.0901 Hospitality & Recreation Mktg., Gen.	979	46	46	46	46	46	Sec.				112	102	102	122	122	61	71	81	71	81	
								P-Sec.														
								L-Adult														
								S-Adult														
	08.0902 Marketing of Hotel/Motel Services	5,176	321	342	364	386	412	Sec.				30	30	30	30	30	20	20	20	20	20	
								P-Sec.														
								L-Adult														
								S-Adult														
	08.0905 Waiter/Waitress & Related Services	16,459	1,442	1,466	1,490	1,512	1,524	Sec.				2,250	2,300	2,350	2,400	2,500	1,400	1,550	1,650	1,800	1,900	
								P-Sec.														
								L-Adult														
								S-Adult														
	08.1001 Insurance Mktg., Gen.	5,255	340	340	340	340	340	Sec.				20	20	20	20	20	15	15	15	15	15	
								P-Sec.	X			30	30	30	30	30	10	10	10	10		
								L-Adult														
								S-Adult														
	08.1203 Automotive Vehicles & Access. Mktg.	6,497	205	205	205	205	205	Sec.				150	140	150	150	150	100	90	80	70	60	
								P-Sec.														
								L-Adult														
								S-Adult														
	08.1206 Service Station Retailing	17,594	650	664	682	711	723	Sec.				211	211	221	231	241	355	365	375	385	395	
								P-Sec.														
								L-Adult														
								S-Adult														
	08.9999 Marketing & Distribution, Other	2,132	63	63	63	63	63	Sec.				539	589	639	689	739	126	116	106	96	86	
								P-Sec.														
								L-Adult														
								S-Adult														
	09.0201 Advertising	1,017	22	30	42	54	66	Sec.				339	339	339	339	339	170	160	150	140	130	
								P-Sec.	X			70	70	70	70	70	5	5	5	5	5	
								L-Adult														
								S-Adult	X	X	X	1,600	1,600	1,600	1,600	1,600	-	-	-	-	-	
	09.0601 Radio/Television News Broadcast	4,395	253	264	277	282	304	Sec.				200	180	200	200	200	100	100	100	100	100	
								P-Sec.														
								L-Adult														
								S-Adult														

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			1983	1984	1985	1986	1987		C	T	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Engineering & Engineering Related Technology	SUBTOTAL MARKETING & DISTRIBUTION EDUCATION	293,046	17,036	17,085	17,158	17,225	17,278	Sec.				13,530	13,602	13,892	14,202	14,372	8,792	9,043	9,072	9,337	9,422
								P-Sec.				1,080	1,080	1,110	1,110	1,110	180	180	195	195	195
								L-Adult													
								S-Adult				3,100	3,100	3,100	3,100	3,100	-	-	-	-	-
	15.0101 Architectural Design & Constr. Tech.	1,014	97	97	97	97	97	Sec.													
								P-Sec.	X	X	X	935	935	935	935	935	105	105	105	105	105
								L-Adult													
								S-Adult													
	15.0201 Civil Tech.	1,498	131	131	131	131	131	Sec.													
								P-Sec.	X	X	X	670	670	670	670	670	125	125	125	125	125
								L-Adult													
								S-Adult	X	X	X	1,275	1,275	1,275	1,275	1,275	-	-	-	-	-
	15.0203 Surveying & Mapping Tech.	841	54	54	54	54	54	Sec.													
								P-Sec.	X			60	60	60	60	60	10	10	10	10	10
								L-Adult													
								S-Adult													
	15.0299 Civil Tech., Other	357	21	21	21	21	21	Sec.													
								P-Sec.	X	X	X	25	25	25	25	25	10	10	10	10	10
								L-Adult													
								S-Adult													
	15.0302 Electrical Tech.	2,611	135	135	135	135	135	Sec.													
								P-Sec.	X	X	X	360	360	360	360	360	79	70	70	70	70
								L-Adult													
								S-Adult													
	15.0303 Electronic Tech.	4,943	487	487	487	487	487	Sec.													
								P-Sec.	X	X	X	3,725	3,725	3,725	3,725	3,725	490	490	490	490	490
								L-Adult													
								S-Adult	X	X	X	1,600	1,600	1,600	1,600	1,600	-	-	-	-	-
	15.0401 Biomedical Equipment Tech.	246	22	22	22	22	22	Sec.													
								P-Sec.	X	X		60	60	60	60	60	25	25	25	25	25
								L-Adult													
								S-Adult													
	15.0402 Computer Servicing Tech.	767	56	56	56	56	56	Sec.													
								P-Sec.	X			85	85	85	85	85	15	15	15	15	15
								L-Adult													
								S-Adult													
	15.0403 Electromechanical Tech.	1,833	61	61	61	61	61	Sec.													
								P-Sec.	X	X		445	445	445	445	445	60	60	60	60	60
								L-Adult													
								S-Adult													
	15.0404 Instrumentation Tech.	639	52	52	52	52	52	Sec.													
								P-Sec.	X	X	X	230	230	230	230	230	25	25	25	25	25
								L-Adult													
								S-Adult													
	15.0501 Airconditioning, Heating, and Ref. Tech.	1,746	96	96	96	96	96	Sec.													
								P-Sec.	X	X		370	370	370	370	370	25	25	25	25	25
								L-Adult													
								S-Adult													

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			1983	1984	1985	1986	1987		C	T	C	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Engineering - Engineering Related Technology	15.0504 Sanitation Tech.	409	40	40	40	40	40	Sec.														
								P-Sec.	X		X		130	130	130	130	130	30	30	30	30	30
								L-Adult														
								S-Adult														
	15.0505 Solar Heating & Cooling Tech.	475	32	32	32	32	32	Sec.														
								P-Sec.	X				35	35	35	35	35	10	10	10	10	10
								L-Adult		X			30	30	35	35	40	25	25	30	30	35
								S-Adult					275	275	275	275	275	-	-	-	-	-
	15.0506 Water and Wastewater Tech.	2,693	210	210	210	210	210	Sec.														
								P-Sec.														
								L-Adult	X	X			70	70	70	70	70	10	10	10	10	10
								S-Adult														
	15.0601 Chemical Manufacturing Tech.	462	36	36	36	36	36	Sec.														
								P-Sec.	X	X	X		70	75	75	75	85	15	20	20	20	25
								L-Adult		X			35	35	35	40	40	25	25	25	30	30
								S-Adult	X	X	X		60	60	60	60	60	-	-	-	-	-
	15.0603 Industrial Tech.	1,163	119	119	119	119	119	Sec.														
								P-Sec.	X	X	X		1,975	1,975	1,975	1,975	1,975	185	185	185	185	185
								L-Adult														
								S-Adult	X	X	X		100	100	100	100	100	-	-	-	-	-
	15.0604 Manufacturing Tech.	2,037	161	161	161	161	161	Sec.														
								P-Sec.	X	X	X		655	655	655	655	655	95	95	95	95	95
								L-Adult														
								S-Adult	X	X	X		75	75	75	75	75	-	-	-	-	-
	15.0606 Safety Tech.	-	-	-	-	-	-	Sec.														
								P-Sec.														
								L-Adult														
								S-Adult	X	X	X		575	575	575	575	575	-	-	-	-	-
	15.0609 Textile Tech.	246	11	11	11	11	11	Sec.														
								P-Sec.	X				2	0	0	0	0	-	-	-	-	-
								L-Adult														
								S-Adult														
	15.0610 Welding Tech.	363	16	16	16	16	16	Sec.														
								P-Sec.	X				25	25	25	25	25	5	5	5	5	5
								L-Adult														
								S-Adult														
	15.0701 Occupational Safety & Health Tech. (First Aid)	341	20	20	20	20	20	Sec.														
								P-Sec.	X	X			155	155	155	155	155	10	10	10	10	10
								L-Adult														
								S-Adult	X	X	X		7,600	7,600	7,600	7,600	7,600	-	-	-	-	-
	15.0803 Automotive Tech.	See 47.0604						Sec.														
								P-Sec.		X	X		30	30	30	30	30	10	10	10	10	10
								L-Adult														
								S-Adult														
	15.0805 Mechanical Design Tech.	3,114	227	227	227	227	227	Sec.														
								P-Sec.	X	X	X		1,245	1,245	1,245	1,245	1,245	200	200	200	200	200
								L-Adult														
								S-Adult														

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			1983	1984	1985	1986	1987		C	T	C	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Engineering & Engineering Related Technology	15.9999 Eng. & Eng. Related Tech., Other	5,506	296	296	296	296	296	Sec.														
								P-Sec.	X	X	X	1,545	1,545	1,545	1,545	1,545	30	30	30	30	30	
								L-Adult														
								S-Adult														
	41.0102 Oceanographic (Biological) Tech.	76	10	10	10	10	10	Sec.														
								P-Sec.		X		10	10	5	5	5	5	5	3	3	3	
								L-Adult														
								S-Adult														
	41.0202 Nuclear Power Plant Operation Tech.	322	30	30	30	30	30	Sec.														
								P-Sec.				-	-	-	-	-	-	-	-	-	-	
								L-Adult														
								S-Adult														
	41.0205 Nuclear Power Plant Rad. Cont. Tech.	170	15	15	15	15	15	Sec.														
								P-Sec.				-	-	-	-	-	-	-	-	-	-	
								L-Adult														
								S-Adult														
	41.0305 Oceanographic (Physical) Tech.	342	35	35	35	35	35	Sec.			X	130	130	130	130	130	55	55	55	55	55	
								P-Sec.														
								L-Adult														
								S-Adult														
	43.0105 Criminal Justice Tech.	31,337	3,162	3,162	3,162	3,162	3,162	Sec.														
								P-Sec.	X	X	X	5,220	5,220	5,220	5,220	5,220	250	225	225	200	200	
								L-Adult														
								S-Adult	X	X	X	11,000	11,000	11,000	11,000	11,000	-	-	-	-	-	
43.0201 Fire Control & Safety Tech.	326	32	32	32	32	32	Sec.															
							P-Sec.	X	X	X	425	425	425	425	425	30	30	30	30	30		
							L-Adult															
							S-Adult															
43.0203 Firefighting	5,394	342	342	342	342	342	Sec.															
							P-Sec.															
							L-Adult															
							S-Adult	X	X	X	21,900	21,900	21,900	21,900	21,900	-	-	-	-	-		
SUBTOTAL ENG. & ENG. RELATED TECHNOLOGY	71,211	6,006	6,006	6,006	6,006	6,006	Sec.															
							P-Sec.				18,617	18,620	18,615	18,615	18,625	1,890	1,870	1,868	1,843	1,848		
							L-Adult				135	135	140	145	150	60	60	65	70	75		
							S-Adult				44,460	44,460	44,460	44,460	44,460	-	-	-	-	-		
Allied Health	17.0102 Dental Assisting	3,490	300	300	300	300	300	Sec.														
								P-Sec.														
								L-Adult	X	X	X	375	375	375	375	375	260	260	260	260		
								S-Adult														
	17.0102 Dental Hygiene	1,740	170	170	170	170	170	Sec.														
								P-Sec.	X	X	X	390	390	390	390	390	120	120	120	120		
								L-Adult														
								S-Adult														
	17.0103 Dental Laboratory Tech.	730	55	55	55	55	55	Sec.														
							P-Sec.		X		60	60	60	60	60	15	15	15	15			
							L-Adult															
							S-Adult															

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			1983	1984	1985	1986	1987		C	T	I	J	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Allied Health	17.0205 Emerg. Med. Tech. Ambulance	1,066	111	111	111	111	111	Sec.														
								P-Sec.														
								L-Adult														
								S-Adult	X	X	X		16,000	16,000	16,000	16,000	16,000	-	-	-	-	-
	17.0206 Emergency Med. Tech. Paramedic	787	70	70	70	70	70	Sec.														
								P-Sec.	X	X			195	195	195	195	195	60	60	60	60	60
								L-Adult														
								S-Adult														
	17.0208 Nuclear Medical Tech.	380	30	30	30	30	30	Sec.														
								P-Sec.	X		X		35	35	35	35	35	20	20	20	20	20
								L-Adult														
								S-Adult														
	17.0209 Radiograph Medical Tech.	2,130	180	180	180	180	180	Sec.														
								P-Sec.	X	X	X		460	460	460	460	460	200	200	200	200	200
								L-Adult														
								S-Adult														
	17.0210 Respiratory Therapy Tech.	391	33	33	33	33	33	Sec.														
								P-Sec.	X	X	X		320	320	320	320	320	70	70	70	70	70
								L-Adult														
								S-Adult														
	17.0211 Surgical Tech.	858	66	66	66	66	66	Sec.														
								P-Sec.														
								L-Adult	X	X	X		140	140	140	140	140	100	100	100	100	100
								S-Adult														
	17.0303 Medical Laboratory Tech.	4,015	315	315	315	315	315	Sec.														
								P-Sec.	X	X			290	290	290	290	290	100	100	100	100	100
								L-Adult	X				45	45	45	45	45	40	40	40	40	40
								S-Adult														
	17.0401 Alcohol/Drug Abuse Speciality	See 17.0406						Sec.														
								P-Sec.	X				25	25	25	25	25	10	10	10	10	10
								L-Adult														
								S-Adult														
	17.0406 Mental Health/Human Services Tech.	4,028	361	361	361	361	361	Sec.														
								P-Sec.	X	X	X		1,370	1,370	1,370	1,370	1,370	160	160	160	160	160
								L-Adult														
								S-Adult														
	17.0503 Medical Assisting	1,697	192	192	192	192	192	Sec.					6,596	6,650	6,804	6,958	7,112	2,520	2,520	2,720	2,820	2,920
								P-Sec.	X	X	X		210	210	210	210	210	60	60	60	60	60
								L-Adult	X	X			475	475	475	475	475	200	200	200	200	200
								S-Adult														
	17.0506 Medical Records Tech.	626	55	55	55	55	55	Sec.														
								P-Sec.	X				60	60	60	60	60	15	15	15	15	15
								L-Adult					15	15	15	15	15	10	10	10	10	10
								S-Adult														
	17.0507 Pharmacy Assisting	589	51	51	51	51	51	Sec.														
								P-Sec.	X		X		80	80	80	80	80	10	10	10	10	10
								L-Adult														
								S-Adult														

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			1983	1984	1985	1986	1987			1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Allied Health	17.0508 Physician Assisting Primary Care	89	10	10	10	10	10	10	Sec.										
									P-Sec.	X			0	0	0	0	0	-	-
									L-Adult										
									S-Adult				10	10	10	10	10	-	-
	17.0512 Veterinarian Assisting	427	44	44	44	44	44	44	Sec.										
									P-Sec.	X			130	130	130	130	130	40	40
									L-Adult										
									S-Adult										
	17.0513 Ward Clerk	See 17.0602							Sec.										
									P-Sec.										
									L-Adult	X	X		110	110	110	110	110	70	70
									S-Adult										
	17.0601 Geriatric Aide	See 17.0602							Sec.										
									P-Sec.	X			25	25	25	25	25	15	15
									L-Adult	X	X		45	45	45	45	45	40	40
									S-Adult										
	17.0602 Nursing Assisting	25,793	2,279	2,279	2,279	2,279	2,279	2,279	Sec.										
									P-Sec.										
									L-Adult	X	X	X	610	610	610	610	610	505	505
									S-Adult	X	X	X	28,600	28,600	28,600	28,600	28,600	-	-
	17.0605 Practical Nursing	11,405	1,099	1,099	1,099	1,099	1,099	1,099	Sec.										
									P-Sec.										
									L-Adult	X	X	X	2,730	2,730	2,730	2,730	2,730	785	785
									S-Adult	X	X	X	65	65	65	65	65	-	-
	17.3701 Ophtalmic Dispensing	557	39	39	39	39	39	39	Sec.										
									P-Sec.				70	70	70	70	70	15	15
									L-Adult										
									S-Adult										
	17.0702 Ophtalmic Laboratory	See 17.0701							Sec.										
									P-Sec.										
									L-Adult		X		30	30	30	30	30	15	15
									S-Adult										
	17.0808 Occ. Therapy Assisting	401	34	34	34	34	34	34	Sec.										
									P-Sec.	X			20	20	20	20	20	5	5
									L-Adult										
									S-Adult										
	17.0815 Physical Therapy Assisting	321	27	27	27	27	27	72	Sec.										
									P-Sec.	X	X		190	190	190	190	190	25	25
									L-Adult										
									S-Adult										
	17.0817 Recreational Therapy Tech.	578	48	48	48	48	48	48	Sec.										
									P-Sec.	X	X		220	220	220	220	220	55	55
									L-Adult										
									S-Adult										
	17.0899 Rehabilitation Services, Other	2,621	190	190	190	190	190	190	Sec.										
									P-Sec.										
									L-Adult										
									S-Adult										

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			1983	1984	1985	1986	1987		C	T	I	C	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987	
Allied Health	17.9999 Allied Health, Other	-	-	-	-	-	-	Sec					909	949	920	950	940						
								P-Sec.															
								L-Adult															
								S-Adult															
	18.1181 Nursing, General (Registered Nurse)	24,834	2,165	2,165	2,165	2,165	2,165	Sec															
								P-Sec.	X	X	X		3,075	3,075	3,075	3,075	3,075	945	945	945	945	945	
								L-Adult															
								S-Adult	X	X	X		200	200	200	200	200	-	-	-	-	-	
	12.0301 Funeral Services	747	29	29	29	29	29	Sec.															
								P-Sec.		X			80	80	80	80	80	20	20	20	20	20	
Vocational Home Economics								L-Adult															
								S-Adult															
	SUBTOTAL ALLIED HEALTH	90,300	7,953	7,953	7,953	7,953	7,953	Sec.					7,505	7,599	7,724	7,908	8,052	2,640	2,750	2,840	2,950	3,040	
								P-Sec.					7,305	7,305	7,305	7,305	7,305	1,960	1,960	1,960	1,960	1,960	
								L-Adult					4,575	4,575	4,575	4,575	4,575	2,025	2,025	2,025	2,025	2,025	
								S-Adult					44,875	44,875	44,875	44,875	44,875	-	-	-	-	-	
	20.0201 Child Care & Guidance, General	9,930	737	737	737	737	737	Sec.					1,831	1,788	1,888	1,738	1,838	970	950	980	970	980	
								P-Sec.															
								L-Adult															
								S-Adult															
Vocational Home Economics	20.0202 Child Care Aide/Assisting	See 20.0201						Sec.															
								P-Sec.															
								L-Adult	X	X	X		465	465	465	465	465	185	185	185	185	185	
								S-Adult	X	X	X		1,000	1,000	1,000	1,000	1,000	-	-	-	-	-	
	20.0203 Child Care Mgm't.	See 20.0201						Sec.															
								P-Sec.	X	X	X		1,335	1,335	1,335	1,335	1,335	285	285	285	285	285	
								L-Adult															
								S-Adult															
	20.0205 Teacher Aide	10,938	441	441	441	441	441	Sec															
								P-Sec.	X	X	X		1,115	1,115	1,115	1,115	1,115	120	120	120	120	120	
Vocational Home Economics								L-Adult	X	X			435	435	435	435	435	165	165	165	165	165	
								S-Adult															
	20.0301 Clothing, Apparel & Textiles Mgm't., Prod., & Services, General	168,454	1,547	1,532	1,515	1,502	1,486	Sec.					888	892	852	832	822	550	560	530	520	510	
								P-Sec.															
								L-Adult															
								S-Adult															
	20.0401 Food Production Mgm't. & Serv., General	8,697	1,739	1,739	1,739	1,740	1,740	Sec.					3,310	3,426	3,526	3,626	3,726	1,780	1,880	1,980	2,080	2,180	
								P-Sec.	X	X	X		545	545	545	545	545	15	15	15	15	15	
								L-Adult															
								S-Adult					10,600	10,600	10,600	10,600	10,600	-	-	-	-	-	
Vocational Home Economics	20.0403 Cook/Chef	26,754	2,217	2,217	2,217	2,217	2,217	Sec.															
								P-Sec.					40	40	40	40	40	25	25	25	25	25	
								L-Adult					405	405	405	405	405	170	170	170	170	170	
								S-Adult					1,000	1,000	1,000	1,000	1,000	-	-	-	-	-	
	20.0404 Dietetic Aide/Assisting	364	12	12	12	12	12	Sec.															
								P-Sec.	X				3	3	3	3	3	3	3	3	3	3	
								L-Adult															
								S-Adult															
	20.0501 Home Furnishings & Equipment Mgm't., Gen.	3,188	71	74	76	78	80	Sec.					117	140	130	140	150	90	100	90	100	110	
								P-Sec.															
							L-Adult																
							S-Adult																

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			1983	1984	1985	1986	1987		C	C	T	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Vocational Home Economics	20.0601 Instit. Home Mgm't & Supp. Services, General	14,900	445	462	484	502	521	Sec.					568	721	821	921	1,021	270	290	310	330	350
								P-Sec.														
								L-Adult														
								S-Adult														
	20.0606 Homemaker's Aide	2,252	189	189	189	189	189	Sec.														
								P-Sec.														
								L-Adult	X	X			200	200	200	200	200	25	25	25	25	25
								S-Adult														
	04.0501 Interior Design	2,498	67	67	67	67	67	Sec.														
								P-Sec.	X		X		435	435	435	435	435	45	45	45	45	45
							L-Adult															
							S-Adult	X	X	X		1,500	1,500	1,500	1,500	1,500	-	-	-	-	-	
SUBTOTAL VOCATIONAL HOME ECONOMICS	247,975	7,465	7,470	7,494	7,485	7,490	Sec.					6,714	6,977	7,217	7,257	7,557	3,660	3,700	3,890	4,000	4,130	
							P-Sec.					3,473	3,473	3,473	3,473	3,473	493	493	493	493	493	
							L-Adult					1,505	1,505	1,505	1,505	1,505	545	545	545	545	545	
							S-Adult					14,100	14,100	14,100	14,100	14,100						
Trade and Industrial Education	06.2001 Trade and Industrial Supervision and Management	41,866	1943	1943	1943	1943	1943	Sec.														
								P-Sec.														
								L-Adult														
								S-Adult	X	X	X		6000	6000	6000	6000	6000	-	-	-	-	-
	09.0601 Radio/TV News Broadcasting	1,369	81	81	81	81	81	Sec.														
								P-Sec.														
								L-Adult	X	X			130	130	130	130	130	110	110	110	110	110
								S-Adult														
	10.0101 Educational Media Tech.	320	11	11	11	11	11	Sec.														
								P-Sec.	X		X		80	80	80	80	80	10	10	10	10	10
								L-Adult														
								S-Adult														
	10.0103 Photographic Tech.	793	48	48	48	48	48	Sec.														
								P-Sec.		X			175	175	175	175	175	25	25	25	25	25
								L-Adult														
								S-Adult														
	10.0104 Radio/TV Product. Broadcasting Tech.	526	29	29	29	29	29	Sec.														
								P-Sec.	X	X			45	45	45	45	45	10	10	10	10	10
								L-Adult														
								S-Adult														
12.0403 Cosmetology	3,993	366	366	366	366	366	Sec.					980	960	970	960	950	280	270	275	270	260	
							P-Sec.															
							L-Adult	X	X	X		2035	2035	2035	2035	2035	460	460	460	460	460	
							S-Adult															
12.0499 Personal Services, Other	16,419	805	912	1,010	1,104	1,218	Sec.					150	150	150	150	150	70	70	70	70	70	
							P-Sec.															
							L-Adult															
							S-Adult	X	X	X		12,000	12,000	12,000	12,000	12,000	-	-	-	-	-	
20.0301 Clothing, Apparel, Textile Mgm't & Prod., Gen.	See Home Ec. 20.0301						Sec.					2,258	2,218	2,198	2,178	2,158	710	700	700	710	720	
							P-Sec.															
							L-Adult															
							S-Adult															

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			1983	1984	1985	1986	1987		C	I	T	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987				
Trade and Industrial Education	20.0304 Custom Apparel/Garment Seamstress	54,523	2601	2601	2601	2601	2601	Sec.																		
								P-Sec.																		
								L-Adult																		
								S-Adult	x	x	x				165	165	165	165	165	55	55	55	55	55		
								Sec.																		
								P-Sec.																		
								L-Adult																		
								S-Adult																		
								Sec.																		
								P-Sec.																		
								L-Adult																		
								S-Adult																		
	43.9999 Protective Services, Other	See 43.0105						Sec.				150	150	150	150	150	80	80	80	80	80					
								P-Sec.																		
								L-Adult																		
								S-Adult																		
	46.0101 Masonry, General	See 46.0102						Sec.																		
								P-Sec.																		
								L-Adult																		
								S-Adult																		
	46.0102 Brick, Block, and Stonemasonry	4,605	158	158	158	158	158	Sec.				5190	4992	5040	4992	5040	1540	1520	1500	1480	1460					
								P-Sec.																		
								L-Adult	x	x	x				460	460	460	460	460	350	350	350	350	350		
								S-Adult	x	x	x				1500	1300	1300	1800	1300	-	-	-	-	-	-	
	46.0201 Carpentry	17,829	1,098	1,098	1,098	1,098	1,098	Sec.				5814	5665	5515	5415	5315	1700	1800	1810	1820	1830					
								P-Sec.																		
								L-Adult	x	x	x				1970	1970	1970	1970	1970	1175	1175	1175	1175	1175		
								S-Adult	x	x	x				2950	2950	2950	2950	2950	-	-	-	-	-	-	
	46.0302 Electrician	10,334	403	403	403	403	403	Sec.				162	137	162	137	162	55	45	55	45	55					
								P-Sec.																		
								L-Adult	x	x	x				2025	2025	2025	2025	2025	1150	1150	1150	1150	1150		
								S-Adult	x	x	x				1400	1400	1400	1400	1400	-	-	-	-	-	-	
	46.0303 Line-worker (Electrical)	4,404	178	178	178	178	178	Sec.																		
								P-Sec.																		
								L-Adult		x					30	30	30	30	30	30	30	30	30	30	30	
								S-Adult	x	x					250	250	250	250	250	-	-	-	-	-	-	
	46.0401 Building Maintenance	3,564	209	209	209	209	209	Sec.				965	916	816	716	616	380	360	340	320	300					
								P-Sec.																		
								L-Adult		x					15	15	15	15	15	10	10	10	10	10		
								S-Adult																		
	46.0408 Painting & Decorating	922	168	182	204	222	247	Sec.				200	180	170	160	150	70	60	50	40	30					
								P-Sec.																		
								L-Adult																		
								S-Adult																		
	46.0499 Miscellaneous Constr. Trades, Other	36,685	1723	1723	1723	1723	1723	Sec.																		
								P-Sec.	x						25	25	25	25	25	10	10	10	10	10		
								L-Adult			x				35	35	35	35	35	10	10	10	10	10		
								S-Adult																		

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			1983	1984	1985	1986	1987		C	T	T	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Trade and Industrial Education	46.0503 Plumbing	5020	201	201	201	201	201	Sec.				150	130	120	110	100	70	66	66	64	62	
								P-Sec.														
								L-Adult	x	x	x	210	210	210	210	210	160	160	160	160	160	
								S-Adult	x	x	x	200	200	200	200	200	-	-	-	-	-	
	46.9999 Construction Trades, Other	-	-	-	-	-	-	Sec.				2579	2549	2418	2487	2451						
								P-Sec.														
								L-Adult														
								S-Adult														
	47.0101 Electrical & Electronic Equip., Repairers, Gen.	17,341	84	104	124	144	164	Sec.				1400	1200	1000	800	600	450	440	430	420	410	
								P-Sec.														
								L-Adult														
								S-Adult														
	47.0103 Communication Electronics	4914	442	442	442	442	442	Sec.														
								P-Sec.														
								L-Adult	x	x	x	940	940	940	940	940	550	550	550	550	550	
								S-Adult														
	47.0104 Computer Electronics	1110	76	76	76	76	76	Sec.														
								P-Sec.														
								L-Adult	x			35	35	35	35	35	25	25	25	25	25	
								S-Adult														
47.0105 Industrial Electronics	851	46	46	46	46	46	Sec.															
							P-Sec.															
							L-Adult	x			35	35	35	35	35	15	15	15	15	15		
							S-Adult															
47.0107 Motor Repair	480	30	30	30	30	30	Sec.															
							P-Sec.															
							L-Adult	x			35	35	35	35	35	5	5	5	5	5		
							S-Adult															
47.0108 Small Appliance Repair	1663	89	89	89	89	89	Sec.				80	70	60	50	40	50	45	40	35	30		
							P-Sec.															
							L-Adult				0											
							S-Adult															
47.0109 Vending & Recr. Machine Repair	1374	75	75	75	75	75	Sec.															
							P-Sec.															
							L-Adult	x			25	25	25	25	25	20	20	20	20	20		
							S-Adult															
47.0199 Electrical & Electronic Equipment Repair, Other	5410	164	164	164	164	164	Sec.															
							P-Sec.	x			215	215	215	215	215	50	50	50	50	50		
							L-Adult															
							S-Adult															
47.0201 Heating, Aircond., R Ref. Mechanics, General	3522	115	115	115	115	115	Sec.				350	325	350	325	325	130	140	150	160	170		
							P-Sec.															
							L-Adult	x	x	x	1605	1605	1605	1605	1605	110	110	110	110	110		
							S-Adult	x	x	x	775	775	775	775	775	-	-	-	-	-		
47.0302 Heavy Equip. Maint. & Repair	28316	1147	1147	1147	1147	1147	Sec.															
							P-Sec.	x			75	75	75	75	75	15	15	15	15	15		
							L-Adult	x	x		160	160	160	160	160	65	65	65	65	65		
							S-Adult															

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			1983	1984	1985	1986	1987		C	T	T	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Trade and Industrial Education	47.0303 Industrial Mach. Maint. & Repair	27275	1129	1129	1129	1129	1129	Sec														
								P-Sec.														
								L-Adult	x	x	x		985	985	985	985	985	300	300	300	300	300
								S-Adult														
	47.0399 Indus. Equipment Maintenance & Repair, Other	5407	311	311	311	311	311	Sec.														
								P-Sec.														
								L-Adult	x				20	20	20	20	20					
								S-Adult														
	47.0402 Gunsmithing	295	63	63	63	63	63	Sec.														
								P-Sec.														
								L-Adult		x			80	80	80	80	80	55	55	55	55	55
								S-Adult														
	47.0408 Watch Repair	460	39	39	39	39	39	Sec.														
								P-Sec.														
								L-Adult	x				20	20	20	20	20	15	15	15	15	15
								S-Adult														
Trade and Industrial Education	47.0602 Aircraft Mechanics	1604	62	62	62	62	62	Sec.														
								P-Sec.	x				70	70	70	70	70	20	20	20	20	20
								L-Adult	x				15	15	15	15	15	15	15	15	15	15
								S-Adult	x	x	x		1250	1250	1250	1250	1250	-	-	-	-	-
	47.0603 Automotive Body Repair	3199	213	213	213	213	213	Sec.					683	658	633	608	583	205	195	185	175	165
								P-Sec.														
								L-Adult	x	x	x		1460	1460	1460	1460	1460	225	225	225	225	225
								S-Adult														
	47.0604 Automotive Mechanics	14450	558	558	558	558	558	Sec.					9174	8877	8677	8477	8277	2850	2800	2750	2700	2650
								P-Sec.														
								L-Adult	x	x	x		4035	4035	4035	4035	4035	600	600	600	600	600
								S-Adult	x	x	x		5200	5200	5200	5200	5200	-	-	-	-	-
	47.0605 Diesel Engine Mech.	4551	247	247	247	247	247	Sec.					75	100	150	175	200	40	60	80	100	120
								P-Sec.	x	x	x		60	60	60	60	60	15	15	15	15	15
								L-Adult	x	x	x		535	535	535	535	535	300	300	300	300	300
								S-Adult														
Trade and Industrial Education	47.0606 Small Engine Repair	2451	112	112	112	112	112	Sec.					200	250	300	325	350	100	90	80	70	60
								P-Sec.														
								L-Adult	x	x			225	225	225	225	225	120	120	120	120	120
								S-Adult	x	x	x		3050	3050	3050	3050	3050	-	-	-	-	-
	47.0699 Vehicle & Mobile Equip. & Repair, Other	3676	76	76	76	76	76	Sec.														
								P-Sec.														
								L-Adult		x			30	30	30	30	30	20	20	20	20	20
								S-Adult														
	47.9999 Mechanics & Repairs, Other	5308	249	249	249	249	249	Sec.					2598	2469	2439	2409	2379					
								P-Sec.														
								L-Adult	x	x			65	65	65	65	65	15	15	15	15	15
								S-Adult														
	48.0101 Drafting, General	4742	237	237	237	237	237	Sec.					6612	6562	6587	6612	6637	2055	2025	2045	2025	2035
								P-Sec.														
								L-Adult														
								S-Adult														

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			1983	1984	1985	1986	1987		C	T	I	C	T	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Trade and Industrial Education	48.0102 Architectural Drafting	See 48.0101						Sec.					250	250	250	250	250	140	150	140	150	150		
			P-Sec.																					
			L-Adult	x		x	x		300	300	300	300	300	45	45	45	45	45						
			S-Adult																					
	48.0105 Mechanical Drafting	See 48.0101						Sec.					100	100	100	100	100	50	50	50	50	50		
			P-Sec.																					
			L-Adult	x		x			600	600	600	600	600	155	155	155	155	155						
			S-Adult	x	x	x			1400	1400	1400	1400	1400	-	-	-	-	-						
	48.0199 Drafting, Other	See 48.0101						Sec.																
			P-Sec.			x			35	35	35	35	35	15	15	15	15	15						
			L-Adult																					
			S-Adult																					
	48.0201 Graphic & Printing Comm., General	7299	312	312	312	312	312	Sec.					2125	2150	2175	2150	2150	860	840	820	800	780		
								P-Sec.	x	x			275	275	275	275	275	35	35	35	35	35		
								L-Adult	x		x		130	130	130	130	130	65	65	65	65	65		
								S-Adult	x	x	x		200	200	200	200	200	-	-	-	-	-		
	48.0203 Commerical Art	870	168	168	168	168	168	Sec.					50	50	50	50	50	20	20	20	20	20		
								P-Sec.	x	x	x		2640	2640	2640	2640	2640	140	140	140	140	140		
								L-Adult			x		115	115	115	115	115	55	55	55	55	55		
								S-Adult																
	48.0204 Commerical Photography	2,915	190	220	231	247	252	Sec.					280	250	230	220	200	100	90	80	70	60		
								P-Sec.																
								L-Adult																
								S-Adult																
	48.0207 Photographic Lab & Darkroom	1432	121	121	121	121	121	Sec.																
								P-Sec.			x		35	35	35	35	35	10	10	10	10	10		
								L-Adult																
								S-Adult																
	48.0303 Upholstering	7819	271	271	271	271	271	Sec.					100	90	80	80	80	50	50	50	50	50		
								P-Sec.																
								L-Adult			x	x	180	180	180	180	180	35	35	35	35	35		
								S-Adult																
	48.0503 Machine Tool Oper./ Machine Shop	23013	1346	1346	1346	1346	1346	Sec.					816	796	776	756	736	225	215	205	195	185		
								P-Sec.	x				45	45	45	45	45	20	20	20	20	20		
								L-Adult	x	x	x		1950	1950	1950	1950	1950	900	900	900	900	900		
								S-Adult	x	x	x		2100	2100	2100	2100	2100	-	-	-	-	-		
	48.0506 Sheet Metal	4678	185	185	185	185	185	Sec.					60	50	50	50	50	25	25	25	25	25		
								P-Sec.																
								L-Adult																
								S-Adult																
	48.0507 Tool & Die Making	2170	119	119	119	119	119	Sec.																
								P-Sec.																
								L-Adult	x		x	x	185	185	185	185	185	145	145	145	145	145		
								S-Adult																
	48.0508 Welding, Brozing & Soldering	10022	480	480	480	480	480	Sec.					902	882	862	842	822	340	330	320	310	300		
								P-Sec.																
								L-Adult	x		x	x	3820	3820	3820	3820	3820	1600	1600	1600	1600	1600		
								S-Adult	x		x	x	1800	1800	1800	1800	1800	-	-	-	-	-		

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			1983	1984	1985	1986	1987		C	T	I	C	C	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Trade and Industrial Education	48.0702 Furniture Making	7842	346	346	346	346	346	Sec					1010	1001	991	981	971	270	265	260	255	250		
	P-Sec.	x	x									120	120	120	120	120	55	55	55	55	55			
	L-Adult	x										10	10	10	10	10	5	5	5	5	5			
	S-Adult																							
	48.0703 Millwork & Cabinetmaking	4481	199	199	199	199	199	Sec.					1842	1827	1812	1772	1732	545	515	485	455	425		
	P-Sec.																							
	L-Adult																							
	S-Adult	x	x	x								6500	6500	6500	6500	6500	-	-	-	-	-			
	48.0799 Woodworking, Other	4155	198	198	198	198	198	Sec.																
	P-Sec.																							
	L-Adult	x										40	40	40	40	40	40	40	40	40	40			
	S-Adult																							
	48.9999 Precision Production, Other	-	-	-	-	-	-	Sec.					3077	3041	3004	2967	2930							
	P-Sec.																							
	L-Adult																							
	S-Adult																							
	49.0101 Air Transportation, General	See 49.0102 47.0602						Sec.					250	225	250	250	250	75	75	75	75	75		
	P-Sec.																							
	L-Adult																							
	S-Adult																							
49.0102 Airplane Piloting & Navigating	828	34	34	34	34	34	Sec.																	
P-Sec.	x		x								120	120	120	120	120	25	25	25	25	25				
L-Adult																								
S-Adult																								
49.0202 Construction Equipment Operation	10911	514	514	514	514	514	Sec																	
P-Sec.																								
L-Adult											x	95	95	95	95	95	95	95	95	95	95			
S-Adult																								
49.0205 Truck & Bus Driving	55863	2226	2226	2226	2226	2226	Sec.																	
P-Sec.																								
L-Adult	x											300	300	300	300	300	300	300	300	300	300			
S-Adult																								
49.0301 Water Trans., General	See 49.0303 49.0306						Sec.					230	220	230	220	230	65	55	65	55	65			
P-Sec.																								
L-Adult																								
S-Adult																								
49.0303 Commerical Fishing Operation	2556	110	110	110	110	110	Sec.																	
P-Sec.																								
L-Adult											x	20	20	20	20	20	15	15	15	15	15			
S-Adult	x		x								x	1400	1400	1400	1400	1400	-	-	-	-	-			
49.0306 Marine Maintenance	1925	79	79	79	79	79	Sec.																	
P-Sec.																								
L-Adult	x		x									345	345	345	345	345	50	50	50	50	50			
S-Adult																								
49.9999 Transportation and Material Moving, Other	-	-	-	-	-	-	Sec.					166	164	162	160	158								
P-Sec.																								
L-Adult																								
S-Adult																								

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			1983	1984	1985	1986	1987		C	T	I	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
Trade and Industrial Education	50.0201 Crafts, General	3305	92	92	92	92	92	Sec.													
								P-Sec.													
								L-Adult	x	x		75	75	75	75	75	55	55	55	55	55
								S-Adult													
	50.0202 Ceramics	1631	71	71	71	71	71	Sec.													
								P-Sec.													
								L-Adult	x	x		40	40	40	40	40	10	10	10	10	10
								S-Adult													
	SUBTOTAL TRADES & INDUSTRIAL EDUCATION	495,295	22,647	22,804	22,933	23,063	23,202	Sec.				51,028	49,654	48,927	48,084	47,342	13,680	13,448	13,301	13,094	12,942
								P-Sec.				4,015	4,015	4,015	4,015	4,015	455	455	455	455	455
								L-Adult				25,585	25,585	25,585	25,585	25,585	9,550	9,550	9,550	9,550	9,550
								S-Adult				55,075	55,075	55,075	55,075	55,075	-	-	-	-	-
	SUBTOTAL SKILL DEVELOPMENT PROGRAMS	1,959,329	105,054	105,268	105,581	105,832	106,094	Sec.				113,152	112,711	112,588	112,391	112,328	40,349	41,052	41,745	42,673	43,373
								P-Sec.				75,010	75,097	75,868	76,158	76,168	7,470	7,501	7,490	9,358	9,333
								L-Adult				32,645	32,670	32,675	32,705	32,710	12,345	12,350	12,415	12,435	12,440
								S-Adult				182,535	186,610	186,610	186,610	186,610	-	-	-	-	-
	SUBTOTAL SPECIAL PROGRAMS							Sec.				104,671	104,422	103,317	103,227	102,847	-	-	-	-	-
								P-Sec.				3,100	3,100	3,100	3,100	3,100	-	-	-	-	-
								L-Adult				800	800	800	800	800	-	-	-	-	-
								S-Adult									-	-	-	-	-
	SUBTOTAL CONSUMER & HOMEMAKING							Sec.				47,445	45,517	43,955	41,753	40,203	-	-	-	-	-
								P-Sec.									-	-	-	-	-
								L-Adult									-	-	-	-	-
								S-Adult				49,800	49,800	49,800	49,800	49,800	-	-	-	-	-
	STATE TOTALS							Sec.				265,268	262,650	259,760	257,371	255,378	40,349	41,052	41,745	42,673	43,373
								P-Sec.				75,010	75,987	75,868	76,158	76,168	7,470	7,501	9,358	7,501	9,333
								L-Adult				32,645	32,670	32,675	32,705	32,710	12,345	12,350	12,415	12,435	12,440
								S-Adult				182,535	186,610	186,610	186,610	186,610	-	-	-	-	-

TABLE 13

secondary

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR SPECIAL PROGRAMS - 1983-87

CIP Number And Instructional Program	Level	Institution				Projected Enrollment				
		C	C	T	T	1983	1984	1985	1986	1987
<u>Industrial Arts</u>										
21.0101 Industrial Arts, General	Sec.					8,083	8,704	8,784	9,854	10,534
21.0102 Construction	Sec.					761	711	691	661	636
21.0103 Drafting & Design	Sec.					1,625	1,600	1,580	1,550	1,575
21.0104 Electricity/Electronics	Sec.					183	208	188	228	208
21.0105 Energy, Power, & Transportation	Sec.					850	900	950	1,000	1,050
21.0106 Graphic Arts	Sec.					525	505	480	460	450
21.0107 Manufacturing/Materials Processing	Sec.					4,026	4,226	4,126	4,006	3,976
37.0103 Guidance and Counseling	Sec.					88,618	87,568	86,518	85,468	84,418
32.0101 Remedial	P-Sec. L-Adult	X	X	X	X	3,100 800	3,100 800	3,100 800	3,100 800	3,100 800
Not Elsewhere Classified										
SUBTOTAL SPECIAL PROGRAMS	Sec. P-Sec. L-Adult					104,671 3,100 800	104,422 3,100 800	103,317 3,100 800	103,227 3,100 800	102,847 3,100 800

TABLE 14 *Secondary*

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING CONSUMER & HOMEMAKING NEEDS

CIP Number and Instructional Program	Level	Inst.				Projected Enrollment				
		C	T	C	T	1983	1984	1985	1986	1987
20.0101 Comprehensive Consumer and Homemaking Home Economics	Sec.					26,397	25,098	23,798	22,598	21,448
20.0102 Child Development, Care and Guidance	Sec.					2,626	2,576	2,676	2,002	1,982
	S-Adult	X	X	X	X	2,000	2,000	2,000	2,000	2,000
20.0103 Clothing and Textiles	Sec.					2,102	2,052	2,030	2,002	1,982
	S-Adult	X	X	X	X	31,500	31,500	31,500	31,500	31,500
20.0104 Consumer Education	Sec.					1,303	1,254	1,234	1,204	1,154
20.0105 Exploratory Homemaking	Sec.					4,600	4,400	4,200	4,100	3,950
20.0107 Family Living and Parenthood	Sec.					6,437	6,237	6,037	5,837	5,637
20.0108 Food and Nutrition	Sec.					2,800	2,750	2,850	2,900	2,950
	S-Adult	X	X	X	X	9,300	9,300	9,300	9,300	9,300
20.0110 Housing, Home Furnishing and Equipment	Sec.					1,180	1,150	1,130	1,110	1,100
	S-Adult					7,000	7,000	7,000	7,000	7,000
SUBTOTAL CONSUMER AND HOMEMAKING	Sec.					47,445	45,517	43,955	41,753	40,203
	S-Adult					49,800	49,800	49,800	49,800	49,800

TABLE 15

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTED ENROLLMENT BY
TWO DIGIT CLASSIFICATION INSTRUCTIONAL PROGRAM CODE
FY 1983-87

Program Area	CIP Number and Instructional Program	Level	Inst. C C I	Projected Enrollment					Inst. C C I	CIP Number and Instructional Program	Level	Projected Enrollment				
				1983	1984	1985	1986	1987				1983	1984	1985	1986	1987
Agriculture	01. Agribusiness and Agricultural Production	Sec.		20,467	19,978	19,388	18,828	18,258		SUBTOTAL BUSINESS AND OFFICE EDUCATION	Sec.	13,188	14,027	14,586	15,296	15,996
		P-Sec.	X X X	1,325	1,133	1,020	995	995			P-Sec.	40,665	40,890	40,915	41,998	42,094
		L-Adult	X X X	445	445	445	445	445			L-Adult	400	425	425	450	450
		S-Adult	X X X	4,075	4,075	4,075	4,075	4,075			S-Adult	24,025	24,025	24,025	24,025	24,025
	03. Renewal Natural Resources	Sec.		920	874	754	816	751		08. Marketing and Distribution	Sec.	12,991	13,063	13,353	13,663	13,833
		P-Sec.	X X	290	290	290	290	290			P-Sec.	X X X	1,010	1,010	1,040	1,040
		L-Adult		-	-	-	-	-			L-Adult	-	-	-	-	-
		S-Adult		-	-	-	-	-			S-Adult	800	800	800	800	800
	31. Parks and Recreation	Sec.		-	-	-	-	-		09. Communications	Sec.	539	539	539	539	539
		P-Sec.	X X X	250	250	250	250	250			P-Sec.	X	70	70	70	70
Business and Office		L-Adult		-	-	-	-	-			L-Adult	-	-	-	-	-
		S-Adult		-	-	-	-	-			S-Adult	1,600	1,600	1,600	1,600	1,600
	SUBTOTAL AGRICULTURE	Sec.		21,387	20,852	20,142	19,644	19,009		SUBTOTAL MARKETING AND DISTRIBUTION	Sec.	13,530	13,602	13,892	14,202	14,372
		P-Sec.		1,865	1,673	1,560	1,535	1,535			P-Sec.	1,080	1,080	1,110	1,110	1,110
		L-Adult		445	445	445	445	445			L-Adult	-	-	-	-	-
		S-Adult		4,075	4,075	4,075	4,075	4,075			S-Adult	2,400	2,400	2,400	2,400	2,400
	06. Business and Management	Sec.		-	-	-	-	-		15. Engineering and Engineering Related Technologies	Sec.	-	-	-	-	-
		P-Sec.	X X X	17,210	17,210	17,210	17,210	17,201			P-Sec.	X X X	12,832	12,835	12,835	12,845
		L-Adult		-	-	-	-	-			L-Adult	135	135	140	145	150
		S-Adult		8,425	8,425	8,425	8,425	8,425			S-Adult	11,560	11,560	11,560	11,560	11,560
Business and Office	07. Business and Office	Sec.		13,188	14,027	14,586	15,296	15,996		41. Science Technologies	Sec.	-	-	-	-	-
		P-Sec.	X X X	22,495	22,720	22,745	23,828	23,924			P-Sec.	140	140	135	135	135
		L-Adult	X X X	400	425	425	450	450			L-Adult	-	-	-	-	-
		S-Adult		15,600	15,600	15,600	15,600	15,600			S-Adult	-	-	-	-	-
	22. Law	Sec.		-	-	-	-	-		43. Protective Services	Sec.	-	-	-	-	-
		P-Sec.		800	800	800	800	800			P-Sec.	XXX X	5,645	5,645	5,645	5,645
		L-Adult		-	-	-	-	-			L-Adult	-	-	-	-	-
		S-Adult		-	-	-	-	-			S-Adult	32,900	32,900	32,900	32,900	32,900
	25. Library and Archival Sciences	Sec.		-	-	-	-	-		SUBTOTAL ENGINEERING AND ENGINEERING RELATED TECHNOLOGIES	Sec.	-	-	-	-	-
		P-Sec.	X X X	30	30	30	30	30			P-Sec.	18,617	18,620	18,615	18,615	18,625
Public Administration		L-Adult		-	-	-	-	-			L-Adult	135	135	140	145	150
		S-Adult		-	-	-	-	-			S-Adult	44,460	44,460	44,460	44,460	44,460
	44. Public Administration	Sec.		-	-	-	-	-		12. Consumer, Personal and Miscellaneous Services	Sec.	-	-	-	-	-
		P-Sec.	X X X	130	130	130	130	130			P-Sec.	X	80	80	80	80
		L-Adult		-	-	-	-	-			L-Adult	-	-	-	-	-

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTED ENROLLMENT BY
TWO DIGIT CLASSIFICATION INSTRUCTIONAL PROGRAM CODE
FY 1983-87

TABLE 15 (Continued)

Program Area	CIP Number and Instructional Program	Inst. C T I	Projected Enrollment					Inst. C T I	Level	CIP Number and Instructional Program	Inst. C T I	Projected Enrollment				
			1983	1984	1985	1986	1987					1983	1984	1985	1986	1987
Allied Health	17. Allied Health	Sec.		7,505	7,599	7,724	7,908	8,052		12. Consumer, Personal and Miscellaneous Services	Sec.	1,130	1,110	1,120	1,110	1,100
		P-Sec.	X X X	4,150	4,150	4,150	4,150	4,150			P-Sec.	-	-	-	-	-
		L-Adult	X X X	4,575	4,575	4,575	4,575	4,575			L-Adult	X X X	2,035	2,035	2,035	2,035
		S-Adult	X X X	44,675	44,675	44,675	44,675	44,675			S-Adult	X X X	12,000	12,000	12,000	12,000
		Sec.		-	-	-	-	-		20. Textile Management and Production	Sec.	2,258	2,218	2,198	2,178	2,158
Allied Health	18. Health Sciences	P-Sec.	X X X	3,075	3,075	3,075	3,075	3,075			P-Sec.	-	-	-	-	-
		L-Adult		-	-	-	-	-			L-Adult	X	165	165	165	165
		S-Adult	X X X	200	200	200	200	200			S-Adult	X X X	6,800	6,800	6,800	6,800
		Sec.		7,505	7,599	7,724	7,908	8,052		43. Protective Service	Sec.	150	150	150	150	150
		P-Sec.		7,305	7,305	7,305	7,305	7,305			P-Sec.	-	-	-	-	-
Architecture and Environmental Design	SUBTOTAL ALLIED HEALTH	L-Adult		4,575	4,575	4,575	4,575	4,575			L-Adult	-	-	-	-	-
		S-Adult		44,875	44,875	44,875	44,875	44,875			S-Adult	-	-	-	-	-
		Sec.		-	-	-	-	-		46. Construction Trades	Sec.	15,060	14,569	14,241	14,017	13,834
		P-Sec.	X	435	435	435	435	435			P-Sec.	X	25	25	25	25
		L-Adult		-	-	-	-	-			L-Adult	X X X	4,745	4,745	4,745	4,745
Vocational Home Economics	20. Vocational Home Economics	S-Adult	X X X	1,500	1,500	1,500	1,500	1,500			S-Adult		6,600	6,600	6,600	6,600
		Sec.		6,714	6,977	7,217	7,257	7,557		47. Mechanics and Repairers	Sec.	14,560	13,949	13,609	13,169	12,754
		P-Sec.	X X X	3,038	3,038	3,038	3,038	3,038			P-Sec.	X X X	420	420	420	420
		L-Adult	X X X	1,505	1,505	1,505	1,505	1,505			L-Adult	X X X	10,305	10,305	10,305	10,305
		S-Adult	X X X	12,600	12,600	12,600	12,600	12,600			S-Adult	X X X	10,275	10,275	10,275	10,275
Vocational HOME ECONOMICS	SUBTOTAL VOCATIONAL HOME ECONOMICS	Sec.		6,714	6,977	7,217	7,257	7,557		48. Precision Production	Sec.	17,224	17,049	16,967	16,830	16,708
		P-Sec.		3,473	3,473	3,473	3,473	3,473			P-Sec.		3,150	3,150	3,150	3,150
		L-Adult		1,505	1,505	1,505	1,505	1,505			L-Adult		7,330	7,330	7,330	7,330
		S-Adult		14,100	14,100	14,100	14,100	14,100			S-Adult		12,000	12,000	12,000	12,000
		Sec.		-	-	-	-	-		49. Transportation and Material Moving	Sec.	646	609	642	630	638
Business and Management	06. Business and Management	P-Sec.		-	-	-	-	-			P-Sec.	X	120	120	120	120
		L-Adult		-	-	-	-	-			L-Adult	X X X	760	760	760	760
		S-Adult		6,000	6,000	6,000	6,000	6,000			S-Adult	X X X	1,400	1,400	1,400	1,400
		Sec.		-	-	-	-	-		50. Crafts, General	Sec.	-	-	-	-	-
		P-Sec.		-	-	-	-	-			P-Sec.	-	-	-	-	-
Trades and Industrial Education	09. Communication	L-Adult		130	130	130	130	130			L-Adult	X X X	115	115	115	115
		S-Adult		-	-	-	-	-			S-Adult	-	-	-	-	-
		Sec.		-	-	-	-	-		SUBTOTAL TRADES AND INDUSTRIAL EDUCATION	Sec.	51,028	49,654	48,927	48,084	47,342
		P-Sec.		300	300	300	300	300			P-Sec.		4,015	4,015	4,015	4,015
		L-Adult		-	-	-	-	-			L-Adult		25,585	25,585	25,585	25,585
Trades and Industrial Education	10. Communications Technologies	S-Adult		-	-	-	-	-			S-Adult		55,075	55,075	55,075	55,075
		Sec.		-	-	-	-	-			Sec.		-	-	-	-
		P-Sec.		-	-	-	-	-			P-Sec.		-	-	-	-
		L-Adult		-	-	-	-	-			L-Adult	X X X	115	115	115	115
		S-Adult		-	-	-	-	-			S-Adult	-	-	-	-	-

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTED ENROLLMENT BY
TWO DIGIT CLASSIFICATION INSTRUCTIONAL PROGRAM CODE
FY 1983-87

TABLE 15 (Continued)

Program Area	CIP Number and Instructional Program	Level	Inst. C I I	Projected Enrollment					Inst. C I I	CIP Number and Instructional Program	Level	Inst. C I I	Projected Enrollment				
				1983	1984	1985	1986	1987					1983	1984	1985	1986	1987
Special Programs	SUBTOTAL SKILL PROGRAMS	Sec.		113,152	112,711	112,488	112,391	112,328			Sec.		113,152	112,711	112,488	112,391	112,328
		P-Sec.		75,010	75,987	75,868	76,158	76,168			P-Sec.		75,010	75,987	75,868	76,158	76,168
		L-Adult		32,645	32,670	32,675	32,705	32,710			L-Adult		32,645	32,670	32,675	32,705	32,710
		S-Adult		182,535	186,610	186,610	186,610	186,610			S-Adult		182,535	186,610	186,610	186,610	186,610
	21. Industrial Arts	Sec.		16,053	16,854	16,799	17,759	18,429			Sec.		104,671	104,422	103,317	103,227	102,847
Special Programs	SUBTOTAL SPECIAL PROGRAMS	P-Sec.		-	-	-	-	-			P-Sec.		3,100	3,100	3,100	3,100	3,100
		L-Adult		-	-	-	-	-			L-Adult		800	800	800	800	800
		S-Adult		-	-	-	-	-			S-Adult		-	-	-	-	-
		Sec.		88,618	87,568	86,518	85,468	84,418			Sec.		47,445	45,517	43,955	41,753	40,203
	37. Guidance and Counseling	P-Sec.		-	-	-	-	-			P-Sec.		-	-	-	-	-
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	L-Adult		-	-	-	-	-			L-Adult		-	-	-	-	-
		S-Adult		-	-	-	-	-			S-Adult		-	-	-	-	-
		Sec.		-	-	-	-	-			Sec.		49,800	49,800	49,800	49,800	49,800
		P-Sec.		3,100	3,100	3,100	3,100	3,100			P-Sec.		265,268	262,650	259,760	257,371	255,378
	32. Remedial	L-Adult		800	800	800	800	800			L-Adult		75,010	75,987	75,868	76,158	76,168
Consumer & Homemaking	SUBTOTAL SPECIAL PROGRAMS	S-Adult		-	-	-	-	-			S-Adult		32,645	32,670	32,675	32,705	32,710
		Sec.		104,671	104,422	103,317	103,227	102,847			Sec.		182,535	186,610	186,610	186,610	186,610
		P-Sec.		3,100	3,100	3,100	3,100	3,100			P-Sec.		49,800	49,800	49,800	49,800	49,800
		L-Adult		800	800	800	800	800			L-Adult		265,268	262,650	259,760	257,371	255,378
	20. Consumer and Homemaking Education	S-Adult		-	-	-	-	-			S-Adult		75,010	75,987	75,868	76,158	76,168
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		32,645	32,670	32,675	32,705	32,710
		P-Sec.		-	-	-	-	-			P-Sec.		182,535	186,610	186,610	186,610	186,610
		L-Adult		-	-	-	-	-			L-Adult		49,800	49,800	49,800	49,800	49,800
		S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		265,268	262,650	259,760	257,371	255,378
	20. Consumer and Homemaking Education	Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		75,010	75,987	75,868	76,158	76,168
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	P-Sec.		-	-	-	-	-			P-Sec.		32,645	32,670	32,675	32,705	32,710
		L-Adult		-	-	-	-	-			L-Adult		182,535	186,610	186,610	186,610	186,610
		S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		49,800	49,800	49,800	49,800	49,800
		Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		265,268	262,650	259,760	257,371	255,378
	20. Consumer and Homemaking Education	P-Sec.		-	-	-	-	-			P-Sec.		75,010	75,987	75,868	76,158	76,168
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	L-Adult		-	-	-	-	-			L-Adult		32,645	32,670	32,675	32,705	32,710
		S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		182,535	186,610	186,610	186,610	186,610
		Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		104,671	104,422	103,317	103,227	102,847
		P-Sec.		-	-	-	-	-			P-Sec.		3,100	3,100	3,100	3,100	3,100
	20. Consumer and Homemaking Education	L-Adult		-	-	-	-	-			L-Adult		800	800	800	800	800
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	S-Adult		-	-	-	-	-			S-Adult		-	-	-	-	-
		Sec.		104,671	104,422	103,317	103,227	102,847			Sec.		47,445	45,517	43,955	41,753	40,203
		P-Sec.		3,100	3,100	3,100	3,100	3,100			P-Sec.		-	-	-	-	-
		L-Adult		800	800	800	800	800			L-Adult		-	-	-	-	-
	20. Consumer and Homemaking Education	S-Adult		-	-	-	-	-			S-Adult		-	-	-	-	-
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		49,800	49,800	49,800	49,800	49,800
		P-Sec.		-	-	-	-	-			P-Sec.		265,268	262,650	259,760	257,371	255,378
		L-Adult		-	-	-	-	-			L-Adult		75,010	75,987	75,868	76,158	76,168
		S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		32,645	32,670	32,675	32,705	32,710
	20. Consumer and Homemaking Education	Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		182,535	186,610	186,610	186,610	186,610
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	P-Sec.		-	-	-	-	-			P-Sec.		49,800	49,800	49,800	49,800	49,800
		L-Adult		-	-	-	-	-			L-Adult		265,268	262,650	259,760	257,371	255,378
		S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		75,010	75,987	75,868	76,158	76,168
		Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		32,645	32,670	32,675	32,705	32,710
	20. Consumer and Homemaking Education	P-Sec.		-	-	-	-	-			P-Sec.		182,535	186,610	186,610	186,610	186,610
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	L-Adult		-	-	-	-	-			L-Adult		49,800	49,800	49,800	49,800	49,800
		S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		265,268	262,650	259,760	257,371	255,378
		Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		75,010	75,987	75,868	76,158	76,168
		P-Sec.		-	-	-	-	-			P-Sec.		32,645	32,670	32,675	32,705	32,710
	20. Consumer and Homemaking Education	L-Adult		-	-	-	-	-			L-Adult		182,535	186,610	186,610	186,610	186,610
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		49,800	49,800	49,800	49,800	49,800
		Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		265,268	262,650	259,760	257,371	255,378
		P-Sec.		-	-	-	-	-			P-Sec.		75,010	75,987	75,868	76,158	76,168
		L-Adult		-	-	-	-	-			L-Adult		32,645	32,670	32,675	32,705	32,710
	20. Consumer and Homemaking Education	S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		182,535	186,610	186,610	186,610	186,610
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		104,671	104,422	103,317	103,227	102,847
		P-Sec.		-	-	-	-	-			P-Sec.		3,100	3,100	3,100	3,100	3,100
		L-Adult		-	-	-	-	-			L-Adult		800	800	800	800	800
		S-Adult		-	-	-	-	-			S-Adult		-	-	-	-	-
	20. Consumer and Homemaking Education	Sec.		104,671	104,422	103,317	103,227	102,847			Sec.		47,445	45,517	43,955	41,753	40,203
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	P-Sec.		3,100	3,100	3,100	3,100	3,100			P-Sec.		-	-	-	-	-
		L-Adult		800	800	800	800	800			L-Adult		-	-	-	-	-
		S-Adult		-	-	-	-	-			S-Adult		-	-	-	-	-
		Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		49,800	49,800	49,800	49,800	49,800
	20. Consumer and Homemaking Education	P-Sec.		-	-	-	-	-			P-Sec.		265,268	262,650	259,760	257,371	255,378
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	L-Adult		-	-	-	-	-			L-Adult		75,010	75,987	75,868	76,158	76,168
		S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		32,645	32,670	32,675	32,705	32,710
		Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		182,535	186,610	186,610	186,610	186,610
		P-Sec.		-	-	-	-	-			P-Sec.		49,800	49,800	49,800	49,800	49,800
	20. Consumer and Homemaking Education	L-Adult		-	-	-	-	-			L-Adult		265,268	262,650	259,760	257,371	255,378
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		75,010	75,987	75,868	76,158	76,168
		Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		32,645	32,670	32,675	32,705	32,710
		P-Sec.		-	-	-	-	-			P-Sec.		182,535	186,610	186,610	186,610	186,610
		L-Adult		-	-	-	-	-			L-Adult		49,800	49,800	49,800	49,800	49,800
	20. Consumer and Homemaking Education	S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		265,268	262,650	259,760	257,371	255,378
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		75,010	75,987	75,868	76,158	76,168
		P-Sec.		-	-	-	-	-			P-Sec.		32,645	32,670	32,675	32,705	32,710
		L-Adult		-	-	-	-	-			L-Adult		182,535	186,610	186,610	186,610	186,610
		S-Adult		49,800	49,800	49,800	49,800	49,800			S-Adult		49,800	49,800	49,800	49,800	49,800
	20. Consumer and Homemaking Education	Sec.		47,445	45,517	43,995	41,753	40,203			Sec.		265,268	262,650	259,760	257,371	255,378
Consumer & Homemaking	SUBTOTAL CONSUMER AND HOMEMAKING	P-Sec.		-	-	-	-	-			P-Sec.		75,010	75,987	75,868	76,158	76,168
		L-Adult		-	-	-	-	-			L-Adult		32,645	32,670	32,675	32,705	32,710

TABLE 16

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTED FUNDING BY TWO DIGIT CLASSIFICATION OF INSTRUCTIONAL PROGRAMS CODE

Program Area	CIP Number and Instructional Program	Level	Inst.	Estimated Expenditures														
				1983			1984			1985			1986			1987		
				Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
Agriculture	01. Agribusiness and Agricultural Production	Sec.	X	-	5,416,847	2,753,821	-	5,370,679	2,623,298	5,273,926	2,550,934	5,177,949	2,479,306	5,071,242	2,405,614	-	-	-
		P-Sec.	X	16,117	1,327,700	17,608	15,436	1,271,600	17,340	14,255	1,202,500	17,095	14,214	1,234,821	17,568	14,714	1,270,472	18,085
		L-Adult	X	23,870	44,700	6,000	23,870	460,000	6,150	23,870	474,000	6,350	23,870	48,800	6,550	23,870	501,000	6,750
		S-Adult	X	-	265,000	-	-	273,000	-	-	281,000	-	-	290,000	-	-	298,000	-
		Sec.	X	65,823	243,470	123,786	62,683	234,956	114,764	53,951	209,157	99,206	58,177	224,411	107,452	53,315	208,717	98,950
		P-Sec.	X	3,632	299,200	3,968	3,859	317,900	4,335	4,393	351,500	4,997	4,288	359,854	5,119	4,288	370,244	5,270
		L-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		S-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Sec.	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	31. Parks and Recreation	P-Sec.	X	2,951	243,100	3,274	3,405	280,500	3,875	3,632	296,000	4,208	3,698	310,325	4,415	3,698	319,284	4,545
Business and Office Education	SUBTOTAL AGRICULTURE	L-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		S-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Sec.	X	65,823	5,660,317	2,817,607	62,683	5,605,635	2,738,062	53,951	5,483,083	2,650,140	58,177	5,402,360	2,586,758	53,315	5,282,952	2,504,564
		P-Sec.	X	22,700	1,870,000	24,800	22,700	1,870,000	25,500	22,700	1,850,000	26,300	22,700	1,905,000	27,100	22,700	1,960,000	27,200
		L-Adult	X	23,870	447,000	6,000	23,870	260,000	6,150	23,870	474,000	6,350	23,870	488,000	6,550	23,870	503,000	6,750
		S-Adult	X	-	265,000	-	-	273,000	-	-	281,000	-	-	290,000	-	-	298,000	-
	06. Business and Management	Sec.	X	284,061	6,915,322	24,251	282,508	7,113,210	24,833	282,307	7,320,543	25,551	275,058	7,347,714	25,653	274,454	7,552,383	26,374
		L-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		S-Adult	X	-	552,315	-	-	568,835	-	-	584,500	-	-	602,000	-	-	621,250	-
	07. Business and Office	Sec.	X	943,235	3,490,362	1,774,431	1,006,219	3,770,873	1,841,877	1,043,308	3,967,651	1,919,068	1,090,532	4,206,600	2,014,206	1,135,624	4,445,589	2,107,580
Business and Archival Sciences		P-Sec.	X	371,293	9,038,931	31,627	372,919	9,389,640	32,780	373,120	9,675,440	33,771	380,839	10,173,482	35,519	381,443	10,496,501	36,655
		L-Adult	X	8,424	164,000	3,100	8,424	169,000	3,200	8,424	174,000	3,300	8,424	179,000	3,400	8,424	184,000	3,500
		S-Adult	X	-	1,022,685	-	-	1,053,165	-	-	1,085,500	-	-	1,118,000	-	-	1,151,750	-
		Sec.	X	13,204	321,456	1,122	13,156	331,420	1,156	13,156	341,138	1,191	12,753	340,670	1,191	12,753	350,930	1,276
		P-Sec.	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		L-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		S-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	25. Library and Archival Sciences	Sec.	X	496	12,054	54	469	11,830	42	469	12,183	43	470	12,551	43	470	12,929	45
		P-Sec.	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		L-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marketing & Distributive Education		S-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	44. Public Administration	Sec.	X	2,146	52,237	183	2,146	54,080	189	2,148	55,696	194	2,080	55,583	194	2,060	57,257	200
		P-Sec.	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		L-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		S-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL BUSINESS AND OFFICE EDUCATION	Sec.	X	943,235	3,490,362	1,774,431	1,006,219	3,770,873	1,841,877	1,043,308	3,967,651	1,919,068	1,090,532	4,206,600	2,014,206	1,135,624	4,445,589	2,107,580
		P-Sec.	X	671,200	16,340,002	57,300	671,000	16,900,000	59,000	671,200	17,405,000	60,750	671,200	17,930,000	62,600	671,200	18,470,000	64,500
		L-Adult	X	8,424	164,000	3,100	8,424	169,000	3,200	8,424	174,000	3,300	8,424	179,000	3,400	8,424	184,000	3,500
		S-Adult	X	-	1,575,000	-	-	1,622,000	-	-	1,670,000	-	-	1,720,000	-	-	1,775,000	-
	08. Marketing and Distribution	Sec.	X	929,148	3,438,223	1,747,924	937,042	3,511,723	1,715,294	955,107	3,632,295	1,756,083	974,108	3,757,503	1,794,176	983,064	3,884,405	1,922,594
		P-Sec.	X	24,637	601,600	53,674	24,637	629,800	55,272	24,637	648,600	56,870	24,637	667,400	58,562	24,637	686,200	60,358
Marketing & Distributive Education		L-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		S-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Sec.	X	38,571	142,644	72,522	38,643	144,898	70,776	38,573	146,579	70,919	38,428	148,232	70,987	38,265	149,799	71,617
		P-Sec.	X	1,573	38,400	3,426	1,573	40,200	3,528	1,573	41,500	3,530	1,573	42,800	3,730	1,573	43,800	3,852
		L-Adult	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		S-Adult	X	-	134,000	-	-	138,020	-	-	142,040	-	-	146,060	-	-	150,750	-

TABLE 16

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTED FUNDING BY TWO DIGIT CLASSIFICATION OF INSTRUCTIONAL PROGRAMS CODE
FY 1983-87

Program Area	CIP Number and Instructional Program	Level	Inst. CC	TC	II	Estimated Expenditures																	
						1983			1984			1985			1986			1987					
						Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local			
Engineering & Engineering Related Technologies	SUBTOTAL MARKETING AND DISTRIBUTION	Sec.	X	X	X	967,719	1,820,446	975,687	3,656,621	1,786,070	993,680	3,778,864	1,017,536	1,870,163	1,020,332	3,994,258	1,893,613						
		P-Sec.	X	X	X	26,210	640,000	57,100	26,210	58,800	26,210	690,000	60,500	62,300	26,210	730,000	64,200						
		L-Adult	X	X	X																		
		S-Adult	X	X	X		200,000																
	15. Engineering and Engineering Related Technologies	Sec.	X	X	X					206,000			212,000			218,000		225,000					
		P-Sec.	X	X	X	209,632	11,362,492	102,154	209,647	11,707,974	105,187	12,062,762	108,389	12,424,749	209,704	12,424,749	111,630	209,755					
		L-Adult	X	X	X		119,000	1,100		123,000	1,130	126,000	1,160	130,000		134,000	1,240						
		S-Adult	X	X	X		756,626			779,247		802,648		826,569		851,529							
	41. Science Technologies	Sec.	X	X	X																		
		P-Sec.	X	X	X	2,288	123,968	1,112	2,287	127,706	1,145	126,878	1,140	130,685	2,206	130,685	1,174	2,204					
		L-Adult	X	X	X																		
		S-Adult	X	X	X																		
43. Protective Services	Sec.	X	X	X																			
	P-Sec.	X	X	X	92,220	4,998,540	44,934	92,207	5,149,320	45,668	5,305,360	47,671	5,464,566	92,230	5,464,566	49,096	92,181						
	L-Adult	X	X	X																			
	S-Adult	X	X	X		2,153,374			2,217,753		2,284,352		2,352,431		2,423,471								
Allied Health	SUBTOTAL ENGINEERING AND ENGINEERING RELATED TECHNOLOGIES	Sec.	X	X	X																		
		P-Sec.	X	X	X	304,140	16,485,000	148,200	304,140	16,393,000	152,600	17,495,000	157,200	18,020,000	304,140	18,020,000	161,900	304,140					
		L-Adult	X	X	X		119,000	1,100		123,000	1,130	126,000	1,160	130,000		134,000	1,240						
		S-Adult	X	X	X		2,910,000			2,997,000		3,087,000		3,179,000		3,275,000							
	12. Consumer, Personal and Miscellaneous Services	Sec.	X	X	X																		
		P-Sec.	X	X	X	6,815	106,831	1,752	6,815	109,678	1,806	113,183	1,860	116,572	6,815	116,572	1,915	6,815					
		L-Adult	X	X	X																		
		S-Adult	X	X	X																		
	17. Allied Health	Sec.	X	X	X																		
		P-Sec.	X	X	X	353,514	5,541,855	90,897	353,514	5,689,562	93,680	5,871,355	96,464	6,047,467	353,514	6,047,467	99,362	353,514					
		L-Adult	X	X	X	381,933	6,108,000	91,800	381,933	6,292,000	94,500	6,480,000	97,400	6,674,000	381,933	6,674,000	100,300	381,933					
		S-Adult	X	X	X		2,926,897			3,014,505		3,105,099		3,199,676		3,295,248							
18. Health Sciences	Sec.	X	X	X																			
	P-Sec.	X	X	X	261,941	4,106,314	67,351	261,941	4,215,760	69,414	4,350,462	71,476	4,480,955	261,941	4,480,955	73,623	261,941						
	L-Adult	X	X	X																			
	S-Adult	X	X	X		13,103			13,495		13,301		14,324		14,742								
Vocational Home Economics	SUBTOTAL ALLIED HEALTH	Sec.	X	X	X																		
		P-Sec.	X	X	X	622,270	9,755,000	160,000	622,270	10,015,000	164,900	10,335,000	169,800	10,654,000	622,270	10,654,000	174,900	622,270					
		L-Adult	X	X	X	381,933	6,108,000	91,800	381,933	6,292,000	94,500	6,480,000	97,400	6,674,000	381,933	6,674,000	100,300	381,933					
		S-Adult	X	X	X		2,940,000			3,028,000		3,119,000		3,214,000		3,310,000							
	04. Architecture and Environmental Design	Sec.	X	X	X																		
		P-Sec.	X	X	X	7,444	167,211	2,267	7,444	173,474	2,330	181,615	2,405	186,625	7,444	186,625	2,480	7,444					
		L-Adult	X	X	X																		
		S-Adult	X	X	X		97,872			100,851		103,830		106,915		110,106							
20. Vocational Home Economics	Sec.	X	X	X																			
	P-Sec.	X	X	X	480,215	1,776,941	903,361	500,461	1,875,625	916,144	1,963,189	949,526	2,050,715	517,391	2,148,106	955,675	536,504						
	L-Adult	X	X	X	51,986	1,167,789	15,833	51,986	1,211,526	16,270	1,268,395	16,795	1,313,374	51,986	1,360,369	17,320	51,986						
	S-Adult	X	X	X		578,000	8,500	18,254	595,000	8,750	613,000	9,000	630,000	18,254	650,000	9,300	18,254						
SUBTOTAL VOCATIONAL HOME ECONOMICS	Sec.	X	X	X																			
	P-Sec.	X	X	X	480,215	1,776,941	903,361	500,461	1,875,625	916,144	1,963,189	949,526	2,050,715	517,391	2,148,106	955,675	536,504						
	L-Adult	X	X	X	59,430	1,335,000	18,100	59,430	1,385,000	18,600	1,430,000	19,200	1,480,000	59,430	1,530,000	19,800	59,430						
	S-Adult	X	X	X		578,000	8,500	18,254	595,000	8,750	613,000	9,000	630,000	18,254	650,000	9,300	18,254						

TABLE 16

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTED FUNDING BY TWO DIGIT CLASSIFICATION OF INSTRUCTIONAL PROGRAMS CODE
FY 1983-87

Program Area	CIP Number and Instructional Program	Level	Inst.	Estimated Expenditures											
				1983			1984			1985			1986		
			CC TC TI	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local
06. Business and Management	Sec.														
	P-Sec.														
	L-Adult														
	S-Adult		X		403,631	-		415,724	-		428,143	-		441,108	-
	Sec.		X	X											454,250
09. Communication	Sec.														
	P-Sec.														
	L-Adult		X		102,561	40,447	4,954	105,633	41,655	4,954	108,808	42,909	4,954	112,069	44,197
	S-Adult		X												
	Sec.		X	X											
10. Communications Technologies	P-Sec.														
	L-Adult		X		278,331	116,144	2,481	286,924	119,597	2,481	291,407	123,232	2,481	306,351	126,232
	S-Adult		X												
	Sec.		X	X											
	L-Adult		X												
12. Consumer, Personal and Miscellaneous Services	Sec.														
	P-Sec.														
	L-Adult		X		1,605,469	633,151	77,555	1,653,567	652,069	77,555	1,701,264	671,685	77,555	1,754,319	691,856
	S-Adult		X		807,263	-	-	831,448	-	-	856,287	-	-	882,215	-
	Sec.		X	X											
20. Textile Management and Production	P-Sec.														
	L-Adult		X		130,173	51,337	6,288	134,073	52,870	6,288	138,102	54,461	6,288	142,242	56,096
	S-Adult		X		457,449	-	-	471,154	-	-	486,229	-	-	499,922	-
	Sec.		X	X											
	L-Adult		X												
43. Protective Services	P-Sec.														
	L-Adult		X		10,739	39,699	20,182	10,759	40,325	10,739	40,325	19,735	10,694	41,252	19,258
	S-Adult		X												
	Sec.		X	X											
	L-Adult		X												
46. Construction Trades	Sec.														
	P-Sec.														
	L-Adult		X		1,077,210	3,985,822	2,026,315	1,045,039	3,916,567	1,018,643	3,873,851	1,873,659	999,346	3,854,858	1,855,795
	S-Adult		X		207	23,194	9,679	207	23,910	207	24,284	10,269	207	25,529	10,519
	Sec.		X	X											
47. Mechanics and Repairers	P-Sec.														
	L-Adult		X		1,041,396	3,853,496	1,959,031	1,000,599	3,749,890	973,401	3,701,953	1,790,518	938,888	3,671,656	1,734,139
	S-Adult		X		3,474	389,664	162,602	3,474	401,694	3,474	407,970	172,524	3,474	428,892	176,724
	Sec.		X	X											
	L-Adult		X		392,731	8,129,905	3,206,202	392,731	8,373,470	392,731	8,625,127	3,401,334	392,731	8,883,663	3,503,477
48. Precision Production	P-Sec.														
	L-Adult		X		1,231,888	4,568,564	2,317,479	1,222,970	4,583,251	1,213,609	4,615,453	2,232,316	1,199,899	4,628,481	2,216,276
	S-Adult		X		26,055	2,822,478	1,219,517	26,055	3,012,702	26,055	3,059,276	1,283,932	26,055	3,216,687	1,325,432
	Sec.		X	X											
	L-Adult		X		279,352	5,782,843	2,280,698	279,352	5,956,093	279,352	6,135,098	2,419,387	279,352	6,318,995	2,592,042
49. Transportation and Material Moving	P-Sec.														
	L-Adult		X		46,233	170,973	86,919	43,616	163,217	45,923	174,632	84,456	44,916	173,250	82,980
	S-Adult		X		993	111,333	46,458	993	114,770	993	116,563	49,294	993	122,540	50,494
	Sec.		X	X											
	L-Adult		X		28,965	599,585	236,459	28,965	617,548	28,965	636,108	250,849	28,965	655,176	258,364
50. Crafts, General	P-Sec.														
	L-Adult		X		94,182				97,004		99,900			102,925	
	S-Adult		X												
	Sec.		X	X											
	L-Adult		X												
SUBTOTAL TRADES AND INDUSTRIAL EDUCATION	Sec.														
	P-Sec.														
	L-Adult		X		3,649,807	13,505,724	6,865,777	3,561,749	13,348,410	3,499,649	13,309,166	6,432,234	3,428,163	13,223,751	6,331,898
	S-Adult		X		33,210	3,725,000	1,554,400	33,210	3,840,000	33,210	3,900,000	1,649,250	33,210	4,190,000	1,696,400
	Sec.		X	X											
SUBTOTAL ALL PROGRAMS	P-Sec.														
	L-Adult		X		970,680	20,094,000	7,924,500	970,680	20,696,000	970,680	21,318,000	8,406,790	970,680	22,016,000	8,918,000
	S-Adult		X												
	Sec.		X	X											
	L-Adult		X												

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTED FUNDING BY TWO DIGIT CLASSIFICATION OF INSTRUCTIONAL PROGRAM CODE
FY 1983-87

II-44

ESTIMATED FUNDING BY PURPOSE SECONDARY

Redesign
Funding split by
DPI + DCC

TABLE 17a

PROGRAM SERVICE	1983			1984			1985			1986			1987		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
DISADVANTAGED	2,409,235	963,694	1,445,541	2,409,235	963,694	1,445,541	2,409,235	963,694	1,445,541	2,409,235	963,694	1,445,541	2,409,235	963,694	1,445,541
United English Speaking	493	197	296	493	197	296	493	197	296	493	197	296	493	197	296
NONCAPPED	1,204,864	451,246	722,918	1,204,864	451,246	722,918	1,204,864	451,246	722,918	1,204,864	451,246	722,918	1,204,864	451,246	722,918
SUBPART 2 (Section 170) SUBTOTAL	6,569,834	36,150,000	16,075,000	6,569,834	36,150,000	16,075,000	6,569,834	36,150,000	16,075,000	6,569,834	36,150,000	16,075,000	6,569,834	36,150,000	16,075,000
A. Vocational Education	6,198,753	30,000,000	14,800,000	6,198,753	30,000,000	14,800,000	6,198,753	30,000,000	14,800,000	6,198,753	30,000,000	14,800,000	6,198,753	30,000,000	14,800,000
B. Work Study															
C. Cooperative Education															
D. Energy Education															
E. Construction															
F. Sex Bias Office Personnel	45,070			45,070			45,070			45,070			45,070		
G. Industrial Arts		1,500,000	600,000		1,500,000	600,000		1,500,000	600,000		1,500,000	600,000		1,500,000	600,000
H. Support Services for Women															
I. Day Care Services															
J. Programs/Homemakers, Head-House															
102 a Administration	326,011	2,400,000	675,000	326,011	2,400,000	675,000	326,011	2,400,000	675,000	326,011	2,400,000	675,000	326,011	2,400,000	675,000
SUBPART 3 (Section 130) SUBTOTAL	1,864,216	245,595	248,005	1,864,216	245,595	248,005	1,864,216	245,595	248,005	1,864,216	245,595	248,005	1,864,216	245,595	248,005
1. Research	50,000			50,000			50,000			50,000			50,000		
2. Exemplary	126,000			126,000			126,000			126,000			126,000		
3. Curriculum Development	50,000			50,000			50,000			50,000			50,000		
4. Guidance and Counseling	1,010,079	174,593	248,005	1,010,079	174,593	248,005	1,010,079	174,593	248,005	1,010,079	174,593	248,005	1,010,079	174,593	248,005
5. Preservice and Inservice Training	568,473			568,473			568,473			568,473			568,473		
6. Grants (Overcome Sex Bias)															
102 a Administration	59,064	71,092		59,064	71,092		59,064	71,092		59,064	71,092		59,064	71,092	
SUBPART 4 (Section 140) SUBTOTAL	294,299		10,862	294,299		10,862	294,299		10,862	294,299		10,862	294,299		10,862
SUBPART 5 (Section 150) SUBTOTAL	83,545	700,000	400,000	83,545	700,000	400,000	83,545	700,000	400,000	83,545	700,000	400,000	83,545	700,000	400,000
Consumer/Homemaking	312,253	6,600,000	2,905,000	312,253	6,600,000	2,905,000	312,253	6,600,000	2,905,000	312,253	6,600,000	2,905,000	312,253	6,600,000	2,905,000
Depressed Areas	73,554			73,554			73,554			73,554			73,554		
SUBPART 1 (Section 102 d) SUBTOTAL	13,312,293	45,141,432	21,807,622	13,312,293	45,141,432	21,807,622	13,312,293	45,141,432	21,807,622	13,312,293	45,141,432	21,807,622	13,312,293	45,141,432	21,807,622
TOTAL															

[] Non Add
Federal funds based on 1/4 reduction in the continuing resolution

TABLE 17 b

ESTIMATED FUNDING BY PURPOSE
POSTSECONDARY FY 1983 - FY 1987

P R O G R A M S E R V I C E	FY 1983			FY 1984			FY 1985			FY 1986			FY 1987		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
DISADVANTAGED	1,196,828	1,196,828		1,174,325	1,174,325		1,174,325	1,174,325		1,174,325	1,174,325		1,174,325	1,174,325	
Limited English Speaking	7,856	7,856		7,709	7,709		7,709	7,709		7,709	7,709		7,709	7,709	
HANDICAPPED	602,342	602,342		591,017	591,017		591,017	591,017		591,017	591,017		591,017	591,017	
SUBPART 2 (Section 120) SUBTOTAL	1,801,262	80,835,200	4,320,000	1,831,725	83,130,000	4,253,000	1,831,725	85,630,000	4,381,000	1,831,725	88,190,000	4,513,000	1,831,725	90,835,000	4,648,000
A. Vocational Education	1,538,697	50,150,000	2,020,000	1,739,160	51,655,000	2,080,000	1,739,160	53,205,000	2,143,000	1,739,160	54,800,000	2,207,000	1,739,160	56,445,000	2,273,000
B. Work-Study															
C. Cooperative Education															
D. Energy Education															
E. Construction	250,000	125,000	170,000												
F. Sex Bias Office Personnel	36,665			36,665			36,665			36,665			36,665		
I. Industrial Arts															
J. Support Services for Women															
K. Day Care Services															
L. Programs/Homemakers, Head-House.															
102 a Administration	9,100			9,100			9,100			9,100			9,100		
State	46,800			46,800			46,800			46,800			46,800		
Local															
SUBPART 3 (Section 130) SUBTOTAL	931,968	30,560,000	2,110,000	902,231	31,475,000	2,173,000	902,231	32,425,000	2,238,000	902,231	33,390,000	2,306,000	902,231	34,390,000	2,375,000
1. Research	115,000	7,431,366	176,000	115,000	7,653,366	181,890	115,000	7,882,366	187,350	115,000	8,117,366	192,975	115,000	8,360,366	198,750
2. Exemplary		30,366			30,366			30,366			30,366			30,366	
3. Curriculum Development	63,000			63,000			63,000			63,000			63,000		
4. Guidance and Counseling	742,244	7,401,000	176,600	712,511	7,623,000	181,890	712,511	7,852,000	187,350	712,511	8,087,000	192,975	712,511	8,330,000	198,750
5. Preservice and Inservice Training															
6. Grants (Overcome Sex Bias)															
102 a Administration	11,720			11,720			11,720			11,720			11,720		
State															
Local															
SUBPART 4 (Section 140) Special Program for Disadvantaged	147,128			144,573			144,573			144,573			144,573		
SUBPART 5 (Section 150) Consumer/Homemaking															
Ancillary Services															
Program Instruction															
Depressed Areas															
SUBPART 1 (Section 102 d)	36,772			36,138			36,138			36,138			36,138		
TOTAL	4,804,156	90,073,392	4,496,000	4,687,718	92,556,417	4,434,890	4,687,718	95,285,417	4,568,350	4,687,718	98,080,417	4,705,975	4,687,718	100,966,417	4,846,750

TABLE 17c

ESTIMATED FUNDING BY PURPOSE
ADULT FY 1983 - FY 1987

P R O G R A M S E R V I C E	FY 1983			FY 1984			FY 1985			FY 1986			FY 1987		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
DISADVANTAGED															
Limited English Speaking															
HANDICAPPED															
SUBPART 2 (Section 120) SUBTOTAL	1,403,161	47,719,000	8,057,250	1,403,161	49,150,000	8,297,900	1,403,161	50,623,000	8,547,600	1,403,161	52,145,000	8,804,300	1,403,161	53,710,000	9,068,045
A. Vocational Education	1,403,161	40,025,000	8,035,000	1,403,161	41,225,000	8,275,000	1,403,161	42,460,000	8,524,000	1,403,161	43,735,000	8,780,000	1,403,161	45,050,000	9,043,000
B. Work-Study															
C. Cooperative Education															
D. Energy Education															
E. Construction															
F. Sex Bias Office Personnel															
I. Industrial Arts															
J. Support Services for Women															
K. Day Care Services															
L. Programs/Homemakers, Head-House,															
102 a Administration State															
Local		7,604,000	22,250		7,925,000	22,300		8,163,000	23,600		8,410,000	24,300		8,660,000	25,045
SUBPART 3 (Section 130) SUBTOTAL		1,979,000			2,038,000			2,099,000			2,163,000			2,227,000	
1. Research															
2. Exemplary															
3. Curriculum Development															
4. Guidance and Counseling		1,979,000			2,038,000			2,099,000			2,163,000			2,227,000	
5. Preservice and Inservice Training															
6. Grants (Overcome Sex Bias)															
102 a Administration State															
Local															
SUBPART 4 (Section 140) Special Program for Disadvantaged															
SUBPART 5 (Section 150) Consumer/Homemaking															
Ancillary Services															
Program Instruction		1,992,000			2,004,450			2,016,900			2,029,350			2,041,800	
Depressed Areas															
SUBPART 1 (Section 102 d)															
TOTAL	1,403,161	51,690,000	8,057,250	1,403,161	53,192,450	8,297,900	1,403,161	54,738,900	8,547,600	1,403,161	56,337,350	8,804,300	1,403,161	57,978,800	9,068,045

3.04

Re - New Categories

TABLE: 18a

ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

LEVEL: Secondary

ACTIVITIES	1983 BUDGETED TOTAL FUNDS	BENEFITS 1983-1987
<p><u>Disadvantaged (Subpart 2)</u></p> <ol style="list-style-type: none"> By June 30, of each school year, learning experiences for disadvantaged youth in vocational education will be provided to enable these students to meet with success in pursuing vocational objectives. Throughout each school year State staff will provide leadership and technical assistance to local educational agencies in the areas of program planning/improvement, curriculum development/modification and specialized in-service activities for individuals responsible for providing programs and services for disadvantaged youth. By July 1, of each year State and Federal resources will be allocated to local units to serve disadvantaged students. Prior to the beginning of each school year all students eligible for programs and services will be identified within existing definition of "disadvantaged." By July 1, of each year work-study funds will be allocated to enable needy disadvantaged vocational students to remain in school. 	<p>\$4,727,878 (\$476,151)</p>	<ol style="list-style-type: none"> Approximately 18,000 disadvantaged students in grades 7-12 will have benefited from supportive services or special programs designed to enable them to succeed in vocational education. Improvement in programs and services from State leadership. Maintenance and improvement in programs and services from allotted funds. Students will be properly identified and programs and services will be designed and made available to eligible students. Approximately 900 disadvantaged vocational students per year will have receive financial assistance through work-study to enable them to remain in school.

() Denotes the amount of planned carry over of federal funds to be used in addition to the amounts shown here and in Table 17.

TABLE: 18a

LEVEL: Secondary ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

ACTIVITIES	1983 BUDGETED TOTAL FUNDS	BENEFITS 1983-1987
<p>6. By the beginning of each reporting period of each school year, dropouts and potential dropouts among disadvantaged students will be identified and provided alternative opportunities to enable them to succeed in vocational programs.</p>		<p>6. Approximately 3,000 disadvantaged dropouts and potential dropouts will have received vocational education through optional or extended day programs.</p>
<p>7. By the end of each school year programs and services for limited English-speaking students will be provided to enable them to succeed in vocational programs.</p>	<p>\$ 966</p>	<p>7. Limited English-speaking students will have developed sufficient communication ability and job skills to obtain employment.</p>
<p>Handicapped (Subpart 2)</p>	<p>\$ 2,364,422 (\$21,272)</p>	
<p>1. By the end of each school year learning experiences in vocational education for handicapped students will be provided in accordance with a written Individualized Educational Plan (IEP).</p>		<p>1. Certified handicapped students will be identified and provided special vocational education programs and services designed to enable them to develop job skills.</p>
<p>2. By July 1, of each year, State and Federal resources will be allocated to local units to assist in providing programs and services to handicapped students according to their special needs.</p>		<p>2. Approximately 3,500 students will receive special vocational education and services.</p>
<p>3. By the end of each school year, State staff will provide leadership and technical assistance to local units in the areas of curriculum development/modification and specialized in-service activities.</p>		<p>3. Maintenance and improvement in programs and services from state leadership.</p>

() Denotes the amount of planned carry over of federal funds to be used in addition to the amounts shown here and in Table 17.

TABLE: 18a

ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

LEVEL: Secondary

ACTIVITIES	1983 BUDGETED TOTAL FUNDS	BENEFITS 1983 - 1987
<p><u>SUBPART 2 (Section 120)</u></p> <p><u>Vocational Education</u> Maintain, extend and improve existing programs of vocational education, and develop new programs of vocational education through 143 Local Education Agencies in the state.</p>	\$ 50,906,799	<ol style="list-style-type: none"> 1. Approximately 500,000 students in grades 7-12 will receive vocational education through cooperative use of federal, state, and local funds. 2. Target groups receiving vocational education at secondary level will consist of: a. Prevocational, b. Vocational skill development, c. Disadvantaged, d. Handicapped, and e. Limited English-speaking students.
<p><u>Work Study</u></p> <p>Allocated work study funds to Local Education Agencies according to criteria established in the Five Year State Plan.</p>	(\$127,000)	<p>Approximately 900 disadvantaged vocational students per year will receive financial assistance through work-study, enabling them to remain in school.</p>
<p><u>Cooperative Education</u></p> <ol style="list-style-type: none"> 1. Cooperative Vocational Education will be conducted through program areas at skill development levels in 143 Local Education Agencies. 2. Cooperative Education will be conducted according to criteria established in Part I B-17 of this Plan. 		<ol style="list-style-type: none"> 1. Approximately 26,000 students per year will have opportunity to participate in cooperative education at skill development level through several program areas. 2. Students will have opportunity to experience specialized occupations with remuneration from part time employment.
<p><u>Energy Education (N/A)</u></p> <p><u>Sex Equity Personnel</u></p> <ol style="list-style-type: none"> 1. Maintain full time person to eliminate 	\$ 33,335	<ol style="list-style-type: none"> 1. Full time person will provide leadership in

() Denotes the amount of planned carry over of federal funds to be used in addition to the amounts shown here & Table 17.

TABLE: 18a

ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

LEVEL: Secondary

ACTIVITIES	1983 BUDGETED TOTAL FUNDS	BENEFITS 1983 - 1987
<p><u>Sex Equity Personnel</u> (continued)</p> <p>sex-bias and discrimination in vocational programs.</p> <p>2. Maintain office to fulfill requirements of the Act as stated in the State Plan.</p> <p><u>Industrial Arts</u></p> <p>Provide state level leadership and state resources to Industrial Arts programs which comply with requirements of the Act.</p> <p><u>102(a) ADMINISTRATION</u></p> <p>1. State Administration Provide state staff for administration and supervision of vocational education.</p> <p>2. Local Administration (a) Provide resources and consultant help to 143 Local Education Agencies for local administration, supervision, and evaluation of local programs. (b) Provide State and local funds to support a local director for each Local Education Agency.</p>	<p>\$ 2,100,000</p> <p>\$ 2,730,611</p>	<p>vocational education opportunities to persons of both sexes.</p> <p>2. Progress will be made toward eliminating sex bias and sex stereotyping from vocational programs.</p> <p>1. Industrial Arts instructional programs will improve in quality through state leadership, in-service for teachers, curriculum development and additional materials and equipment.</p> <p>2. Approximately 10,000 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.</p> <p>1. Maintenance of state vocational education staff and activities to ensure direction and quality of programs within state.</p> <p>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 students and labor market needs.</p>

TABLE 18a

ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

LEVEL: Secondary

ACTIVITIES	BENEFITS 1983-1987
<p><u>SUBPART 3 (Section 130)</u></p> <p><u>1. RESEARCH</u></p> <p>(a) Provide relevant research data for projecting statewide secondary program needs in vocational education.</p> <p>(b) Facilitating program development and improvement.</p> <p>(c) Provide access to research products of possible use</p> <p>(d) Provide relevant research data to feed into selected activities of the division.</p>	<p>\$ 50,000</p> <p>(a) Program improvement priorities will be identified, projects conducted, relevant users trained in the use of project results.</p> <p>(b) Research and/or exemplary projects will be conducted (1) to improve existing local and state programs or (2) to provide a basis for the development of new programs.</p> <p>(c) Information from many sources will be synthesized and disseminated to relevant users.</p> <p>(d) Research will be conducted to improve and expand functions of the division and of local education agencies. These include, but are not limited to:</p> <ol style="list-style-type: none"> (1) The development of a system for research and exemplary program development; (2) Program Evaluations; (3) Student and Employer Follow-up; (4) Articulation; (5) Accountability reporting; (6) Long-range needs for curriculum development (7) Educating non-vocational educators, including the public, about vocational education; and (8) Secondary level apprenticeship programs.

TABLE: 18a

ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

LEVEL: Secondary

ACTIVITIES	1983 BUDGETED TOTAL FUNDS	BENEFITS 1983 - 1987
<p>2. <u>Exemplary</u> New vocational programs may be implemented on an exemplary basis in vocational education areas which are not currently being offered. Attention will be focused on offerings which would be inter-disciplinary among vocational areas and involving general education offerings.</p> <p>3. <u>Curriculum Development</u> (a) Provide state leadership and coordination for: -research on curriculum content, development, and evaluation procedures. -determination and validation of exit competencies expected of students in vocational education. -the articulation of effort by secondary and postsecondary personnel in the development and implementation of valid and sequentially sound vocational curricula. -the search, acquisition, and dissemination of curriculum information and materials. -the in-service of teachers on curriculum development, implementation, and instructional methodology.</p>	<p>\$ 124,500</p> <p>\$ 50,000</p>	<p>Program offerings would continue to improve in that the base of competencies would be broadened thereby making graduates of programs more employable.</p> <p>(a) Content and competencies in curriculum will more nearly relate to present and future job needs. A greater percentage of completers should find employment with success.</p> <p>(b) Teachers will have access to current information for planning and managing the teaching/learning process.</p> <p>(c) Students will have access to learning experience and supplemental learning resources commensurate with their learning styles, needs and level of development.</p> <p>(d) Local and state personnel will have access to formative and summative data on student achievement and program success for planning and reporting purposes.</p> <p>(e) Students exiting from the program will have access to a competency-based skill record of proficiency levels achieved through the instructional program.</p>

TABLE: 18a

ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

LEVEL: Secondary

ACTIVITIES	1983 BUDGETED TOTAL FUNDS	BENEFITS 1983 - 1987
<p>-the in-service of teachers on curriculum development, implementation, and instructional methodology.</p> <p>(b) Provide for the acquisition and/or development of bias free curriculum materials including course guides, units of instruction, individualized materials for student use, modified materials for use by disadvantaged/handicapped students, and banks of student assessment measures per curriculum area.</p> <p>(c) Provide state leadership and coordination for the development and implementation of a competency-based student assessment component as part of the comprehensive evaluation system.</p>	<p>\$1,432,587</p>	<p>(f) Initial steps will have been taken to diminish duplicative curriculum efforts in-state and nationally.</p>
<p>4. <u>Guidance and Counseling</u></p> <p>(a) Provide state leadership through adequate staff for vocational guidance, counseling, and placement.</p> <p>(b) Provide resources and consultant services to Local Education Agencies.</p>		<p>(a) A statewide system of vocational guidance, counseling, and placement will be maintained and expanded.</p> <p>(b) Vocational guidance funds will be allocated to Local Education Agencies to provide local staff to serve needs of students.</p> <p>(c) Programs will address the needs of students for: -equal access to vocational education programs, services and activities.</p>

TABLE: 18a

LEVEL: Secondary ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

ACTIVITIES	1983 BUDGETED TOTAL FUNDS	BENEFITS 1983 - 1987
<p>5. <u>Pre-Service and In-Service Training</u></p> <p>Continue the Personnel Development Unit which will provide state leadership for in-service and coordination of pre-service programs in vocational education.</p> <p>(a) Participate in the development of the North Carolina Quality Assurance Program for all public school educators.</p> <p>(b) The framework for a Master Plan for Vocational Education Personnel Development will be completed.</p> <p>(c) Continue the development and implementation of the Vocational Education Personnel Development Training Process.</p> <p>(d) State directed in-service activities will give specific attention to program area needs with high priority going to such areas as Disadvantaged/Handicapped, Sex Equity, new and emerging occupational areas, and vocational administration.</p>	<p>\$ 510,571 (\$300,000)</p>	<p>-current labor market information and resources. -sequential employability skills. -on-the-job training opportunities. -job placement of students. -follow-up of vocational students.</p> <p>Administration and quality of instruction will improve as a result of the direction and coordination.</p> <p>(a) The pre-service program for vocational personnel will be identified as a high priority need.</p> <p>(b) Both the pre-service and in-service programs for vocational education will have direction set.</p> <p>(c) Planning and operating of in-service activities will improve as a result of an organized training process.</p> <p>(d) Vocational education personnel will be given special training related to the respective program area and programs will show improvement in the areas of working with Disadvantaged and Handicapped, overcoming sex bias and sex stereotyping. Evidence will be seen in training personnel for new and emerging occupations and improved vocational administration.</p>

() Denotes the amount of planned carry over of federal funds to be used in addition to the amounts shown here and in Table 17.

TABLE: 18a

ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

LEVEL: Secondary

ACTIVITIES	1983 BUDGETED TOTAL FUNDS	BENEFITS 1983 - 1987
<p>(e) Development, adapt, and implement a model for the providing of in-service training of vocational personnel on a regional basis.</p> <p>6. 102(a) Administration Provide for administration of Subpart 3 activities.</p> <p><u>SUBPART 4 Special Program for Disadvantaged</u></p> <p>1. By the end of each school year, State leadership and resources will be provided to qualified Local Education Agencies to serve the needs of special disadvantaged.</p> <p><u>SUBPART 5 (Section 150)</u></p> <p>Consumer Homemaking Ancillary Services Educational Programs</p> <p>(a) Provide state leadership in administration and supervision and commit resources to Local Education Agencies for programs in Consumer and Homemaking Education.</p> <p>(b) Provide resources up to 90% of cost of programs in depressed areas.</p> <p>(c) Programs will be responsive to needs of both males and female students, and will provide leadership in eliminating sex bias and stereotyping</p>	<p>\$ 130,675</p> <p>\$ 300,051 (\$5,779)</p> <p>\$1,168,004</p>	<p>(e) Planning and operating of in-service training of vocational personnel on a regional basis will improve with emphasis of needs assessment, planning, implementation, and evaluation.</p> <p>Improvement in the quality of programs and activities under this Subpart.</p> <p>1. The most severely disadvantaged will receive instruction and services to enable them to succeed in vocational education and become employable.</p> <p>(a) Provide for approximately 800 Consumer/Homemaking teachers in 143 Local Education Agencies.</p> <p>(b) Approximately 48,000 students will benefit from Consumer/Homemaking Education.</p> <p>(c) Both male and female students will have benefited from instructional methods, curriculum, materials and activities which are</p>

() Denotes the amount of planned carry over of federal funds to be used in addition to the amounts shown here and in Table 17.

TABLE: 18a

LEVEL: Secondary ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983

ACTIVITIES	1983 BUDGETED TOTAL FUNDS	BENEFITS 1983 - 1987
<p>and will be responsive to changing patterns of men and women in home and world of work.</p> <p>SUBPART 1 (Section 102d)</p> <p>Planning, evaluation and follow-up</p>	<p>\$ 72,288 (\$22,630)</p>	<p>designed to eliminate sex bias and stereotyping; and are responsive to changing roles of men and women in the home and the world of work.</p> <p>(a) Improvement in planning process and plans.</p> <p>(b) Improvement in evaluation and follow-up.</p>

() Denotes the amount of planned carry over of federal funds to be used in addition to the amounts shown here and in Table 17.

TABLE: 18b LEVEL: Postsecondary			ACTIVITIES, ESTIMATED BUDGET, AND BENEFITS BY PURPOSE - FY 1983	
ACTIVITIES		1983 ESTIMATED TOTAL FUNDS	BENEFITS	
<u>DISADVANTAGED AND LIMITED ENGLISH SPEAKING</u> Provide tutorial assistance, remedial education, skill development, consumer education, guidance, motivational training, job orientation and placement which will assist these target groups to succeed in vocational education.		\$2,364,068	Provide instruction and program services which will assist 42,000 postsecondary and adult disadvantaged and 3000 limited English speaking individuals to succeed in vocational education and to develop employment skills.	
<u>HANDICAPPED</u> Provide counseling, remedial education, tutorial assistance, reader services, interpreter services, work evaluation, skill training, consumer education, motivational training, job orientation and placement which will assist this group to succeed in vocational education.		1,038,034	Provide instruction and program services to assist 3,000 post-secondary and adult handicapped to succeed in vocational education and to develop employment skills.	
<u>SUBPART 2</u> <u>Vocational Education</u> Provide vocational/technical programs of less than baccalaureate level. Expand, where possible, new and emerging occupational programs.		53,909,160	Vocational and technical education will be provided for 77,240 full- and part-time students so that they can qualify for employment or upgrade job skills.	
<u>Cooperative Education</u> Provide work experience related to program of study through cooperating businesses and industries.			Provide work experience through cooperating businesses and industries for 2,000 students. Funded from Vocational Education funds.	
<u>Sex Equity Personnel</u> Full-time individual will assist in monitoring equal educational opportunity in vocational education and eliminating sex discrimination and sex stereotyping in vocational education programs.		36,665	Provide opportunity for prospective students to become informed of the wide variety of jobs and to thereby make a more informed selection of a vocational/technical program.	

TABLE: 18b LEVEL: Postsecondary			ACTIVITIES, ESTIMATED BUDGET, AND BENEFITS BY PURPOSE - FY 1983	
ACTIVITIES		1983 ESTIMATED TOTAL FUNDS	BENEFITS	
<u>Support Services for Women</u> Provide counseling, job development and job follow-up services for women seeking employment in non-traditional areas.			Assist 100 women to seek training and employment in non-traditional areas. Funded from Vocational Education funds.	
<u>Program for Homemakers - Heads of Household</u> Provide vocational programs, orientation in how to seek employment and job placement services.		\$ 9,100	Provide instruction and program services which will assist 350 homemakers and heads of household to develop employment skills and become employable.	
<u>Administration</u> Provide for the administration and supervision of vocational education.		32,716,800	Improve the quality of programs, services, and activities.	
<u>SUBPART 3</u> <u>Research</u> There will be a continued effort to initiate, coordinate and support research efforts to improve occupational education in one or more of these eight priority areas: articulation, assessment, and evaluation, curriculum development, dissemination, guidance, instructional methodology, planning, and staff development.		145,366	Continued search for new ideas and techniques will improve the quality of programs offered.	
<u>Curriculum Development</u> Support the continued development and revision of curriculum materials.		63,000	Curriculum content and job competencies learned will be related to present and future job needs.	
<u>Guidance and Counseling</u> Provide counseling and guidance services for all students.		8,290,111	Assistance to students in selecting program and preparing for entrance into the labor market.	

ACTIVITIES, ESTIMATED BUDGET, AND BENEFITS BY PURPOSE - FY 1983		
ACTIVITIES	1983 ESTIMATED TOTAL FUNDS	BENEFITS
<u>Administration</u> Provide for administration and supervision of vocational education.	11,720	Improve the quality of programs, services, and activities.
<u>SUBPART 4</u> <u>Special Programs for the Disadvantaged</u> Provide programs, services, and activities for the disadvantaged in areas of high youth employment or in areas with high dropout rates to assist them to succeed in vocational programs.	144,573	Provide instruction and program services to 2,000 young adults to assist them in succeeding in vocational education and to becoming employable.
<u>SUBPART 1</u> <u>102(d) Plans, Reports, and Evaluation</u> Funds will be used as needed to support the development of State Plans, Accountability Reports, data collection and evaluation of vocational education programs.	36,138	Activities will be directed toward the improvement of vocational education programs.

TABLE: 18c LEVEL: Adult	ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983	
ACTIVITIES	1983 ESTIMATED TOTAL FUNDS	BENEFITS
<u>DISADVANTAGED AND LIMITED ENGLISH SPEAKING</u> Provide tutorial assistance, remedial education, skill development, consumer education, guidance, motivational training, job orientation and placement which will assist these target groups to succeed in vocational education.		Funding for this category is included in the postsecondary data.
<u>HANDICAPPED</u> Provide counseling, remedial education, tutorial assistance, reader services, interpreter services, work evaluation, skill training, consumer education, motivational training, job orientation and placement which will assist this group to succeed in vocational education.		Funding for this category is included in the postsecondary data.
<u>SUBPART 2</u> <u>Vocational Education</u> Provide preparatory and supplemental vocational education programs for adults who can profit from such instruction.	49,103,161	Provide preparatory or upgrading training for 229,745 adults to develop or to increase employment competencies. a. Ambulance Attendant (16,000) b. Apprenticeship Related (2,200) c. Corrections (3,000) d. Human Resource Development (3,900) e. New and Expanding Industry (2,700) f. Remedial (800)
<u>Administration</u> Provide for the administration and supervision of vocational education.	7,716,250	Improve the quality of programs, services, and activities.
<u>SUBPART 3</u> <u>Guidance and Counseling</u> Provide counseling and guidance services for all students.	1,979,000	Assistance to students in selecting program and preparing for entrance into the labor market.

TABLE: 18c LEVEL: Adult	ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1983		
ACTIVITIES	1983 ESTIMATED TOTAL FUNDS	BENEFITS	
<u>SUBPART 5</u> <u>Consumer/Homemaking</u> Provide consumer and homemaking programs and activities.	1,992,000		Provide instruction and program services to assist 32,300 adults to become better consumers and homemakers.

3.04 Expand

RATIONALE FOR VOCATIONAL PROGRAMS AS RELATED TO EMPLOYMENT NEEDS

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

The paragraphs which follow relate to program areas through which job skill training is offered. These paragraphs broadly set forth the reasons for offering instruction in these program areas and for use of funds to support such program areas. The rationale statements are in support of enrollments and funding applied to programs as presented in Table 12 and 15.

AGRICULTURE (01-03-31)

The field of production agriculture plus off-farm related agricultural occupations present a broad and diversified area of employment in North Carolina. Economic projections are for gross farm income to increase during the next five years.

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.

While the need for numbers of farmers will decrease, there is an increasing need for employment in agribusiness areas more complex machinery and equipment, the demand for higher quality and more conveniently packaged products by the consumer, emphasis on protecting the quality of our environment, and general demand for services are major factors contributing to increasing employment in the agribusiness industry. The increased use of flowers and shrubs to improve and beautify our homes and surroundings, and construction and maintenance of recreational areas continue to add to the labor force in agriculture.

Labor market demands for persons with adequate skills to deal with the increasing environmental problems, operate and service modern machinery and equipment needed both for production and processing and the need to provide opportunities for exploring, selecting, and preparing for vocational skills will justify the emphasis being placed on agriculture programs.

BUSINESS AND OFFICE EDUCATION (06-07-22-25-44)

Labor market projections indicate a continuous growth for new and replacement workers in business and office occupations during the years 1983-87. Advancements in computer technology mandates that programs be expanded at both the secondary and postsecondary levels to provide an adequate supply of trained workers in this area alone.

MARKETING AND DISTRIBUTIVE EDUCATION (08-09)

Marketing and distributive education represents one of the larger employment areas in North Carolina. Projections indicate a growth in the number of workers needed for replacement and new occupations over the next five years. Emphasis will continue to be placed on providing programs in marketing and distributive education in order that an adequate supply of skilled persons will be available to meet labor market needs.

ENGINEERING AND ENGINEERING RELATED TECHNOLOGY (15-41-43)

Technical education is offered at the postsecondary and adult levels in North Carolina. Approximately \$16,300,000 dollars from federal, state, and local funds are projected for technical education for 1983. 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.

HEALTH OCCUPATIONS (12-17-18)

Projections indicate a growth in the number of allied health workers requiring less than a baccalaureate degree to fill new and replacement needs during the next five years.

Health occupations programs at the secondary level provide basic entry level skill experiences for many advanced programs. In order to fill current and projected labor market needs in the health field and to provide training of a specialized nature to comply with license requirement, emphasis will continue to be placed on programs in this area.

VOCATIONAL HOME ECONOMICS (04-20)

Vocational home economics programs provide training for persons to fill a variety of labor market needs. Employment projections indicate that the number of workers in many of these areas will increase during the next five years. Emphasis will be placed on providing funds for programs related to the areas which have the greatest need for workers.

TRADES AND INDUSTRIES (06-09-10-12-20-43-46-47-48-49-50)

Trades and industries represent one of the largest areas of new and expanded occupations in the State. While the need for workers in some of the more traditional occupations are projected to decline, this decline is expected to be off-set somewhat by new and emerging occupations. Emphasis will be placed on those programs to provide skilled workers where related employment needs are greatest and/or most accute.

PART III

→ Sheet w/ split
of Economically & Non-Economically
Depressed Areas
Hold on Tables

ANNUAL PROGRAM PLAN
VOCATIONAL EDUCATION

FISCAL YEAR 1983

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TABLE: 1
STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1982-83
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		LOCAL
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES	
70%	Alamance	513.5	23	4	3.5		768,196	35,282	6,132	5,369		349,277
70%	Burlington	293.5	25.5	4	3.5		439,076	39,117	6,132	5,369		209,869
74%	Alexander	176	29	5	4		278,256	44,486	7,665	6,136		118,245
72%	Alleghany	69.5	30.5	5	4.5		106,961	46,787	7,665	6,903		65,456
72%	Anson	215	28.5	4.5	4		330,885	43,719	6,899	6,136		150,749
72%	Ashe	257	31.5	5	4.5		395,523	48,321	7,665	6,903		178,271
72%	Avery	107	30	5	4.5		164,673	46,020	7,665	6,903		87,602
70%	Beaufort	165.5	29.5	5	4		247,588	45,253	7,665	6,136		131,418
70%	Washington	134.5	27	4.5	4		201,212	41,418	6,899	6,136		109,571
74%	Bertie	196	31.5	5	4.5		309,876	48,321	7,665	6,903		130,971
74%	Bladen	264	31	5	4.5		417,384	47,554	7,665	6,903		168,475
68%	Brunswick	296	26	4.5	3.5		430,088	39,884	6,899	5,369		226,336
68%	Buncombe	941.5	24	4	3.5		1,368,000	36,816	6,132	5,369		666,502
68%	Asheville	235.5	27.5	4.5	4		342,182	42,185	6,899	6,136		187,013
70%	Burke	508	24	4	3.5		759,968	36,816	6,132	5,369		346,408
70%	Cabarrus	348	23	4	3.5		520,608	35,282	6,132	5,369		243,168
70%	Concord	114	28	4.5	4		170,544	42,952	6,899	6,136		97,085
70%	Kannapolis	180	24.5	4	3.5		269,280	37,583	6,132	5,369		136,442
72%	Caldwell	514	26.5	4.5	4		791,046	40,651	6,899	6,136		328,507
72%	Camden	38.5	29.5	5	4		59,252	45,253	7,665	6,136		46,008
70%	Carteret	268	28	4.5	4		400,928	42,952	6,899	6,136		195,821
74%	Caswell	154.5	30	5	4.5		244,265	46,020	7,665	6,903		107,111
68%	Catawba	524.5	21.5	3.5	3		762,099	32,981	5,366	4,602		378,846
68%	Hickory	167.5	25	4	3.5		243,378	38,350	6,132	5,369		137,990
68%	Newton	91.5	26.5	4.5	4		132,950	40,651	6,899	6,136		87,829
68%	Chatham	243	26	4.5	3.5		353,079	39,884	6,899	5,369		190,697
72%	Cherokee	129.5	30	5	4.5		199,301	46,020	7,665	6,903		101,068
74%	Chowan	95	33	5.5	5		150,195	50,622	8,432	7,670		76,215
74%	Clay	43	36	6	5		67,983	55,224	9,198	7,670		49,216
70%	Cleveland	347	23	4	3.5		519,112	35,282	6,132	5,369		242,526

TABLE: 1

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1982-83
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT						ESTIMATED REIMBURSEMENT				
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		LOCAL
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES	
70%	Kings Mountain	152.5	25	4	3.5		228,140	38,350	6,132	5,369		119,119
70%	Shelby	164.5	25	4	3.5		246,092	38,350	6,132	5,369		126,833
74%	Columbus	429	29.5	5	4.5		678,249	45,253	7,665	6,903		359,322
74%	Whiteville	96.5	30.5	5	4.5		152,567	46,787	7,665	6,903		75,162
72%	Craven - New Bern	527.5	26.5	4.5	4		811,822	40,651	6,899	6,136		336,537
72%	Camden	1,415.5	26.5	4.5	4		2,178,455	40,651	6,899	6,136		838,055
72%	Fayetteville	407.5	25.5	4	3.5		627,143	39,117	6,132	5,369		283,574
72%	Currituck	81.5	30.5	5	4.5		125,429	46,787	7,665	6,903		72,638
68%	Dare	67	26.5	4.5	4		97,351	40,651	6,899	6,136		71,076
70%	Davidson	622.5	24	4	3.5		931,260	36,816	6,132	5,369		419,819
70%	Alexington	118	26.5	4.5	4		176,528	40,651	6,899	6,136		98,653
70%	Thomasville	102.5	22	4.5	4		153,340	42,952	6,899	6,136		89,712
68%	Darke	183.5	22	3.5	4		266,626	33,748	5,366		4,602	145,043
72%	Darlington	389.5	28.5	4.5	4		599,441	43,719	6,899	6,136		255,187
68%	Durham County	651	23	4	3.5		945,903	35,282	6,132		5,369	467,146
72%	Durham City	379.5	23	3.5	4.5		551,414	35,282	5,366	6,903		280,783
72%	Edgecombe	240	29.5	5	4.5		369,360	45,253	7,665	6,136		166,904
72%	Tartboro	118.5	27.5	4.5	4		182,372	42,135	6,899	6,136		92,397
68%	Forsyth	1,786	23	4	3.5		2,595,058	35,282	6,132	5,369		1,243,219
74%	Franklin	174	33	5.5	4.5		275,094	50,622	8,432	6,903		119,839
74%	Franklin	42	32	5.5	4.5		66,402	49,088	8,432	6,903		45,966
72%	Gaston	1,276	24	4	3.5		1,963,764	36,816	6,132	5,369		782,476
74%	Gates	52.5	33	5.5	5		84,584	50,622	8,432	7,670		53,162
70%	Graham	68	33	5.5	5		101,728	50,622	8,432	7,670		72,194
74%	Granville	270	29.5	5	4.5		426,870	45,253	7,665	6,903		171,003
72%	Greene	112.5	34	5.5	5		173,138	52,156	8,432	7,670		93,876
68%	Guilford	1,007	20	3.5	3		1,463,171	30,680	5,366	4,602		707,680
68%	Greensboro	1,074	20	3.5	3		1,560,522	30,680	5,366	4,602		733,492
68%	High Point	369	20	3.5	3		536,157	30,680	5,366	4,602		271,438
74%	Halifax	316	31	5	4.5		499,596	47,554	7,665	6,903		197,360

TABLE: 1

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1982-83
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

RKIM- RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT						ESTIMATED REIMBURSEMENT				
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		LOCAL
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES	
74%	Roanoke Rapids	90.5	33	5.5	4.5		143,081	50,622	8,432	6,903		73,446
74%	Weldon	51	32	5.5	4.5		80,631	49,088	8,432	6,903		50,965
74%	Harnett	445.5	26.5	4.5	4		704,336	40,651	6,899	6,136		266,332
72%	Haywood	350	32.5	5.5	4.5		538,650	49,855	8,432	6,903		234,827
70%	Henderson	320	26	4.5	3.5		478,720	39,884	6,899	5,369		227,517
70%	Hendersonville	49	28	4.5	4		73,304	42,952	6,899	6,136		55,410
72%	Hertford	192.5	30	5	4.5		296,258	46,020	7,665	6,903		138,773
74%	Hoke	156	33	5.5	4.5		246,636	50,622	8,432	6,903		109,830
70%	Hyde	31.5	23	5.5	5		47,124	50,622	8,432	7,670		48,792
70%	Iredell	395.5	33	4	3.5		591,668	35,282	6,132	5,369		273,622
70%	Mooreville	76	28	4.5	4		113,696	42,952	6,899	6,136		72,721
70%	Statesville	132	26	4.5	4		197,472	39,884	6,899	6,136		107,310
68%	Jackson	141	29	5	4		204,873	44,486	7,665	6,136		123,840
72%	Johnston	580.5	26.5	4.5	4		893,390	40,651	6,899	6,136		368,307
72%	Jones	98	32	5.5	4.5		150,822	49,088	8,432	6,903		83,706
72%	Lee/Sanford	292	26	4.5	3.5		449,388	39,884	6,899	5,369		195,043
70%	Lenoir	380	28.5	4.5	4		568,480	43,719	6,899	6,136		267,957
70%	Kinston	183	29	5	4		273,768	44,486	7,665	6,136		142,309
72%	Lincoln	314	27	4.5	4		483,246	41,418	6,899	6,136		209,105
68%	Macon	127	29	5	4		184,531	44,486	7,665	6,136		114,267
74%	Madison	124	31.5	5	4.5		196,034	48,321	7,665	6,903		90,976
70%	Martin	220.5	27	4.5	4		329,868	41,418	6,899	6,136		164,709
70%	McDowell	264	27	4.5	4		394,944	41,418	6,899	6,136		192,599
68%	Mecklenburg	2,922.5	21.5	3.5	3		4,246,393	32,981	5,366	4,602		2,018,514
70%	Mitchell	84.5	34.5	5.5	5		126,412	52,923	8,432	7,670		83,752
70%	Montgomery	154.5	26.5	4.5			231,132	40,651	6,899		6,136	122,065
68%	Moore	107	23	4		4	591,371	35,282	6,132		5,369	300,308
70%	Nash	109	25.5	4	3.5	3.5	611,864	39,117	6,132			283,921
72%	Rocky Mount	235.5	26	4.5	3.5		362,455	39,884	6,899	5,369		161,228
68%	New Hanover	823.5	23.5	4	3.5		1,196,546	36,049	6,132	5,369		585,457

TABLE: 1

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1982-83
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT						ESTIMATED REIMBURSEMENT					
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		LOCAL	
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES		
74%	Northampton	196	33.5	5.5	5		309,876	51,389	8,432	7,670		132,588	
70%	Onslow	633	26.5	4.5	3.5		946,968	40,651	6,899	5,369		428,523	
68%	Orange	170	26.5	4.5		4	247,010	40,651	6,899		6,136	141,504	
68%	Chapel Hill	186	24.5	4		3.5	270,258	37,583	6,132		5,369	150,279	
72%	Pamlico	88.5	32	5.5	4.5		136,202	49,088	8,432	6,903		78,021	
72%	Pasquotank	194.5	32.5	5.5	4.5		299,336	49,855	8,432	6,903		141,760	
72%	Pender	199	29.5	5	4.5		306,261	45,253	7,665	6,903		142,365	
74%	Perquimans	53.5	34.5	5.5	5		84,584	52,923	8,432	7,670		53,971	
68%	Person	221.5	26.5	4.5	3.5		321,840	40,651	6,899	5,369		176,357	
72%	Pitt	444.5	26.5	4.5	4		684,086	40,651	6,899	6,136		286,911	
72%	Greenville	213	26	4.5	3.5		327,807	39,884	6,899	5,369		147,762	
68%	Polk	77.5	28	4.5	4		112,608	42,952	6,899	6,136		79,339	
68%	Tryon	10.5	28	4.5	4		15,257	42,952	6,899	6,136		33,527	
70%	Randolph	498.5	24	4	3.5		745,756	36,816	6,132	5,369		340,317	
70%	Asheboro	148.5	26.5	4.5	4		222,156	40,651	6,899	6,136		118,218	
74%	Richmond	365	29.5	5	4.5		577,065	45,253	7,665	6,903		223,771	
74%	Robeson	574	30.5	5	4.5		907,494	46,787	7,665	6,903		340,406	
74%	Fairmont	78	34.5	5.5	5		123,318	52,923	8,432	7,670		67,580	
74%	Lumberton	160.5	30	5	4.5		253,751	46,020	7,665	6,903		110,443	
74%	Red Springs	43.5	33	5.5	5		68,774	50,622	8,432	7,670		47,607	
74%	St. Pauls	40	33	5.5	5		63,240	50,622	8,432	7,670		45,663	
70%	Rockingham	187.5	22	3.5	5	3	280,500	33,748	5,366	4,602		138,950	
70%	Eden	167	23.5	4		3.5	249,832	36,049	6,132	5,369		127,449	
70%	Madison Mayodan	92	25.5	4		3.5	137,632	39,117	6,132	5,369		80,679	
70%	Reidsville	161.5	23.5	4		3.5	241,604	36,049	6,132	5,369		123,923	
68%	Rowan	530	23	4	3.5		770,090	35,282	6,132	5,369		384,411	
68%	Salisbury	94.5	28	4.5	4		137,309	42,952	6,899	6,136		90,963	
72%	Rutherford	412.5	25.5	4	3.5		634,838	39,117	6,132	5,369		266,566	
72%	Sampson	334.5	28.5	4.5	4		514,796	43,719	6,899	6,136		222,269	
72%	Clinton	117.5	29	4.5	4		180,833	44,486	6,899	6,136		92,693	

TABLE: 1

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1982-83
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT						ESTIMATED REIMBURSEMENT				
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		LOCAL
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES	
74%	Scotland	249	28.5	4.5	4		393,669	43,719	6,899	6,136		158,257
70%	Stanly	306	24.5	4	3.5		457,776	37,583	6,132	5,369		217,226
70%	Albemarle	67	28	4.5	4		100,232	42,952	6,899	6,136		66,951
68%	Stokes	250	24	4		3.5	363,250	36,816	6,132		5,369	193,679
70%	Surry	327	27	4.5	4		489,192	41,418	6,899	6,136		232,991
70%	Elkin	25.5	28	4.5	4		38,148	42,952	6,899	6,136		40,344
70%	Mount Airy	69.5	28	4.5	4		103,972	42,952	6,899	6,136		68,554
72%	Swain	69.5	36	6	5		106,961	55,224	9,198	7,670		69,632
68%	Transylvania	162.5	26.5	4.5	4		236,113	40,651	6,899	6,136		136,376
72%	Tyrrell	21	37	6	5.5		32,319	56,758	9,198	8,437		41,499
70%	Union	465	23	4	3.5		695,640	32,282	6,132	5,369		316,898
70%	Monroe	99	26.5	4.5	4		148,104	40,651	6,899	6,136		86,481
74%	Vance	294.5	31	5	4.5		465,605	47,554	7,665	6,903		185,418
68%	Wake	2,123	20	3.5	4.5	3	3,084,719	30,680	5,366		4,602	1,470,761
74%	Warren	128.5	33	5.5	4.5		203,159	50,622	8,432	6,903		94,554
74%	Washington	131	30	5	4.5		207,111	46,020	7,665	6,903		94,056
68%	Watauga	174.5	27.5	4.5	4		253,549	42,183	6,899	6,136		145,303
70%	Wayne	585	25.5	4	3.5		875,160	39,117	6,132	5,369		396,762
70%	Goldsboro	210.5	27	4.5	4		314,908	41,418	6,899	6,136		158,298
72%	Wilkes	454	26.5	4.5	4		698,706	40,651	6,899	6,136		292,597
70%	Wilson	529	25.5	4	3.5		791,384	39,117	6,132	5,369		360,858
70%	Yadkin	226.5	27	4.5	4		338,844	41,418	6,899	6,136		168,556
74%	Yancey	96	32	5.5	4.5		151,776	49,088	8,432	6,903		75,962
	GRAND TOTAL	44,131	3,969	659	529.5	44.5	66,239,926	6,085,448	1,010,288	812,253	68,263	31,320,465

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1982-83
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 2

	S U B - P A R T 2						S U B - P A R T 4	
	DISADVANTAGED			HANDICAPPED			SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local		Federal/ State	Local		Federal/ State	Local
L F A								
Alamance	18,971	8,130		9,486	4,065			
Burlington	21,162	9,069		10,581	4,535			
Alexander	24,078	8,460		12,039	4,230			
Alleghany	25,538	9,931		12,769	4,966			
Anson	23,714	9,222		11,857	4,611			
Ashe	26,270	10,216		13,135	5,108		12,035	633
Avery	25,174	9,790		12,587	4,895		12,207	642
Beaufort	24,446	10,477		12,223	5,238			
Washington	22,619	9,694		11,309	4,847			
Bertie	26,270	9,230		13,135	4,615		12,035	-0-
Bladen	25,902	9,101		12,951	4,550			
Brunswick	21,526	10,130		10,763	5,065			
Buncombe	20,066	9,443		10,033	4,721			
Asheville	22,986	10,817		11,493	5,408			
Burke	20,066	8,600		10,033	4,300			
Cabarrus	18,971	8,130		9,486	4,065			
Concord	23,350	10,007		11,675	5,004			
Kannapolis	20,430	8,756		10,215	4,378			
Caldwell	22,254	8,654		11,127	4,327		11,863	624
Camden	24,446	9,507		12,223	4,753			
Carteret	23,350	10,007		11,675	5,004		11,691	1,299
Caswell	25,174	8,845		12,587	4,422		11,863	-0-
Catawba	17,878	8,413		8,939	4,207			
Hickory	20,795	9,786		10,398	4,893			
Newton	22,254	10,472		11,127	5,236			
Chatham	21,526	10,130		10,763	5,065			
Cherokee	25,174	9,790		12,587	4,895			
Chowan	27,730	9,743		13,865	4,871			
Clay	29,918	10,512		14,959	5,256			
Cleveland	18,971	8,130		9,486	4,065			

TABLE: 2

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1982-83
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

	S U B - P A R T 2						S U B - P A R T 4	
	DISADVANTAGED			HANDICAPPED			SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local		Federal/ State	Local		Federal/ State	Local
L E A								
Roanoke Rapids	27,362	9,614		13,681	4,807		11,863	-0-
Weldon	26,634	9,358		13,317	4,679			
Harnett	22,254	7,819		11,127	3,909			
Haywood	26,998	11,571		13,499	5,785		13,067	1,452
Henderson	21,526	10,130		10,763	5,065			
Hendersonville	23,350	10,988		11,675	5,494			
Hertford	25,174	9,790		12,587	4,895			
Hoke	27,362	9,614		13,681	4,807		13,239	-0-
Hyde	27,730	13,049		13,865	6,525			
Iredell	18,971	8,130		9,486	4,065			
Mooreville	23,350	10,007		11,675	5,004			
Statesville	21,890	9,381		10,945	4,691			
Jackson	24,078	11,331		12,039	5,665			
Johnston	22,254	8,654		11,127	4,327			
Jones	26,634	9,358		13,317	4,679			
Lee/Sanford	21,526	9,225		10,763	4,613			
Lenoir	23,714	9,222		11,857	4,611			
Kinston	24,078	9,364		12,039	4,682			
Lincoln	22,619	8,796		11,309	4,398			
Macon	24,078	11,331		12,039	5,665			
Madison	26,270	9,230		13,135	4,615			
Martin	22,619	9,694		11,309	4,847			
McDowell	22,619	9,694		11,309	4,847			
Mecklenburg	17,878	8,413		8,939	4,207			
Mitchell	28,822	12,352		14,411	6,176		12,551	1,395
Montgomery	21,890	9,381		10,945	4,691			
Moore	18,971	8,928		9,486	4,464			
Nash	21,162	9,069		10,581	4,535			
Rocky Mount	21,526	8,371		10,763	4,186			
New Hanover	19,702	9,272		9,851	4,636			

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1982-83
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 2

	S U B - P A R T 2						S U B - P A R T 4	
	DISADVANTAGED			HANDICAPPED			SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local		Federal/ State	Local		Federal/ State	Local
L E A								
Kings Mountain	20,795	8,912		10,398	4,456			
Shelby	20,795	8,912		10,398	4,456			
Columbus	24,810	8,717		12,405	4,359			
Whiteville	25,538	8,973		12,769	4,486			
Graven - New Bern	22,254	8,654		11,127	4,327		11,863	624
Cumberland	22,254	8,654		11,127	4,327			
Fayetteville	21,162	8,230		10,581	4,115			
Currituck	25,538	9,931		12,769	4,966			
Dare	22,254	10,472		11,127	5,236			
Davidson	20,066	8,600		10,033	4,300			
Lexington	21,890	9,381		10,945	4,691			
Thomasville	23,350	10,007		11,675	5,004			
Davie	18,243	8,585		9,121	4,292			
Duplin	23,714	9,222		11,857	4,611			
Durham County	18,971	8,928		9,486	4,464			
Durham City	19,338	9,100		9,669	4,550			
Edgecombe	24,810	9,648		12,405	4,824		12,379	652
Tarboro	22,986	8,939		11,493	4,470			
Forsyth	18,971	8,928		9,486	4,464			
Franklin	27,362	9,614		13,681	4,807			
Franklinton	26,634	9,358		13,317	4,679			
Gaston	20,066	7,803		10,033	3,902			
Gates	27,730	9,743		13,865	4,871			
Graham	27,730	11,884		13,865	5,942		12,723	1,414
Graville	24,810	8,717		12,405	4,359			
Greene	28,458	9,999		14,229	4,999		13,067	-0-
Guilford	16,783	7,898		8,391	3,949			
Greensboro	16,783	7,898		8,391	3,949			
High Point	16,783	7,898		8,391	3,949			
Halifax	25,902	9,101		12,951	4,550		12,551	-0-

TABLE: 2
STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1982-83
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

	S U B - P A R T 2						S U B - P A R T 4	
	DISADVANTAGED			HANDICAPPED			SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local		Federal/ State	Local		Federal/ State	Local
L E A								
Northampton	28,094	9,871		14,047	4,935			
Onslow	22,254	9,537		11,127	4,769			
Orange	21,890	10,301		10,945	5,151			
Chapel Hill	20,430	9,614		10,215	4,807			
Pamlico	26,634	10,358		13,317	5,179			
Pasquotank	26,978	10,499		13,499	5,250		13,411	706
Pender	24,810	9,648		12,405	4,824			
Perquimans	28,822	10,127		14,411	5,063		12,551	-0-
Person	22,254	10,472		11,127	5,236			
Pitt	21,890	8,513		10,945	4,256			
Greenville	21,526	8,371		10,763	4,186			
Polk	23,350	10,988		11,675	5,494			
Tryon	23,350	10,988		11,675	5,494			
Randolph	20,066	8,600		10,033	4,300			
Asheboro	21,890	9,381		10,945	4,691			
Richmond	24,810	8,717		12,405	4,359			
Robeson	25,538	8,973		12,769	4,486		13,411	-0-
Fairmont	28,822	10,127		14,411	5,063		13,239	-0-
Lumberton	25,174	8,845		12,587	4,422			
Red Springs	27,730	9,743		13,865	4,871		12,035	-0-
St. Pauls	27,730	9,743		13,865	4,871			
Rockingham	18,243	7,818		9,121	3,909			
Eden	19,702	8,444		9,851	4,222			
Madison Mayodan	21,162	9,069		10,581	4,535			
Reidsville	19,702	8,444		9,851	4,222			
Rowan	18,971	8,919		9,486	4,464			
Salisbury	23,350	10,988		11,675	5,494			
Rutherford	21,162	8,230		10,581	4,115			
Sampson	23,714	9,222		11,857	4,611			
Clinton	24,078	9,364		12,039	4,682			

TABLE: 2
STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1982-83
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

	S U B - P A R T 2				S U B - P A R T 4	
	DISADVANTAGED		HANDICAPPED		SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local
L E A						
Scotland	23,714	8,332	11,857	4,166	12,551	-0-
Starly	20,430	8,756	10,215	4,378		
Albemarle	23,350	10,007	11,675	5,004		
Stokes	20,046	9,443	10,033	4,721		
Surry	22,619	9,694	11,309	4,847		
Elkin	23,350	10,007	11,675	5,004		
Mount Airy	23,350	10,007	11,675	5,004		
Swain	29,918	11,635	14,959	5,817	13,067	688
Transylvania	21,890	10,301	10,945	5,151		
Tyrrell	31,010	12,059	15,505	6,030	13,927	733
Union	18,971	8,130	9,486	4,065		
Monroe	21,890	9,381	10,945	4,691		
Vance	25,902	9,101	12,951	4,550		
Wake	16,783	7,898	8,391	3,949		
Warren	27,362	9,614	13,681	4,807		
Washington	25,174	8,845	12,587	4,422		
Watauga	22,986	10,817	11,493	5,408		
Wayne	21,162	9,069	10,581	4,535		
Goldsboro	22,619	9,694	11,309	4,847		
Wilkes	22,254	8,654	11,127	4,327		
Wilson	21,162	9,069	10,581	4,535		
Yadkin	22,619	9,694	11,309	4,847		
Yancey	26,634	9,358	13,317	4,679		
GRAND TOTAL	3,310,191	1,350,513	1,655,095	675,264	289,189	10,862

SECONDARY
SUB-PART III STAFF DEVELOPMENT ESTIMATED ALLOTMENT DISTRIBUTION 1982-83*

L E A	STAFF DEVELOPMENT	
	ESTIMATED FUNDS ALLOTTED	
	Projected ADM 7-12	Federal
Alamance	5,690	\$ 7,881
Burlington	3,566	4,939
Alexander	2,201	3,049
Alleghany	827	1,145
Anson	2,397	3,320
Ashe	1,874	2,596
Avery	1,440	1,995
Beaufort	1,975	2,736
Washington	1,804	2,499
Bertie	1,934	2,679
Bladen	2,961	4,101
Brunswick	3,767	5,218
Buncombe	10,750	14,890
Asheville	2,235	3,096
Burke	6,020	8,338
Cabarrus	4,672	6,471
Concord	1,333	1,846
Kannapolis	2,280	3,158
Caldwell	6,176	8,554
Camden	636	881
Carteret	3,173	4,395
Caswell	1,869	2,589
Catawba	5,884	8,150
Hickory	2,140	2,964
Newton	1,363	1,888
Chatham	2,789	3,863
Cherokee	1,788	2,477
Chowan	1,150	1,593
Clay	535	741
Cleveland	4,168	5,773
Kings Mountain	1,864	2,582
Shelby	1,870	2,590
Columbus	3,780	5,236
Whiteville	1,349	1,868
Craven - New Bern	5,116	7,086
Cumberland	15,311	21,207
Fayetteville	4,331	5,999
Currituck	927	1,284
Dare	1,026	1,421
Davidson	7,740	10,721
Lexington	1,564	2,166
Thomasville	1,298	1,798
Davie	2,331	3,229
Duplin	3,720	5,153
Durham County	7,859	10,886
Durham City	3,725	5,160
Edgecombe	2,683	3,716
Tarboro	1,467	2,032

* \$300,000 is carry-over funds

TABLE: 3

SECONDARY
SUB-PART III STAFF DEVELOPMENT ESTIMATED ALLOTMENT DISTRIBUTION 1982-83

L E A	STAFF DEVELOPMENT	
	ESTIMATED FUNDS ALLOTTED	
	Projected ADM 7-12	Federal
Forsyth	18,130	25,112
Franklin	2,113	2,927
Franklinton	634	878
Gaston	14,525	20,119
Gates	842	1,166
Graham	721	999
Granville	3,287	4,553
Greene	1,301	1,802
Guilford	11,605	16,074
Greensboro	11,089	15,359
High Point	4,227	5,855
Halifax	3,392	4,698
Roanoke Rapids	1,234	1,709
Weldon	703	974
Harnett	5,186	7,183
Haywood	4,069	5,636
Henderson	3,959	5,484
Hendersonville	808	1,119
Hertford	2,108	2,920
Hoke	1,974	2,734
Hyde	462	640
Iredell	4,558	6,313
Mooreville	1,166	1,615
Statesville	1,688	2,338
Jackson	1,826	2,529
Johnston	6,607	9,151
Jones	813	1,126
Lee/Sanford	3,302	4,574
Lenoir	2,898	4,014
Kinston	2,052	2,842
Lincoln	3,964	5,491
Macon	1,725	2,389
Madison	1,369	1,896
Martin	2,592	3,590
McDowell	3,241	4,489
Mecklenburg	32,987	45,691
Mitchell	1,238	1,715
Montgomery	1,835	2,542
Moore	4,181	5,791
Nash	4,778	6,618
Rocky Mount	3,018	4,180
New Hanover	9,232	12,787
Northampton	2,236	3,097
Onslow	6,469	8,960
Orange	2,239	3,101
Chapel Hill	2,572	3,562
Pamlico	1,006	1,393
Pasquotank	2,369	3,281

TABLE: 3

SECONDARY
SUB-PART III STAFF DEVELOPMENT ESTIMATED ALLOTMENT DISTRIBUTION 1982-83

L E A	STAFF DEVELOPMENT	
	ESTIMATED FUNDS ALLOTTED	
	Projected AIM 7-12	Federal
Pender	2,170	3,006
Perquimans	789	1,093
Person	2,456	3,402
Pitt	4,851	6,719
Greenville	2,399	3,323
Polk	789	1,093
Tryon	293	406
Randolph	6,176	8,554
Asheboro	1,798	2,490
Richmond	3,975	5,506
Robeson	6,079	8,420
Fairmont	1,051	1,456
Lumberton	2,155	2,985
Red Springs	737	1,021
Saint Pauls	702	972
Rockingham	2,283	3,162
Eden	2,108	2,920
Madison Mayodan	1,269	1,758
Reidsville	1,897	2,628
Rowan	6,190	8,574
Salisbury	1,175	1,627
Rutherford	4,777	6,617
Sampson	3,069	4,251
Clinton	1,394	1,931
Scotland	3,120	4,322
Stanly	3,079	4,265
Albemarle	975	1,350
Stokes	3,122	4,324
Surry	3,944	5,463
Elkin	494	684
Mount Airy	977	1,353
Swain	751	1,040
Transylvania	1,988	2,754
Tyrrell	316	438
Union	5,641	7,813
Monroe	1,397	1,935
Vance	3,508	4,859
Wake	25,248	34,971
Warren	1,545	2,140
Washington	1,549	2,146
Watauga	2,248	3,114
Wayne	5,990	8,297
Goldsboro	2,249	3,115
Wilkes	5,074	7,028
Wilson	6,050	8,380
Yadkin	2,537	3,514
Yancey	1,304	1,806
TOTAL	505,376	\$700,000

FY 1983

SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS
FOR SUB-PART II, SUB-PART III, AND SUB-PART V WITH THE EXCEPTION OF STAFF DEVELOPMENT

Local Educational Agency		CLIF	RAP	EDA	GU	ADM	NEW PROGRAMS	TOTAL	% TO TOTAL
No.	Name								
010	Alamance	18	24	3	3	4	0	52	.5731
011	Burlington	18	24	3	3	8	2	58	.6393
020	Alexander	18	27	3	6	12	0	66	.7274
030	Alleghany	24	24	3	3	16	0	70	.7715
040	Anson	24	24	3	6	8	0	65	.7164
050	Ashe	24	24	3	9	12	0	72	.7936
060	Avery	24	21	3	9	12	0	69	.7605
070	Beaufort	24	21	3	3	12	4	67	.7385
071	Washington	21	21	3	3	12	2	62	.6833
080	Bertie	27	24	3	6	12	0	72	.7936
090	Bladen	24	27	3	9	8	0	71	.7825
100	Brunswick	21	18	3	9	8	0	59	.6503
110	Buncombe	18	24	3	6	4	0	55	.6062
111	Asheville	21	24	3	3	12	0	63	.6944
120	Burke	18	24	3	6	4	0	55	.6062
130	Cabarrus	18	24	3	3	4	0	52	.5731
131	Concord	18	24	3	3	16	0	64	.7054
132	Kannapolis	18	24	3	3	8	0	56	.6172
140	Caldwell	18	27	3	9	4	0	61	.6723
150	Camden	21	21	3	6	16	0	67	.7385
160	Carteret	21	24	3	6	8	2	64	.7054
170	Caswell	21	27	3	6	12	0	69	.7605
180	Catawba	18	21	3	3	4	0	49	.5401
181	Hickory	18	21	3	3	12	0	57	.6282
182	Newton	18	21	3	3	16	0	61	.6723
190	Chatham	21	21	3	6	8	0	59	.6503
200	Cherokee	24	21	3	9	12	0	69	.7605

TABLE: 4

FY 1983

SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS
FOR SUB-PART II, SUB-PART III, AND SUB-PART V WITH THE EXCEPTION OF STAFF DEVELOPMENT

Local Educational Agency		CLIF	RAP	EDA	GU	AIM	NEW PROGRAMS	TOTAL	% TO TOTAL
No.	Name								
210	Chowan	24	27	3	6	16	0	76	.8377
220	Clay	27	24	6	9	16	0	82	.9038
230	Cleveland	18	21	3	6	4	0	52	.5731
231	Kings Mountain	18	21	3	3	12	0	57	.6282
232	Shelby	18	21	3	3	12	0	57	.6282
240	Columbus	24	27	3	6	8	0	68	.7495
241	Whiteville	21	27	3	3	16	0	70	.7715
250	Craven/New Bern	21	27	3	6	4	0	61	.6723
260	Cumberland	21	27	3	6	4	0	61	.6723
261	Fayetteville	21	27	3	3	4	0	58	.6393
270	Currituck	21	24	3	6	16	0	70	.7715
280	Dare	18	18	3	6	16	0	61	.6723
290	Davidson	18	24	3	6	4	0	55	.6062
291	Lexington	18	24	3	3	12	0	60	.6613
292	Thomasville	18	24	3	3	16	0	64	.7054
300	Davie	18	18	0	6	8	0	50	.5511
310	Duplin	24	24	3	6	8	0	65	.7164
320	Durham County	21	24	0	3	4	0	52	.5731
321	Durham City	18	24	0	3	8	0	53	.5842
330	Edgecombe	27	24	3	6	8	0	68	.7495
331	Tarboro	21	24	3	3	12	0	63	.6944
340	Forsyth	18	21	3	6	4	0	52	.5731
350	Franklin	24	27	6	6	12	0	75	.8266
351	Franklinton	21	27	6	3	16	0	73	.8046
360	Gaston	18	24	3	6	4	0	55	.6062
370	Gates	24	27	3	6	16	0	76	.8377
380	Graham	24	21	6	9	16	0	76	.8377
390	Granville	24	27	3	6	8	0	68	.7495

TABLE: 4

FY 1983

SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS
FOR SUB-PART II, SUB-PART III, AND SUB-PART V WITH THE EXCEPTION OF STAFF DEVELOPMENT

Local Educational Agency No. Name	CLIF	RAP	EDA	GU	ADM	NEW PROGRAMS	TOTAL	% TO TOTAL
400 Greene	24	27	3	6	16	2	78	.8597
410 Guilford	18	18	3	3	4	0	46	.5070
411 Greensboro	18	18	3	3	4	0	46	.5070
412 High Point	18	18	3	3	4	0	46	.5070
420 Halifax	27	27	3	6	8	0	71	.7825
421 Roanoke Rapids	18	27	3	3	16	8	75	.8266
422 Weldon	24	27	3	3	16	0	73	.8046
430 Harnett	21	27	3	6	4	0	61	.6723
440 Haywood	21	24	3	6	8	12	74	.8156
450 Henderson	21	24	3	3	8	0	59	.6503
451 Hendersonville	18	24	3	3	16	0	64	.7054
460 Hertford	24	24	3	6	12	0	69	.7605
470 Hoke	24	27	6	6	12	0	75	.8266
480 Hyde	27	18	6	9	16	0	76	.8377
490 Iredell	18	24	3	3	4	0	52	.5731
491 Mooresville	18	24	3	3	16	0	64	.7054
492 Statesville	18	24	3	3	12	0	60	.6613
500 Jackson	24	21	3	6	12	0	66	.7274
510 Johnston	24	24	3	6	4	0	61	.6723
520 Jones	24	24	3	6	16	0	73	.8046
530 Lee/Sanford	21	21	3	6	8	0	59	.6503
540 Lenoir	24	27	3	3	8	0	65	.7164
541 Kinston	21	27	3	3	12	0	66	.7274
550 Lincoln	18	24	3	9	8	0	62	.6833
560 Macon	24	21	3	6	12	0	66	.7274
570 Madison	24	27	3	6	12	0	72	.7936
580 Martin	24	21	3	6	8	0	62	.6833
590 McDowell	21	24	3	6	8	0	62	.6833
600 Mecklenburg	18	21	3	3	4	0	49	.5401
610 Mitchell	24	24	3	6	16	6	79	.8707

TABLE: 4

FY 1983

SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS
FOR SUB-PART II, SUB-PART III, AND SUB-PART V WITH THE EXCEPTION OF STAFF DEVELOPMENT

Local Educational Agency		CLIF	RAP	EDA	GU	ADM	NEW PROGRAMS	TOTAL	% TO TOTAL
No.	Name								
620	Montgomery	21	21	0	6	12	0	60	.6613
630	Moore	21	21	0	6	4	0	52	.5731
640	Nash	24	24	3	3	4	0	58	.6393
641	Rocky Mount	21	24	3	3	8	0	59	.6503
650	New Hanover	18	21	3	6	4	2	54	.5952
660	Northampton	27	24	3	9	12	2	77	.8487
670	Onslow	21	27	3	6	4	0	61	.6723
680	Orange	18	27	0	3	12	0	60	.6613
681	Chapel Hill	18	27	0	3	8	0	56	.6172
690	Pamlico	24	24	3	6	16	0	73	.8046
700	Pasquotank	24	27	3	6	8	6	74	.8156
710	Pender	24	21	3	6	12	2	68	.7495
720	Perquimans	27	27	3	6	16	0	79	.8707
730	Person	21	18	3	9	8	2	61	.6723
740	Pitt	24	24	3	3	4	2	60	.6613
741	Greenville	21	24	3	3	8	0	59	.6503
750	Polk	21	21	3	3	16	0	64	.7054
751	Tryon	21	21	3	3	16	0	64	.7054
760	Randolph	18	24	3	6	4	0	55	.6062
761	Asheboro	18	24	3	3	12	0	60	.6613
770	Richmond	21	27	3	9	8	0	68	.7495
780	Robeson	27	27	6	6	4	0	70	.7715
781	Fairmont	27	27	6	3	16	0	79	.8707
782	Lumberton	21	27	6	3	12	0	69	.7605
784	Red Springs	24	27	6	3	16	0	76	.8377
785	St. Pauls	24	27	6	3	16	0	76	.8377
790	Rockingham	18	21	0	3	8	0	50	.5511
791	Eden	18	21	0	3	12	0	54	.5952
792	Madison Mayodan	18	21	0	3	16	0	58	.6393

TABLE: 4

FY 1983

SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS
FOR SUB-PART II, SUB-PART III, AND SUB-PART V WITH THE EXCEPTION OF STAFF DEVELOPMENT

Local Educational Agency		.CLIF	RAP	EDA	GU	ADM	NEW PROGRAMS	TOTAL	% TO TOTAL
No.	Name								
793	Reidsville	18	21	0	3	12	0	54	.5952
800	Rowan	18	24	3	3	4	0	52	.5731
801	Salisbury	18	24	3	3	16	0	64	.7054
810	Rutherford	21	24	3	6	4	0	58	.6393
820	Sampson	24	24	3	6	8	0	65	.7164
821	Clinton	24	24	3	3	12	0	66	.7274
830	Scotland	21	24	3	9	8	0	65	.7164
840	Stanly	18	24	3	3	8	0	56	.6172
841	Albemarle	18	24	3	3	16	0	64	.7054
850	Stokes	21	18	0	6	8	2	55	.6062
860	Surry	21	24	3	6	8	0	62	.6833
861	Elkin	18	24	3	3	16	0	64	.7054
862	Mount Airy	18	24	3	3	16	0	64	.7054
870	Swain	24	27	6	9	16	0	82	.9038
880	Transylvania	18	21	3	6	12	0	60	.6613
890	Tyrrell	27	24	9	9	16	0	85	.9368
900	Union	18	24	3	3	4	0	52	.5731
901	Monroe	18	24	3	3	12	0	60	.6613
910	Vance	21	27	6	9	8	0	71	.7825
920	Wake	18	21	0	3	4	0	46	.5070
930	Warren	27	24	3	9	12	0	75	.8266
940	Washington	21	27	3	6	12	0	69	.7605
950	Watauga	21	21	3	6	12	0	63	.6944
960	Wayne	21	24	3	6	4	0	58	.6393
962	Goldsboro	24	24	3	3	8	0	62	.6833
970	Wilkes	21	27	3	6	4	0	61	.6723
980	Wilson	21	24	3	6	4	0	58	.6393
990	Yadkin	21	24	3	6	8	0	62	.6833
995	Yancey	24	24	3	6	16	0	73	.8046
Grand Total		3,027	3,396	435	723	1,436	56	9,073	100.0000

TABLE: 5

SECONDARY
POINTS EARNED THROUGH FORMULA DISTRIBUTION
FACTORS FOR SPECIAL DISADVANTAGED

FY 1983

Local Educational Agency No. Name	CLIF	RAP	EDA	GU	DROP OUT	NEW PROGRAMS	TOTAL	% TO TOTAL
010 Alamance	18	24	3	3	10		58	.6537
011 Burlington	18	24	3	3	6	2	56	.6311
020 Alexander	18	27	3	6	8		62	.6987
030 Alleghany	24	24	3	3	10		64	.7213
040 Anson	24	24	3	6	4		61	.6875
050 Ashe	24	24	3	9	10		70	.7889
060 Avery	24	21	3	9	14		71	.8002
070 Beaufort	24	21	3	3	8	4	63	.7100
071 Washington	21	21	3	3	6	2	56	.6311
080 Bertie	27	24	3	6	10		70	.7889
090 Bladen	24	27	3	9	6		69	.7776
100 Brunswick	21	18	3	9	16		67	.7551
110 Buncombe	18	24	3	6	8		59	.6649
111 Asheville	21	24	3	3	10		61	.6875
120 Burke	18	24	3	6	10		61	.6875
130 Cabarrus	18	24	3	3	10		58	.6537
131 Concord	18	24	3	3	10		58	.6537
132 Kannapolis	18	24	3	3	16		64	.7213
140 Caldwell	18	27	3	9	12		69	.7776
150 Camden	21	21	3	6	6		57	.6424
160 Carteret	21	24	3	6	12	2	68	.7664
170 Caswell	21	27	3	6	12		69	.7776
180 Catawba	18	21	3	3	6		51	.5748
181 Hickory	18	21	3	3	12		57	.6424
182 Newton	18	21	3	3	6		51	.5748
190 Chatham	21	21	3	6	10		61	.6875
200 Cherokee	24	21	3	9	8		65	.7326

TABLE: 5

SECONDARY
POINTS EARNED THROUGH FORMULA DISTRIBUTION
FACTORS FOR SPECIAL DISADVANTAGED

FY 1983

Local Educational Agency		CLIF	RAP	EDA	GU	DROP OUT	NEW PROGRAMS	TOTAL	% TO TOTAL
No.	Name								
210	Chowan	24	27	3	6	2		62	.6987
220	Clay	27	24	6	9	6		72	.8115
230	Cleveland	18	21	3	6	8		56	.6311
231	Kings Mountain	18	21	3	3	8		53	.5973
232	Shelby	18	21	3	3	4		49	.5522
240	Columbus	24	27	3	6	8		68	.7664
241	Whiteville	21	27	3	3	6		60	.6762
250	Craven/New Bern	21	27	3	6	12		69	.7776
260	Cumberland	21	27	3	6	8		65	.7326
261	Fayetteville	21	27	3	3	2		56	.6311
270	Currituck	21	24	3	6	8		62	.6987
280	Dare	18	18	3	6	4		49	.5522
290	Davidson	18	24	3	6	6		57	.6424
291	Lexington	18	24	3	3	10		58	.6537
292	Thomasville	18	24	3	3	6		54	.6086
300	Davie	18	18		6	6		48	.5410
310	Duplin	24	24	3	6	10		67	.7551
320	Durham County	21	24		3	8		56	.6311
321	Durham City	18	24		3	16		61	.6875
330	Edgecombe	27	24	3	6	12		72	.8115
331	Tarboro	21	24	3	3	8		59	.6649
340	Forsyth	18	21	3	6	6		54	.6086
350	Franklin	24	27	6	6	8		71	.8002
351	Franklington	21	27	6	3	2		59	.6649
360	Gaston	18	24	3	6	12		63	.7100
370	Gates	24	27	3	6	8		68	.7664
380	Graham	24	21	6	9	14		74	.8340
390	Granville	24	27	3	6	8		68	.7664

TABLE: 5

SECONDARY
POINTS EARNED THROUGH FORMULA DISTRIBUTION
FACTORS FOR SPECIAL DISADVANTAGED

FY 1983

Local Educational Agency No. Name	CLIF	RAP	EDA	GU	DROP OUT	NEW PROGRAMS	TOTAL	% TO TOTAL
400 Greene	24	27	3	6	14	2	76	.8565
410 Guilford	18	18	3	3	6		48	.5410
411 Greensboro	18	18	3	3	10		52	.5860
412 High Point	18	18	3	3	12		54	.6086
420 Halifax	27	27	3	6	10		73	.8227
421 Roanoke Rapids	18	27	3	3	8	8	67	.7551
422 Weldon	24	27	3	3	12		69	.7776
430 Harnett	21	27	3	6	6		63	.7100
440 Haywood	21	24	3	6	10	12	76	.8565
450 Henderson	21	24	3	3	10		61	.6875
451 Hendersonville	18	24	3	3	2		50	.5635
460 Hertford	24	24	3	6	10		67	.7551
470 Hoke	24	27	6	6	14		77	.8678
480 Hyde	27	18	6	9	2		62	.6987
490 Iredell	18	24	3	3	12		60	.6762
491 Mooresville	18	24	3	3	8		56	.6311
492 Statesville	18	24	3	3	10		58	.6537
500 Jackson	24	21	3	6	4		58	.6537
510 Johnston	24	24	3	6	6		63	.7100
520 Jones	24	24	3	6	10		67	.7551
530 Lee/Sanford	21	21	3	6	6		57	.6424
540 Lenoir	24	27	3	3	10		67	.7551
541 Kinston	21	27	3	3	10		64	.7213
550 Lincoln	18	24	3	9	8		62	.6987
560 Macon	24	21	3	6	6		60	.6762
570 Madison	24	27	3	6	8		68	.7664
580 Martin	24	21	3	6	8		62	.6987
590 McDowell	21	24	3	6	12		66	.7439
600 Mecklenburg	18	21	3	3	10		55	.6199
610 Mitchell	24	24	3	6	10	6	73	.8227

TABLE: 5

SECONDARY
POINTS EARNED THROUGH FORMULA DISTRIBUTION
FACTORS FOR SPECIAL DISADVANTAGED

FY 1983

Local Educational Agency		CLIF	RAP	EDA	GU	DROP OUT	NEW PROGRAMS	TOTAL	% TO TOTAL
No.	Name								
620	Montgomery	21	21		6	16		64	.7213
630	Moore	21	21		6	8		56	.6311
640	Nash	24	24	3	3	12		66	.7439
641	Rocky Mount	21	24	3	3	10		61	.6875
650	New Hanover	18	21	3	6	10	2	60	.6762
660	Northampton	27	24	3	9	6	2	71	.8002
670	Onslow	21	27	3	6	6		63	.7100
680	Orange	18	27		3	16		64	.7213
681	Chapel Hill	18	27		3	2		50	.5635
690	Pamlico	24	24	3	6	8		65	.7326
700	Pasquotank	24	27	3	6	12	6	78	.8791
710	Pender	24	21	3	6	10	2	66	.7439
720	Perquimans	27	27	3	6	10		73	.8227
730	Person	21	18	3	9	4	2	57	.6424
740	Pitt	24	24	3	3	8	2	64	.7213
741	Greenville	21	24	3	3	4		55	.6199
750	Polk	21	21	3	3	4		52	.5860
751	Tryon	21	21	3	3	2		50	.5635
760	Randolph	18	24	3	6	12		63	.7100
761	Asheboro	18	24	3	3	10		58	.6537
770	Richmond	21	27	3	9	8		68	.7664
780	Robeson	27	27	6	6	12		78	.8791
781	Fairmont	27	27	6	3	14		77	.8678
782	Lumberton	21	27	6	3	8		65	.7326
784	Red Springs	24	27	6	3	10		70	.7889
785	St. Pauls	24	27	6	3	8		68	.7664
790	Rockingham	18	21		3	12		54	.6086
791	Eden	18	21		3	12		54	.6086
792	Madison Mayodan	18	21		3	12		54	.6086

TABLE: 6

SECONDARY ANALYSIS OF FUND DISTRIBUTION
AS APPLIED TO DISADVANTAGED FUNDS

FY 1983

	Less Needy		More Needy	
	Guilford County Factor Points	Catawba County Factor Points	Perquimans County Factor Points	Greene County Factor Points
Concentration of Low Income Families	18	18	27	24
Relative Ability to Pay	18	21	27	27
Economically Depressed Areas A. Designated Area Reimbursement Rate	3	3	3	3
B. General Unemployment	3	3	6	6
New Programs	0	0	0	2
ADM	<u>4</u>	<u>4</u>	<u>16</u>	<u>16</u>
Total Points	46	49	79	78
% of Points to State Wide Points Applied to Federal Dollars	.5070	.5401	.8707	.8597
Disadvantaged Allotment (Federal/State)	\$16,783.00	\$17,878.00	\$28,822.00	\$28,458.00
Local Share (Range 26% to 32%)	7,898.00	8,413.00	10,127.00	9,999.00
Dollar Per ADM	2.13	4.47	49.37	29.56
Dollar Per Program	440.73	730.31	2,996.08	1,098.77

TABLE: 5

SECONDARY
POINTS EARNED THROUGH FORMULA DISTRIBUTION
FACTORS FOR SPECIAL DISADVANTAGED

FY 1983

Local Educational Agency No. Name	CLIF	RAP	EDA	GU	DROP OUT	NEW PROGRAMS	TOTAL	% TO TOTAL
793 Reidsville	18	21		3	10		52	.5860
800 Rowan	18	24	3	3	10		58	.6537
801 Salisbury	18	24	3	3	8		56	.6311
810 Rutherford	21	24	3	6	12		66	.7439
820 Sampson	24	24	3	6	6		63	.7100
821 Clinton	24	24	3	3	4		58	.6537
830 Scotland	21	24	3	9	16		73	.8227
840 Stanly	18	24	3	3	8		56	.6311
841 Albemarle	18	24	3	3	14		62	.6987
850 Stokes	21	18		6	6	2	53	.5973
860 Surry	21	24	3	6	6		60	.6762
861 Elkin	18	24	3	3	2		50	.5635
862 Mount Airy	18	24	3	3	2		50	.5635
870 Swain	24	27	6	9	10		76	.8565
880 Transylvania	18	21	3	6	8		56	.6311
890 Tyrrell	27	24	9	9	12		81	.9129
900 Union	18	24	3	3	12		60	.6762
901 Monroe	18	24	3	3	10		58	.6537
910 Vance	21	27	6	9	6		69	.7776
920 Wake	18	21		3	8		50	.5635
930 Warren	27	24	3	9	8		71	.8002
940 Washington	21	27	3	6	4		61	.6875
950 Watauga	21	21	3	6	8		59	.6649
960 Wayne	21	24	3	6	4		58	.6537
962 Goldsboro	24	24	3	3	4		58	.6537
970 Wilkes	21	27	3	6	10		67	.7551
980 Wilson	21	24	3	6	8		62	.6987
990 Yadkin	21	24	3	6	8		62	.6987
995 Yancey	24	24	3	6	10		67	.7551
Grand Total	3,027	3,396	435	723	1,236	56	8,873	100.0000

The chart below identifies the Raw Data and the points assigned for that data for each of the LEAs used in the Secondary Analysis of Fund Distribution as Applied to Disadvantaged Funds. In addition to the chart, each of the formula factors are listed with the point ranges assigned for raw data.

RAW DATA AND POINT ASSIGNMENT

	CLIF	RAP	EDA	GU	NP	ADM	TOTAL
Guilford Pts.	8.12% 18	\$26,385 18	50% 3	2.4% 3	0 0	11,605 4	xx 46
Catawba Pts.	8.29% 18	\$21,005 21	50% 3	4.3% 3	0 0	5,884 4	xx 49
Perquimans Pts.	34.99% 27	\$11,370 27	50% 3	7.2% 6	0 0	789 16	xx 79
Greene Pts.	32.60% 24	\$ 8,833 27	50% 3	6.5% 6	2.78% 2	1,301 16	xx 78

POINT RANGES FOR FORMULA FACTORS

	<u>Raw Data</u> <u>% of Concentration of LIF</u>	<u>Points Assigned</u>
Concentration of Low Income Families	5.66% - 14.83%	18
	14.84% - 24.00%	21
	24.01% - 33.16%	24
	33.17% - 42.32%	27
	<u>Per Capita Wealth</u>	
Relative Ability to Pay	\$43,705 - \$25,032	18
	\$25,031 - \$17,680	21
	\$17,679 - \$12,280	24
	\$12,279 - \$ 6,753	27
	<u>Maximum Grant Rate %</u>	
Economically Depressed Area	0	0
	50%	3
	60%	6
	70%	9
	<u>Average Annual Unemployment %</u>	
General Unemployment	.7% - 4.7%	3
	4.8% - 8.7%	6
	8.8% - 12.7%	9

	<u>NP/Total Prog. %</u>	<u>Points Assigned</u>
New Programs	0	0
	2.38% - 3.73%	2
	2.74% - 5.09%	4
	5.10% - 6.45%	6
	6.46% - 7.81%	8
	7.82% - 9.17%	10
	9.18% - 10.53%	12
	<u>Projected ADM 7-12</u>	
Average Daily	32,987 - 4,168	4
Membership	4,167 - 2,249	8
	2,248 - 1,369	12
	1,368 - 293	16

TABLE 7

ESTIMATE OF ALLOTMENTS OF FEDERAL AND
REQUIRED STATE MATCHING, BY PURPOSE
POST - SECONDARY AND ADULT - FY 1983

		DISADV.	HAND	SUB. 2	SUB. 3	SUB. 4	TOTAL	Percent of Federal Funds
Anson TC	010	15,232	7,616	40,492	9,181	1,142	73,663	49
Asheville-Buncombe TC	030	54,532	27,267	144,968	32,871		259,638	53
Beaufort County CC	040	24,017	12,009	63,846	14,477		114,349	45
Bladen TC	050	15,095	7,548	40,127	9,099	1,128	72,997	53
Blue Ridge TC	060	30,319	15,160	80,601	18,276	2,270	146,626	53
Brunswick TC	065	14,766	7,383	39,254	8,901	1,098	71,402	45
Caldwell CC & TI	070	39,281	19,641	104,426	23,678	2,935	189,961	55
Cape Fear TI	090	93,539	46,771	248,664	56,384	6,983	452,341	47
Carteret TC	110	25,993	12,997	69,100	15,668	1,937	125,695	51
Catawba Valley TC	130	58,851	29,426	156,450	35,474	4,395	284,596	45
Central Carolina TC	150	75,497	37,749	200,700	45,508	5,638	365,092	45
Central Piedmont CC	170	150,902	75,454	401,161	90,962	11,277	729,756	47
Cleveland TC	190	31,783	15,892	84,491	19,158	2,370	153,694	55
Coastal Carolina CC	200	52,787	26,394	140,330	31,819	3,947	255,277	55
College of Albemarle	210	26,525	13,262	70,513	15,989	1,981	128,270	55
Craven CC	230	29,024	14,512	77,157	17,495	2,169	140,357	53
Davidson County CC	250	35,705	17,853	94,917	21,522	2,660	172,657	47
Durham TI	270	61,461	30,731	163,388	37,048	4,597	297,225	53
Edgecombe TC	290	39,962	19,982	106,236	24,089	2,978	193,247	53
Fayetteville TI	310	150,342	75,174	399,672	90,624	11,233	727,045	47
Forsyth TI	330	76,497	38,249	203,358	46,111		364,215	53
Gaston College	350	45,674	22,838	121,419	27,531	3,411	220,873	45
Guilford TI	370	103,077	51,540	274,023	62,134		490,774	55
Halifax CC	390	23,052	11,526	61,282	13,895	1,720	111,475	49
Haywood TC	410	41,809	20,905	111,144	25,202	3,122	202,182	51
Isothermal CC	440	23,537	11,769	62,570	14,188	1,763	113,827	51
James Sprunt TC	460	26,508	13,255	70,470	15,979	1,980	128,192	51
Johnston TC	470	49,452	24,726	131,462	29,809		235,449	53
Lenoir CC	490	48,759	24,380	129,621	29,391	3,643	235,794	47
Martin CC	510	15,702	7,851	41,743	9,465	1,171	75,932	49
Mayland TC	520	25,660	12,830	68,214	15,467	1,922	124,093	47
McDowell TC	530	15,939	7,970	42,371	9,607	1,185	77,072	49
Mitchell CC	540	21,792	10,896	57,932	13,136	1,633	105,389	47
Montgomery TI	550	12,208	6,104	32,454	7,359	910	59,035	49
Nash TI	570	26,236	13,119	69,747	15,815	1,966	126,883	49
Pamlico TC	590	5,596	2,798	14,875	3,373	419	27,061	45
Piedmont TC	610	22,109	11,055	58,774	13,327	1,648	106,913	53
Pitt CC	630	61,745	30,873	164,142	37,219	4,611	298,590	51
Randolph TC	650	27,657	13,829	73,524	16,671	2,067	133,748	55
Richmond TC	670	37,650	18,826	100,089	22,695	2,819	182,079	51
Roanoke-Chowan TI	690	19,418	9,710	51,622	11,705	1,445	93,900	55
Robeson TC	710	48,064	24,033	127,773	28,972	3,585	232,427	47
Rockingham CC	730	21,897	10,947	58,202	13,197	1,633	105,876	51
Rowan TC	750	47,026	23,514	125,014	28,347	3,513	227,414	51
Sampson TC	770	26,392	13,197	70,162	15,909	1,966	127,626	45
Sandhills CC	790	39,303	19,652	104,482	23,691		187,128	55
Southeastern CC	810	34,534	17,268	91,806	20,817	2,573	166,998	45
Southwestern TC	820	32,255	16,128	85,748	19,443		153,574	49
Stanly TC	825	27,478	13,739	73,046	16,563	2,052	132,878	51
Surry CC	830	35,267	17,634	93,754	21,258	2,631	170,544	49
TC of Alamance	850	52,707	26,355	140,122	31,772	3,932	254,888	47
Tri-County CC	870	18,132	9,066	48,203	10,930	1,358	87,689	55
Vance-Granville CC	880	27,184	13,593	72,267	16,386	2,040	131,470	47
Wake TC	890	49,589	24,795	131,827	29,891		236,102	51
Wayne CC	930	52,556	26,279	139,714	31,680	3,932	254,161	49
Western Piedmont CC	950	28,674	14,337	76,226	17,284	2,139	138,660	53
Wilkes CC	970	35,267	17,634	93,754	21,258	2,631	170,544	49
Wilson County TI	990	32,053	16,027	85,213	19,322	2,415	155,031	
TOTAL		2,364,068	1,182,068	6,284,642	1,425,022	144,573	11,400,374	

TABLE 8

POINTS EARNED THROUGH FORMULA
DISTRIBUTION FACTORS - POSTSECONDARY
AND ADULT - FY 1983

		1	2	3	4	5	6	7	8	9
Anson TC	010	24	24	1	2	0	51	539	27489	.6443
Asheville-Buncombe TC	030	24	21	1	1	0	47	2094	98418	2.3067
Beaufort County CC	040	23	23	1	1	0	48	903	43344	1.0159
Bladen TC	050	24	24	2	3	0	53	514	27242	.6385
Blue Ridge TC	060	24	22	1	1	0	48	1140	54720	1.2825
Brunswick TC	065	20	23	3	3	1	50	533	26650	.6246
Caldwell CC & TI	070	24	20	1	3	0	48	1477	70896	1.6616
Cape Fear TI	090	23	21	1	3	0	48	3517	168816	3.9567
Carteret TC	110	24	21	1	3	0	48	969	46912	1.0995
Catawba Valley TC	130	23	20	1	2	0	46	2309	106214	2.4894
Central Carolina TC	150	23	21	1	2	0	47	2899	136253	3.1935
Central Piedmont CC	170	22	20	1	1	0	44	6190	272360	6.3832
Cleveland TC	190	23	21	1	3	0	48	1195	57360	1.3444
Coastal Carolina CC	200	25	22	1	3	0	51	1868	95268	2.2329
College of Albemarle	210	24	22	1	3	0	49	977	47873	1.1220
Craven CC	230	24	22	1	2	0	49	1069	52381	1.2277
Davidson County CC	250	24	20	1	2	0	47	1371	64437	1.5103
Durham TI	270	23	21	0	1	0	45	2465	110925	2.5998
Edgecombe TC	290	24	24	1	3	0	52	1387	72124	1.6904
Fayetteville TI	310	24	22	1	3	0	50	5427	271350	6.3595
Forsyth TI	330	23	20	1	1	0	45	3068	138060	3.2358
Gaston College	350	24	20	1	1	0	46	1792	82432	1.9320
Guilford TI	370	22	20	1	1	0	44	4228	186032	4.3602
Halifax CC	390	24	24	2	3	0	53	785	41605	.9751
Haywood TC	410	23	21	1	3	0	48	1572	75456	1.7685
Isothermal CC	440	24	21	1	2	0	48	885	42480	.9956
James Sprunt TC	460	24	24	2	2	0	52	920	47840	1.1213
Johnston TC	470	24	23	1	2	0	50	1785	89250	2.0918
Lenoir CC	490	24	23	1	2	0	50	1760	88000	2.0625
Martin CC	510	23	24	2	3	0	52	545	28340	.6642
Mayland TC	520	23	24	1	3	0	51	908	46308	1.0854
McDowell TC	530	23	21	1	2	0	47	612	28764	.6742
Mitchell CC	540	23	20	1	2	0	46	855	39330	.9218
Montgomery TI	550	23	22	0	1	0	46	479	22034	.5164
Nash TI	570	24	23	1	2	0	50	947	47350	1.1098
Pamlico TC	590	23	24	2	2	0	51	198	10098	.2367
Piedmont TC	610	21	22	2	5	0	50	798	39900	.9352
Pitt CC	630	24	24	1	2	0	51	2185	111435	2.6118
Randolph TC	650	24	20	1	2	0	47	1062	49914	1.1699
Richmond TC	670	24	22	1	3	0	50	1359	67950	1.5926
Roanoke-Chowan TC	690	24	24	1	3	0	52	674	35048	.8214
Robeson TC	710	24	25	3	4	0	56	1549	86744	2.0331
Rockingham CC	730	23	20	0	3	0	46	859	39514	.9261
Rowan TC	750	24	20	1	1	0	46	1845	84870	1.9892
Sampson TC	770	24	24	1	3	0	52	916	47632	1.1164
Sandhills CC	790	23	22	0	1	0	46	1542	70932	1.6625
Southeastern CC	810	24	24	2	3	0	53	1176	62328	1.4608
Southwestern TC	820	23	23	1	2	0	49	1188	58212	1.3644
Stanly TC	825	23	20	1	1	0	45	1102	49590	1.1623
Surry CC	830	24	21	1	2	0	48	1326	63648	1.4918
TC of Alamance	850	23	20	2	2	0	47	2024	95128	2.2296
Tri-County CC	870	23	24	2	4	2	55	595	32725	.7670
Vance-Granville CC	880	24	23	1	3	0	51	962	49062	1.1499
Wake TC	890	23	20	0	1	0	44	2034	89496	2.0976
Wayne CC	930	24	23	1	2	0	50	1897	94850	2.2231
Western Piedmont CC	950	23	20	1	2	0	46	1125	51750	1.2129
Wilkes CC	970	24	22	1	1	0	48	1326	63648	1.4918
Wilson County TI	990	23	23	1	3	0	50	1157	57850	1.3559
TOTAL									4,266,637	100.0000

Column 1) Relative Ability to Pay, 2) Concentration of Low Income Families,
3) EDA Counties, 4) General Unemployment, 5) New Programs, 6) Total Points,
7) Full-time Equivalent Students, 8) Points times FTE, 9) Allotment Ratio

ASSIGNMENT OF POINT VALUES FROM
RAW DATA - POSTSECONDARY AND ADULT

The assignment of point values for Tables 8 and 9 is based upon the following raw data:

Relative Ability to Pay Wealth/Capita - Range	Point Value
\$43,705 - \$40,145	20
40,144 - 33,023	21
33,022 - 25,901	22
25,900 - 18,779	23
18,778 - 11,657	24
11,656 - 8,095	25

Concentration of Low Income Families

% Range

7.47% - 9.87%	20
9.88 - 14.69	21
14.70 - 19.51	22
19.52 - 24.33	23
24.34 - 29.15	24
29.16 - 31.56	25

EDA Counties

Grant Rate

0	0
50%	1
60%	2
70%	3

General Unemployment

Range	Point Value
4.20% - 5.13%	1
5.14 - 7.01	2
7.02 - 8.88	3
8.89 - 10.76	4
10.77 - 11.70	5

New Programs

Range

0	0
.01 - .243	1
.244 - .461	2

Full-Time Equivalent Student.

Table 8, column 7 lists the full-time equivalent enrollment in postsecondary, long-term and short-term adult programs by institution for the previous year.

TABLE 9

POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS AND AN ANALYSIS
OF ESTIMATED ALLOTMENTS FOR SELECTED INSTITUTIONS

	LESS NEEDY	MORE NEEDY
Relative Ability To Pay	23	24
Concentration-Low Income Families	20	25
Economic Depressed Areas EDA Counties	0	3
General Unemployment	1	4
New Programs	0	0
Total Points	44	56
TOTAL ALLOTMENT	\$236,102	\$232,427
Number of FTE Students	2034	1549
Average Allotment Per FTE	\$116.08	\$150.05
Number of Programs Offered	37	23
Average Allotment Per Program	\$6,381.14	\$10,105.52
Institution	Wake TC	Robeson TC

APPENDICES

3.08 } Exhibits for
3.09 } each separately
3.10 }

Exhibit I

Comments from Vocational Education State Plan Committee and Responses (1981-82)

Exhibit II

Comments and Responses, Public Hearings (1982)

✓ Exhibit III

Cooperative Agreement Between the State Board of Education and the State Board of Community Colleges

? Exhibit IV

Cooperative Agreement Between the State Board of Education and the Employment and Training Council

COMMENTS AND RESPONSES
VOCATIONAL EDUCATION STATE PLAN COMMITTEE

Comment No. 1: (Presented by several members of the State Plan Committee)
The data gathered for the Accountability Report for federal compliance should be made available for other potential users.

Response: The State Boards support this concern. See Section I. B-7 of the Five Year Plan on Public Disclosure.

Comment No. 2: (Presented by several members of the State Plan Committee)
That vocational education resources be used to extend programs in vocational awareness to grades K-6.

Response: The State Board of Education rejects this recommendation on the grounds that vocational education is limited to the secondary schools (grades 7-12) as defined in the Article 10, Part I, Chapter 115C, and further that local education agencies may elect at their discretion to incorporate career education into the school curriculum in grades K-12.

Comment No. 3: (Presented by Mrs. Daphne O'Neal, a member of the State Plan Committee) Consideration be given to the recommendation of the State Advisory Council on Education that a Comprehensive Plan for Vocational Education be prepared that delineates the responsibilities of all constituent groups in implementing an overall statewide policy on vocational education and a reexamination of the State Advisory Council recommendations over the past five years.

Response: See Chapter Five of the FY 1981 Accountability Report for a response to this comment.

Comment No. 4: (Presented by Mrs. Daphne O'Neal, a member of the State Advisory Council on Education) That the State Board of Education and the State Board of Community Colleges design an overall state policy for the education and employment training needs of the incarcerated.

Response: See Chapter Five of the FY 1981 Accountability Report for a response to this comment.

Comment No. 5: (Presented by George O'Hanlon, representing Jim Lott, Division of Employment and Training) That cooperative education be expanded as a strategy for developing job skills in vocational education.

Response: The State Boards accept this recommendation and emphasis is being placed on the increased use of cooperative education as a strategy to provide job skill training.

Comment No. 6: (Presented by Mrs. Daphne O'Neal, a member of the State Advisory Council on Education) The Five Year State Plan should describe the respective roles of local school systems, community college institutions, private schools, universities, CETA, SOICC, the various boards and departments in implementing a coordinated system of vocational/technical education in the state.

Response: The Board of Education and the Board of Community Colleges supports this recommendation. See response to Comment No. 3.

Comment No. 7: (Presented by Mrs. Daphne O'Neal, a member of the State Advisory Council on Education) A request that the status of professional personnel needs of the vocational education programs in our state be shown.

Response: From a recent study of supply trends by North Carolina State University the "supply of qualified teachers will be less than the number required to meet demand for each of the next five years" in Agricultural Education, Distributive Education, Occupational Exploration, Disadvantaged Education, and Handicapped Education, if present trends continue. Presently, approximately only 25% of the graduating vocational teacher education classes enter the teaching profession. The problem is monumental. The State Boards will continue to strive for more attractive teaching pay and more months of employment to attempt to attract and retain qualified vocational education teachers.

Comment No. 8: (Ms. Judy Dowell, teacher educator from Western University - guest) Raised the question of why the State Plan had reference to women in non-traditional roles and no mention of men in non-traditional roles.

Response: The State Board of Education and the State Board of Community Colleges accepts this recommendation. However, enrollment of both men and women in non-traditional programs is spoken to in Part I, B-9, Equal Access to Vocational Education.

Comment No. 9 (Ms. Judy Dowell, teacher educator from Western University - guest) Raised the question if occupational exploration should be included in the State Plan, since the state staff for that program area was eliminated by the reduction in force created by the State budget cuts.

Response: The Board of Education through existing program area staff in the Division of Vocational Education will continue to provide leadership for prevocational education.

Comment No. 10: (Presented by Mrs. Daphne O'Neal, a member of the State Advisory Council on Education) A concern regarding the implications of a recent study on Predicting Occupational Employment Patterns in North Carolina by the Center for Urban Affairs and Community Services at North Carolina State University, which speaks to labor supply/demand data in light of the responsibility of the State Occupational Information Coordinating Committee (SOICC).

Response: The State Board of Education and the State Board of Community Colleges acknowledges this concern. The State Board of Education staff and the State Board of Community Colleges staff utilizes these and other sources of supplied data in developing the State Plan for Vocational Education.

Comment No. 11: Several members identified minor editorial and grammatical changes needed in the Five Year State Plan and the FY 1981 Accountability Report.

Response: The recommendations are accepted and the corrections will be made in the Five Year State Plan and the FY 1981 Accountability Report.

Comment No. 12: (Presented by Mrs. Daphne O'Neal, a member of the State Advisory Council on Education) A recommendation that the State Board of Education and the State Board of Community Colleges review their procedures for funding the vocational work-study program and include a full description of funding procedures for the program in the State Plan for Vocational Education.

Response: The State Boards have reviewed the procedures used for funding the vocational education work-study program and believe the description given represents the procedures used.

Comment No. 13: (Presented by Mrs. Daphne O'Neal, a member of the State Advisory Council on Education) A recommendation that the results of the report on the comparison of supply/demand data produced by North Carolina SOICC and supply/demand data from traditional sources be added to the State Plan for Vocational Education.

Response: The State Board of Education and the State Board of Community Colleges welcomes this recommendation. Data from the Employment Security Commission and from SOICC was used in developing the Five Year State Plan.

PUBLIC HEARINGS ON THE
FY 1983-87 FIVE YEAR STATE PLAN
FY 1983 ANNUAL PLAN
FY 1981 ACCOUNTABILITY REPORT
COMMENTS AND RESPONSES

Comment No. 1: Full funding for vocational education should be a primary concern of the State Board of Education.

Response: The State Board of Education continues to support its approach to achieving a full funded secondary vocational education program. The Board's goal remains as follows:

- a. one ten-month vocational education position for each 95 students in ADM, grades 7-12.
- b. forty-five dollars (\$45)/ADM, 7-12 for vocational equipment, materials, supplies, and other personnel and non-personnel operating expenses.
- c. 100% reimbursement of state resources allocated by the state board for secondary vocational education.

Comment No. 2: The Boards should determine the training needs for local advisory groups and provide that training as a regular activity.

Response: See Chapter Five of the 1981 Accountability Report for Vocational Education.

Comment No. 3: The State Board of Education should determine the equipment needs for the public schools.

Response: The Board of Education accepts this recommendation. See response to Comment No. 2.

Comment No. 4: Expanded training in marketing, merchandising and management/ownership would help the guidance and placement effort to better serve the youth in North Carolina public schools.

Response: The State Board of Education, through the Division of Vocational Education, continues to encourage local education agencies to expand their vocational offerings to include new and emerging occupations and therefore provide greater opportunities for students to receive training for employment.

Comment No. 5: A recommendation that the state and federal governments should unify training efforts into a cohesive and responsive organization which would yield far more training for the dollar as evidenced by the effectiveness of the vocational education organization in this country.

Response: The Board of Education and the Board of Community Colleges supports this recommendation and will continue working for the most productive utilization of resources to the end that vocational training is provided for those who want, need and can benefit from it.

Exhibit II

Comment No. 6: A recommendation was made that the inequity should be corrected that requires local applications of postsecondary institutions to secure coordination and signatures of other training agencies, including the public schools, while these agencies do not have to adhere to these requirements.

Response: The Board of Community Colleges accepts this recommendation. The local application has been revised and the names of representatives of other training agencies involved are listed.

Comment No. 7: A recommendation was made that there should be a clear delineation of authority for vocational education. Problems exist between Comprehensive Employment and Training Act (CETA) programs and vocational education programs offered at the secondary and postsecondary levels.

Response: The Boards reject this recommendation. Congress was convinced that vocational educators could not or would not respond to the needs of the disadvantaged; therefore, the Comprehensive Employment and Training Act was passed. Since CETA has been enacted, efforts at the state and local levels have been successful in coordinating the activities of CETA and vocational education.

Comment No. 8: A recommendation was made that the roles of secondary and postsecondary education need to be clarified to avoid duplication of effort.

Response: The intent of federal vocational education legislation is to require the involvement and comment of representatives of local training agencies and local advisory councils in the development of local applications. This was done to provide a mechanism to reduce duplication.

Comment No. 9: A question was raised on the amount of set-aside funds for disadvantaged and handicapped and the meaning of "excess cost."

Response: The Boards acknowledge these questions. The 20% set-aside for disadvantaged and 10% for handicapped are requirements of the Vocational Act. Guidelines as to how the funds may be used have been issued. Fiscal management of these funds is covered in the fiscal accounting manual. If a question of excess cost still exists, this will be solved.

Comment No. 10: A request was made for the state to determine the construction needs of the community college system.

Response: See Chapter Five of the FY 1981 Accountability Report for a response to this comment.

Comment No. 11: A suggestion was made that a reevaluation of formula allocations of funds for disadvantaged, handicapped, and special disadvantaged because they are not meeting local needs.

Response: A new formula for the distribution of federal funds is described in Part I B-6 of the Five Year Plan.

NORTH CAROLINA

WAKE COUNTY

AGREEMENT

BETWEEN

THE NORTH CAROLINA STATE BOARD OF EDUCATION

(THE STATE BOARD OF VOCATIONAL EDUCATION)

AND

THE STATE BOARD OF COMMUNITY COLLEGES

Pursuant to Section 104 of P.L. 94-482 (The Vocational Education Act of 1963, as amended) the State Board of Education is authorized to delegate responsibilities for the administration and operation of federally funded vocational education programs to other state agencies.

Pursuant to this Agreement between the State Board of Education and the State Board of Community Colleges, the State Board of Education shall direct its Controller's Office, to allocate certain federal vocational education funds to the State Board of Community Colleges. These funds shall be allocated pursuant to the resolution adopted by the State Board of Education at its March, 1980 meeting and pursuant to Section 115C-158 of the General Statutes of North Carolina.

The State Board of Education, through its Controller's Office, agrees to reimburse the State Board of Community Colleges for the expenditure of funds eligible for reimbursement from federal sources and in accordance with the resolution referenced in paragraph two above. Reimbursement will be made upon written documentation from the State Board of Community Colleges verifying the expenditure of said funds and will be contingent upon the availability of federal funds to the State Board of Education.

The State Board of Community Colleges, through the Department of Community Colleges, and its State President makes the following assurances:

- (1) That the operation of those postsecondary and adult vocational and technical programs, services and activities under its jurisdiction and exclusive of the vocational programs provided by or through the public school system and which are funded with federal vocational education funds shall be planned, implemented, administered, supervised, and conducted pursuant to the General Statutes of North Carolina, North Carolina State Plan for Vocational Education, 106, 107, and 108 of P.L. 94-482, as amended, and applicable federal rules and regulations.

- (2) That the State Board of Community Colleges, through the Department of Community Colleges, shall develop the postsecondary portion of the State Plan for Vocational Education and shall provide other required reports in adequate numbers at at such times as may be required by 107 and 108 of P.L. 94-482, as amended.

The State Board of Education will insure that its Controller's Office and Division of Vocational Education will provide to the Department of Community Colleges such coordination as may be appropriate and/or required to comply with the General statutes of North Carolina, the North Carolina State Plan for Vocational Education and P.L. 94-482, as amended.

The State Board of Education and the State Board of Community Colleges agree to cooperate in fulfilling the responsibilities and requirements involved in utilizing the federal vocational education funds referenced in this Agreement.

The effective date of this Agreement will be July 1, 1982, through June 30, 1983.

For the State Board of Community Colleges

5/13/82
Date

Carl Horn, Jr.
Chairman, North Carolina State Board of Community Colleges

5/13/82
Date

Larry Blake
State President, North Carolina Department of Community Colleges

For the State Board of Education

5/6/82
Date

H. Will Bryson
Chairman, North Carolina State Board of Education

5/6/82
Date

James B. Davis
State Superintendent of Public Instruction

RESOLUTION

AGREEMENT TO COOPERATE
NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA EMPLOYMENT AND TRAINING COUNCIL

WHEREAS the State of North Carolina, through the Governor, the General Assembly, the State Board of Education, and the Employment and Training Council has given priority to expanded and improved educational and employment opportunities for its citizens; and

WHEREAS the North Carolina State Advisory Council on Vocational Education has recommended to the State Board of Education establishment of a permanent and on-going partnership with the Employment and Training Council to facilitate cooperation and communication; and

WHEREAS the North Carolina Employment and Training Council has recommended that formal cooperative agreements and structures for continuing communication, coordinated planning, and joint program operations be developed between the Council, CETA Prime Sponsors and educational agencies at state and local levels; and

WHEREAS several acts of the Federal government are intended to effect a coordinated approach to education, training, and employment efforts, these including:

Enactments by the Congress of the United States:

- Comprehensive Employment and Training Act of 1973, as amended (CETA);
- Vocational Education Act of 1976 - Specific requirements for coordination between Vocational Education and CETA programs;
- Youth Employment and Demonstration Projects Act of 1977 (YEDPA), adding to CETA various programs designed to increase education and employment opportunities for disadvantaged youth and specifically requiring coordination between education and employment and training agencies; and
- The recently signed Memorandum of Understanding Between the Secretaries of the Departments of Labor and Health, Education and Welfare designed to develop a coordinated approach at the Federal level to carrying out the mandates of the Youth Employment Demonstration Projects Act of 1977; and

WHEREAS the North Carolina Employment and Training Council (State Manpower Services Council in Federal legislation) under North Carolina law, Chapter 771, and the Federal CETA legislation, is to advise the Governor on employment and training goals, objectives, and policy and to make recommendations to the Governor for effective coordination of policies for planning and delivery of employment and training and other related services in the State; and

WHEREAS the North Carolina State Board of Education is charged by Article IX of the North Carolina Constitution and by Chapters 115 and 115A of the General Statutes to supervise and administer a free public school system and a separate system of community colleges and technical institutes

and also serves as the State Board of Vocational Education responsible for coordination of policy and program planning and administration of vocational and technical education under various State and Federal laws; and

WHEREAS the State Board of Education has had a continuing role in providing education and training services for employment and training programs, both before and since the enactment of CETA, at the state and local level through the community colleges and technical institutes, and through the secondary public schools for in-school youth; and

WHEREAS over the past year there have been a number of initiatives toward greater coordination, cooperation and communication in policy and program planning between education and employment and training agencies at the state and local levels which have resulted in expanded education program activity related to employment issues and in improved coordination between the staff agency of the Employment and Training Council (the Division of Community Employment, Department of Natural Resources and Community Development) and the staff agencies of the State Board of Education (the Department of Community Colleges, Department of Public Instruction and the Controller's Office); therefore be it

RESOLVED that the North Carolina State Board of Education and the North Carolina Employment and Training Council recognize the urgency of the above mandates and recommendations and jointly agree to expanded and continuing cooperation and communication in developing coordinated policies, plans, and programs for youth and adults in North Carolina; and be it further

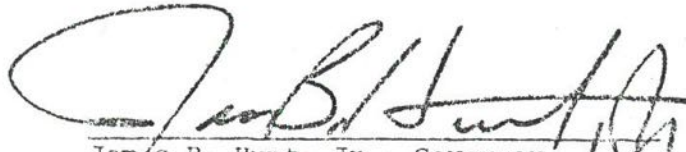
RESOLVED that the State Board of Education and the Employment and Training Council encourage their respective staff agencies to continue efforts to jointly identify and review policy and program issues and develop recommendations to the respective bodies on policies and structures needed to implement this agreement and accomplish the goal of a comprehensive program of education and employment training for North Carolina; such goal to include, although not to exclude any other necessary areas, the following:

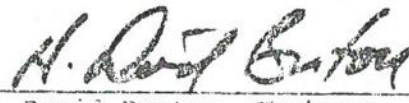
- (1) Delineation of the appropriate role of education, secondary and post-secondary, in a comprehensive employment training system;
- (2) Improvement of communication between education and employment and training programs;
- (3) Encouragement of school completion and return to school of youth, in particular, and also adults;
- (4) Identification and further development of successful education - work models and the development and assessment of innovative alternative approaches in education and training;
- (5) Improvement of the transition from school to work through improved occupational counseling and guidance programs, career information, and greater involvement of the private sector in designing programs to meet the employment training needs of the State;
- (6) Development of a reliable and timely occupational and labor market information base to be used in coordinated policy and program planning and development;
- (7) Improvement of the employability of target groups in the labor force experiencing high unemployment rates;
- (8) Development of appropriate guidelines and procedures to assure program quality in education and employment training programs;

Exhibit IV

- (9) Development of a statewide communication system to disseminate information on Federal developments;
- (10) The involvement of both agencies in development of the state's position on Federal activities of common concern.

The respective staff agencies should report to the appropriate body on their efforts to carry out the provisions of this agreement in a timely manner, but not less than annually. Appropriate committees of the Board and Council, and interagency staff committees, should be used in developing specific recommendations.


James B. Hunt, Jr., Governor
Chairman, North Carolina Employment
and Training Council


H. David Bruton, Chairman
North Carolina State Board
of Education