



**NORTH CAROLINA**

**STATE PLAN**

**FOR**

**VOCATIONAL AND  
APPLIED TECHNOLOGY EDUCATION**

July 1, 1991 - June 30, 1994

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
BOB ETHERIDGE, STATE SUPERINTENDENT  
RALEIGH, NORTH CAROLINA

"It is the intent of the General Assembly that vocational education be an integral part of the educational process." The State Board of Education and the State Board of Community Colleges shall administer, through local boards, a comprehensive program of vocational education which shall be available to all students who desire it without regard to sex, socioeconomic status, ethnic origin, race, color, religion, or handicap.

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## **PREFACE**

In compliance with the public laws cited, this "North Carolina State Plan for Vocational and Applied Technology Education, July 1, 1991 - June 30, 1994," has been prepared to give assurances to the Congress of the United States and to the General Assembly of North Carolina that funds appropriated are disbursed and programs are developed and administered consistent with provisions in the Acts passed by the Congress and by the State Legislature. The State Plan is presented in three parts as follows.

### **PART I**

Part I contains the State Board's certifications of compliance with provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and with the General Statutes of North Carolina.

### **PART II**

Part II contains the State Board's assurances that the State's program of vocational and applied technology education will be administered consistent with the requirements of Titles I, II, III, and V of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Section 113(b)(3).

### **PART III**

Part III identifies priority needs revealed at public hearings, in education forum reports, education study commission reports to the North Carolina General Assembly, Advisory Council recommendations, and strategic workforce preparedness report. This part also contains a description of the State Board's plans for responding to priority needs identified.



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## INTRODUCTION

Education serves a number of roles in our society. Two such roles are: (1) to provide an educational program that helps to fulfill an individual's intellectual, social, artistic, and physical potential and (2) to provide individuals the ability to earn a living and generate a skilled workforce for society as a whole. Competent and well-educated people create a labor force that sustains and expands the economy of a state and nation. Therefore, vocational and applied technology education programs, services, and activities will continue to focus on economic development. Some areas for emphasis will include the following: (1) preparing an adequately trained workforce, (2) retraining workers, and (3) meeting labor needs of new businesses and industries.

## LEGAL AUTHORITY

The General Statutes of North Carolina—G.S. 115C-154—authorizes and directs the State Board of Education (SBE), hereinafter referred to as the State Board, acting as the State Board for Vocational Education, to administer through local boards of education a comprehensive program of vocational and applied technology education which shall be available to all students enrolled in the public schools who desire it as an integral part of education “for living and making a living.” Furthermore, the General Statutes authorize the State Board to administer funds appropriated by the United States Congress for vocational and applied technology education programs, services, and other purposes specified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

The General Statutes of North Carolina also authorize the State Board to develop a cooperative agreement with the State Board of Community Colleges (SBCC) for the administration of vocational and applied technology education in public postsecondary colleges and technical schools (G.S. 115C-158).

The State Plan for Vocational and Applied Technology Education, hereinafter referred to as the State Plan, provides direction for the operation of vocational and applied technology education programs, services, and activities in the secondary and postsecondary education systems in North Carolina. For the purpose of this document, secondary schools include grades 6-12. Postsecondary refers to the public community college system.

### Secondary

The North Carolina vocational and applied technology education program is organized in grades 6 through 12 in the public school system. The program begins with exploratory courses and leads to specialized classroom instruction in grades 11 and 12. The specialized instruction is combined with simulated work experiences, on-the-job training, production work, supervised occupational experiences, community projects, and participation in internship and apprenticeship programs. These opportunities are accessible to all youth without regard to sex, socioeconomic status, ethnic origin, race, color, religion, or handicap.



The mission is to provide all youth with the opportunity to make informed occupational choices, develop employability traits, acquire marketable skills, and contribute to economic development in the state. The vocational and applied technology education program fulfills this mission by providing:

- . Preparation for initial employment upon graduation from high school.
- . Preparation for postsecondary vocational and technical education.
- . Assistance in making educational and occupational decision.
- . Application of related learnings from other discipline.
- . Preparation for making informed consumer decisions and applying practical life skills.
- . Assistance for persons who have academic, economic, and/or other disadvantages or handicaps that prevent them from succeeding in regular vocational programs.

### **Postsecondary:**

The North Carolina community college system is a statewide organization of public two-year postsecondary educational institutions with an open-door admissions policy. Its mission is to provide adults in North Carolina with quality and convenient learning opportunities consistent with identified student and community needs. These opportunities are accessible to all adults regardless of age, sex, socioeconomic status, ethnic origin, race, color, religion, or handicap. Educational and training programs are designed to enhance the personal, social, and economic potential of the individual and to produce measurable benefits to the state. The system fulfills this mission by providing:

- . Vocational programs and courses for students desiring to prepare for skilled trades or to upgrade their job skills.
- . Technical programs and courses that meet the career needs of individuals.
- . Transferable programs and courses for students desiring to attend a senior college or university.
- . Special occupational training and upgrading programs and services for businesses, industries, and agencies.
- . Programs and courses in adult basic education, high school completion, and continuing education.
- . Counseling, career guidance, job placement services, and other programs essential to developing the potential of individual students.
- . Programs and services to enrich the quality of community life.
- . Effective and cooperative relationships with the schools, colleges, universities, government agencies, and employers across the state.
- . Sound management practices and systematic planning to allocate the resources required to achieve the stated objectives of the North Carolina community college system.

**PART I**  
**SECTION 1.00 - CERTIFICATIONS**

The North Carolina State Board of Education certifies:

- 1.01 That the State Agency is eligible to submit the State Plan for Vocational Education.\*
- 1.02 That the State Agency has the authority under State law to perform the functions of the State under the program.\*
- 1.03 That the State legally may carry out each provision of the plan for vocational education.\*
- 1.04 That all provisions of the plan are consistent with the State law.\*
- 1.05 That the State officer specified by title in the certification has authority under State law to receive, hold, and disburse federal funds under the plan.\*
- 1.06 That the designated State officer has the authority to submit the plan.\*
- 1.07 That the State Agency has adopted and formally approved the plan as of June 6, 1991.\*
- 1.08 That the plan is the basis for State operation and administration of the plan.\*


\* The above eight certifications are in accordance with Section 76.104 of the U.S. Department of Education General Administrative Regulations (EDGAR).

- 1.09 That a copy of the State Plan was placed into the State Intergovernmental Review Process as established by Executive Order 12372, on May 6, to Department of Administration (EDGAR 79.8) (See Appendix 23).

**For the State Board of Education**

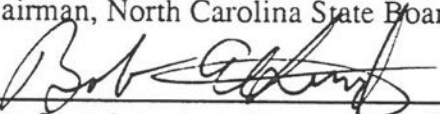
6-7-91

(Date)

  
Chairman, North Carolina State Board of Education

6-7-91

(Date)

  
State Superintendent, Department of Public Instruction





## 1.10 CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office

Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

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Check ☐ if there are workplaces on file that are not identified here.


#### DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 —

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, or conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
NC Department of Public Instruction	Vocational and Applied Technology Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Bob R. Etheridge, State Superintendent; Department of Public Instruction	
SIGNATURE	DATE
	5/20/91

## PART II

### SECTION 2.00 - ASSURANCES

**2.01 The State Board will comply with the requirements of Titles I, II, III, and V and, where necessary, will describe the manner in which eligible recipients will comply with those requirements. [Section 113(b)(3)]**

#### DESCRIPTION:

##### Secondary

Each local education agency (LEA) will comply with the requirements of Titles I, II, III, and V.

##### *Title I*

- Funds will be distributed according to the formulas specified.
- Secondary education will coordinate overall the three-year state plan. An assessment has been conducted with all the 134 LEAs statewide of the quality and improvement needs.
- The Committee of Practitioners was established and has met.

##### *Title II*

- Requirements for the basic state grants will be followed, including those to LEAs. Funds will be used for program improvement with the full participation of special populations.
- Sites or programs will be chosen that serve the highest concentrations of special populations.

##### *Title III*

- Provisions for Community Based Organizations, Consumer and Homemaking Education, and Tech Prep will be followed.
- Provisions for the other components will be followed subject to funding.

##### *Title V*

- Provisions will be followed related to the coordination of funds, providing that no supplanting occurs, between and among vocational education, JTPA, and the Wagner-Peyser Act.
- The State is using funds under existing legislation to develop the state plan, begin local standards and measures development, and conduct the statewide assessment.



### Postsecondary

Each eligible recipient will comply with the requirements of Titles I, II, III, and V. Compliance will be assured by the following:

- A. Local applications will require descriptions of how each recipient will comply with all applicable assurances.
- B. The state staff will provide technical assistance to recipients as needed or when requested. The North Carolina Department of Community Colleges has a current staff of 181 professional and support persons whose primary mission is to support the 58 local colleges.
- C. The state staff will conduct on-site reviews of 20% of all recipients each year for program compliance. Each year, 100% of the recipients will be fiscally audited.
- D. Through their open door policy, North Carolina community colleges admit all students who apply regardless of qualifications and provide training and related services to suit the individual needs. No one is refused admission and every effort is made to provide the limited supplemental services to those with the greatest need (such as child care and transportation).

### **2.02 The State Board will develop measurable goals and accounting measures for meeting the needs of individuals who are members of special populations. [Section 113(b)(3)(B)]**

#### **DESCRIPTION:**

### Secondary

Each eligible recipient in its local plan will list its goals, objectives, and strategies that cover such performance evaluations as:

- A. Percentage by category of special populations, including those in introductory and completer courses.
- B. Percentage by category of special populations completers whose unemployment rates are better than the county youth unemployment rate.
- C. Percentage by category of special populations who attain competency attainments under development by 1992.
- D. Vocational guidance services devoted to special populations.

- E. Transition services available to special populations.
- F. Career development plan for each special population member.

#### Postsecondary

Each eligible postsecondary recipient will list its goals, objectives, and strategies in its local application. Each recipient will subsequently evaluate its performance annually in respect to how they have met these goals, their objectives, and strategies. Each local application will target fiscal resources to meet the needs of individuals who are members of special populations.

**2.03 The State Board will conduct adequate monitoring of programs conducted by eligible recipients to ensure that programs within the State are meeting the goals described in 2.02 above. [Section 113(b)(3)(C)]**

#### **DESCRIPTION:**

##### Secondary

The State Board shall develop a monitoring device that assesses requisite services and the attainment by all eligible recipients of performance standards and accountability measures for special populations. Those LEAs having the most difficulty will receive a technical assistance visit to help ascertain needed steps and to develop a joint plan for improving services for and attainments of special populations. This improvement plan will be included with the annual application until needed services and performance are attained.

##### Postsecondary

A monitoring instrument will be developed that will assess the services and attainments of all special populations within the recipients' student population. Twenty percent of all recipients of federal financial assistance will receive an on-site monitoring visit each year on a rotating basis. Within five years, all recipients will have been monitored. All recipients of financial assistance will be audited each year for proper expenditures and accounting of their Perkins Act expenditures.

**2.04 To the extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the vocational education programs assisted under Section 231. [Section 113(b)(3)(D)]**

## DESCRIPTION:

### Secondary and Postsecondary

In the local application, eligible recipients will provide assurance that members of special populations who are enrolled in private secondary schools will be provided provisions for their participation in the vocational education programs assisted under Section 231 of the Act. Additionally, the local recipients will have on file copies of notifications and include in their local annual application the date of such notifications.

**2.05 The State will comply with the provisions of Section 102, including assurances that the state will distribute not less than 75 percent of the funds made available for Title II purposes to eligible recipients pursuant to such title. [Section 113(b)(5)]**

## DESCRIPTION:

### Secondary and Postsecondary

The State will distribute Title II funds as outlined in Appendix 1 in accordance with North Carolina General Statute 115C-158 and the cooperative agreement between the North Carolina Department of Public Instruction and the North Carolina Department of Community Colleges, Appendix 2. A division of federal vocational education funds will be made based on purposes as traditionally established for the respective agencies. The division of these funds and funds received under Title III is reflected in the Budget Summary Sheet in Appendix 3.

**2.06 The State will develop and implement a system of standards for performance and measures of performance for vocational education programs at the state level that meets the requirements of Section 115. [Section 113(b)(8)]**

## DESCRIPTION:

### Secondary

#### A. Statewide System of Performance Standards and Core Measures

A statewide system is being developed for each LEA to assess the degree to which its completers attain core performance standards and measures of performance. Included will be such areas as academic gains, job skill competencies, retention, and job and further education attainment. These assessments will include special populations' attainments.

Two groups already are working on performance standards: one on program competencies and the other on outcomes. Each of these also is working on the systems design and implementation needed to attain these standards. Other groups will work on additional areas of performance.



B. Local Modifications

Completer Unemployment Rate: Each eligible recipient will not be required to meet statewide standards, but will be allowed to meet standards adjusted to local employment conditions. Standards for further education will also be related to localities. For core standards, each eligible recipient will be expected to attain statewide levels. However, local adjustments needed, as identified through local assessments, can be made in resources and processes to attain these core standards. Eligible recipients will be able to set additional or tailored competencies for unique programs or for occupational needs particular to that area.

C. Incentives or Adjustments

Incentives will include eligible expenditures, specifications being in compliance with performance standards, and statewide recognition.

Adjustments under consideration include weighting special populations to count them as more than one enrollee in order to meet mandated enrollment requirements, to be able to increase services proportionate to the needs of each individual who is a member of special populations.

D. Procedures to Use Other Existing Resources and Methods

Considerable coordination is going on to identify other resources and methods. Coordination meetings are being held with JTPA and JOBS service providers in relation to competencies and basic skills performance standards, resources and methods. Publicity is being provided statewide about resources usable. Matrices are being developed to identify common data needs and resources among service providers for special populations.

E. State Committee of Practitioners

The State Committee of Practitioners, established pursuant to Section 512(a) of the Act, was selected and recommended by the State Superintendent to the State Board of Education. The selection process included the solicitations of individuals from 19 professional and business organizations which possessed potential membership as described in the Act. From the organizations responding to the solicitation, first choices, at minimum, were accepted. In the case of where there was not a response for a category required by the Act, state-level vocational education staff members recommended individuals for consideration. From the prepared list, the selections were made in all cases to include solicited recommendations. Special effort was made to include individuals with interests in special populations. The committee members serve for an indefinite period and at the pleasure of the State Board of Education. A list of the current members is shown in Appendix 4.

The role of the committee is in keeping with the requirements stipulated in the Act, with special emphasis on the review and comments and to propose revisions for the proposed system of core standards and measures of performance for vocational education programs, the criteria for the State assessment, and any State proposed rules and regulations pursuant to the Act.

The committee is scheduled to meet no less than once annually, but more frequently as activities dictate. It is anticipated that the committee might need to meet no less than three times annually during the first two years of this Act. The first meeting was held on February 22, 1991, for the purpose of reviewing proposed State assessment criteria, a proposed system of core standards and measures, and proposed allocation formulas.

#### Postsecondary

The State Board of Community Colleges will adopt and implement a statewide system of core standards and measures of performance for postsecondary vocational education programs. This statewide system will include curriculum standards, a student tracking system, and a comprehensive student data (MIS) system.

**2.07 In the use of funds available for single parents, displaced homemakers, and single pregnant women under Section 221 of the Act, the State will give priority to assisting individuals with the greatest financial need, and the State will give special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment. [Section 113(b)(11)]**

#### **DESCRIPTION:**

##### Secondary

The State requires that all grant recipients provide signed assurances to operate programs as outlined and approved through the grant application process. The assurances require an intense monitoring and program evaluation that each recipient must adhere to in order to receive grant funds. Recipients will follow the guidelines of the Act to serve individuals with the greatest financial need. This includes individuals of special populations, those who receive services from Aid to Families of Dependent Children (AFDC), individuals who receive services from the Job Training Partnership programs and individuals from economically depressed areas. Special consideration will be given to those recipients who propose to provide training and services for the displaced homemaker to develop marketable skills. The sex equity coordinator will monitor the records and required reports of all funded programs to ensure that compliances are met.



### Postsecondary

Community and technical colleges are required to commit in their proposals the method they intend to use for determining the individuals with the greatest financial need. Most of them use a system based on the Pell Grant, AFDC, or JTPA guidelines. In addition, they are permitted by the state to devise unique guidelines for their institution if none of the aforementioned systems are suitable. In any case, however, they are required to keep documentation for audit purposes.

#### **2.08 The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex. [Section 113(b)(12)]**

#### **DESCRIPTION:**

##### Secondary

The State requires local education agencies to provide assurances that all vocational programs are open to students without regards to gender. The State ensures that this policy is implemented through the Methods of Administration. This requires LEAs which have fewer than 20% of either gender enrolled in programs to place special emphasis upon recruitment activities for these programs. Each program is monitored by the program area consultants and assisted by the sex equity administrator through special projects which impact these programs. The sex equity administrator will conduct training activities for sex equity project coordinators and will also analyze the changing gender enrollment to assess the effectiveness of the nontraditional programs.

##### Postsecondary

Sex equity proposal guidelines require that local programs recruit men and women for curricula that enroll fewer than 25 percent of the nontraditional sex. In addition, those proposals funded are the ones that provide the richest array of services for ensuring successful training. The sex equity coordinator trains project personnel and monitors follow-up studies to assess the effectiveness of the nontraditional programs.

#### **2.09 The programs of personnel development and curriculum development shall be funded to further the goals identified in the State plan. [Section 113(b)(15)]**

#### **DESCRIPTION:**

##### Secondary

The State will coordinate programs of personnel development and curriculum development as required by Section 201(b). One primary use of these funds will be to coordinate the delivery of relevant and beneficial pre-service and in-service education to vocational and non-vocational personnel in order to meet the goals of the Act. Priorities include:

A. Workshops for vocational personnel designed to:

1. Reinforce reading, writing, mathematics, social studies, and science through the teaching of vocational content.
2. Develop thinking skills, including problem solving.
3. Develop understanding of aspects of industry including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety.
4. Develop collaborative efforts with academic teachers to integrate various aspects of the vocational and academic curriculum, including Tech Prep.
5. Develop advanced technical skills in various occupational areas.
6. Work effectively with special needs students.
7. Develop and implement education plans.
8. Increasing expectations for student achievement.
9. Use North Carolina Vocational Education Computerized Assessment Tracking System (VoCATS).
10. Use advanced technology in the instructional process.
11. Develop competence in providing career guidance and assistance.
12. Administer and implement programs to carry out the provisions of this Act.
13. Provide preparatory and transitional services.

B. Workshops for non-vocational personnel designed to:

1. Use occupational/applied experiences to teach communication, science, mathematics, and social studies.
2. Develop collaborative efforts with vocational personnel to integrate various aspects of the vocational and academic curriculum, including Tech Prep.
3. Develop and implement student educational plans.

Another primary use of these funds will be to develop and provide up-to-date competency curriculum that emphasizes integration and assessment in all vocational programs. Technical committees, utilizing the DACUM process, will be involved in the development of curriculum. Priorities are to:

- A. Revise Vocational Education Program of Studies in collaboration with technical committees.
- B. Develop competency-based curriculum, including course blueprints, guides, and assessment measures for 90 percent of course sequences.
- C. Validate student assessment items for 50 percent of course sequences.
- D. Correlate math, science, communication, and social studies competencies with vocational competencies for 50 percent of the course sequences.

- E. Implement VoCATS in 100 LEAs.
- F. Assess 50 percent of the course sequences for deficiencies of competencies dealing with aspects of industry requirements and thinking skills.
- G. Develop model integration academic and vocational education lesson plans.
- H. Revise equipment standards.

#### Postsecondary

The North Carolina Department of Community Colleges will spend its share of the State Leadership (8.5%) funds as required by Section 201(b). The primary emphasis and use of these funds will be for curriculum improvement projects (CIP) with the full involvement of technical committees. The CIP is designed to provide leadership and support to specific North Carolina community college programs that need technical updating, program enrichment, and curriculum development. The program priorities for these projects will be in areas of rapidly changing technology.

Personnel development through in-service training will be one of the areas of emphasis for the funds authorized under Section 232. Program areas targeted for personnel development will be those areas of rapidly changing technology and those serving high numbers of special populations.

#### **2.10 The vocational education needs of identifiable segments of the population in the State that have the highest rates of unemployment have been thoroughly assessed and that such needs are reflected in and addressed by the State Plan. [Section 113(b)(16)]**

##### **DESCRIPTION:**

##### Secondary

The segment of the population having the highest rates of unemployment has been assessed using data provided by the Employment Security Commission (ESC). In every geographical locality, including counties and cities, these are youth. Secondary vocational education works with youth who have the highest rates of unemployment. Utilizing the resources of the ESC, each county's youth unemployment rate is calculated as shown in Appendix 5. Each secondary eligible recipient is allowed to use that rate as its performance standard for its completers' unemployment (placement) rate, including that for special populations. This allows each LEA to adjust expectations to local conditions in the workforce.



## Postsecondary

The Department of Community Colleges has found evidence in its assessment that some of the more economically depressed areas of the State will not be eligible for financial assistance when applying the Pell Grant formula. This assessment also points out that relatively small numbers of economically disadvantaged individuals who are residents in areas with the highest unemployment rates will be adversely affected by the Pell Grant formula. This assessment was performed using data from the North Carolina Employment Security Commission and the Statistical Abstract of Higher Education in North Carolina 1989-90. It has been determined, however, that the formula channels the financial assistance to the areas with the highest concentrations of economically disadvantaged individuals based on population data.

The goal of the community college system is to continue to increase the world competitiveness of our workforce through education.

### **2.11 The State board will cooperate with the State Council in carrying out the Board's duties under this part. [Section 113(b)(17)]**

#### **DESCRIPTION:**

#### Secondary and Postsecondary

The State Board of Education (SBE) will consult with the State Advisory Council on Vocational Education (SACVE) in carrying out the Board's duties under this Act. In reviewing the responsibilities of the State Board of (Vocational) Education, four key words are pertinent. They are: consultation, coordination, review, and response. Since the State Board of Vocational Education delegates certain responsibilities for vocational and applied technology education to the State Board of Community Colleges, these keys are also applicable at that level.

This involvement will occur with the State Council in the following manner:

- Designated members of the two State Boards will meet with the State council at no less than one of the Council's meetings annually for the purposes of consultation and the formulation/development of the State Plan.
- The State Council shall be invited to be an active member of the State Vocational Education Planning and Coordinating Committee.
- The State Boards, through their chief executive officers, will designate state staff members to be present at all meetings of the State Council on Vocational Education to provide any business deemed appropriate.

- All recommendations, reports, inquiries, and requests made by the State Council to the appropriate State Board will receive consideration. Requests for information which are not available for normal distribution, but are in the public domain, may be reviewed on site by State Council members or its staff.
- Designated staff of the Department of Public Instruction and the Department of Community Colleges will consult with the State Council or its designated representative(s) on the establishment of technical committees.
- The State Boards will submit to the State Council each State Plan for review and comment within an appropriate timeframe prior to submission of the plan to the Secretary. The State Board will respond in writing to comments and recommendations on the State Plan which have been developed and submitted within the timeframe established.
- Designated staff of the Department of Public Instruction and the Department of Community Colleges will consult with the State Council or its designated representative(s) concerning changes in program conditions, labor market conditions, funding, or other conditions which require a substantial amendment to the State Plan.
- The State Boards will respond in writing to comments and recommendations on amendments to the State Plan which have been developed and submitted within the timeframe established.

**2.12 That none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. [Section 113(b)(18)]**

#### **DESCRIPTION:**

##### Secondary and Postsecondary

The State Boards provide assurances that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization. Local recipients of funds from the Act are required to provide the same assurance through the local plan and application.



- 2.13 That State and local funds will be used in the schools of each local education agency that are receiving funds under this Act to provide services which, taken as a whole, are at least comparable to services being provided in schools in such agency which are not receiving such funds. [Section 113(b)(19)]**

**DESCRIPTION:**

Secondary

The State Board provides assurances that State and local funds will be used in the schools of each local education agency that are receiving funds under the Act to provide services which, taken as a whole, are at least comparable to services being provided in schools in such agency which are not receiving such funds.

The State Board shall consider an LEA to have met the comparability requirement if the LEA files with the SEA a written assurance that it has established and implemented a district-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies, OR

Establishes and implements other measures for determining compliance such as student/instructional staff ratios or student/instructional staff salary ratios.

- 2.14 The State will provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs [Section 113(b)(20)(A)]**

**DESCRIPTION:**

Secondary and Postsecondary

In North Carolina, these services cumulatively refer to the preparatory and transition services function. The goal of these functions is for each appropriate enrollee to develop and carry out a comprehensive education plan which encompasses a complete sequential program of studies for that individual. The development of that plan would, as appropriate, include appropriate assessment services, vocational and related counseling and course registration; occupational, basic and advanced academic attainments; supplementary services as needed; and related placement in further education and/or the work place.

To accomplish the above, the following types of leadership, supervision, and measures will be provided. A minimum of two statewide in-service activities are provided for eligible recipients. Each education region will have a regional leadership council and chair for providers of these functions. At the secondary level, a State staff consultant will be assigned to work with service providers and with other personnel at the state level who work in comprehensive guidance and counseling. The state works cooperatively with the NC SOICC in the implementation of a career information system and the National Career Development Guidelines, especially in Tech Prep programs.

In its local application, each LEA and community college will report on projected activities and expenditures for this activity, and report on results.

Program evaluation will be accomplished through a State Board performance evaluation instrument and on-site monitoring and technical assistance, as appropriate.

**2.15 The assurances described in 2.14 above annually assess and report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling from allotments under Title II are not less than such expenditures for such guidance and counseling with the State in the fiscal year 1988. [Section 113(b)(20)(B)]**

**DESCRIPTION:**

Secondary

The State will document from financial reports submitted by each local education agency the extent to which expenditures from Title II funds for career guidance and counseling compare to such expenditures in fiscal year 1988 (see Section 3.04 A).

**2.16 The State will provide for such fiscal control and fund accounting procedures as may be necessary to assure the 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) [Section 113(b)(21)]**

**DESCRIPTION:**

Secondary

The Department of Public Instruction has established the following systems to assure the proper disbursement of and accounting for all federal and State funds paid to the agency and eligible recipients:

- Allotment Policy Manual - Procedures are reviewed and approved by the Department and the State board of Education.
- Chart of Accounts - Describes the allowed activities for each specific federal program.
- Uniform Education Reporting System - Electronic transfer of every voucher written for payroll and general expense.
- Fund Requisition - Procedures to assure minimum cash balances are maintained at the local and state levels.

- Reports - Numerous reports outlining fund/expenditure information for review/verification by agency staff and local units.
- Audits - Monthly/yearly 100% audit by the State agency on certified personnel in each LEA.
  - Activity audits are conducted by the agency
  - Local CPA review (single audit)
- Teacher Certification - Comprehensive system to assure teachers are certified to teach in the assigned area(s).

### Postsecondary

The Department of Community Colleges has established the following systems to assure the proper disbursement of and accounting for federal funds paid to the Department.

- Accounting Procedures Manual - Included are allotment procedures and the chart of account which describes the allowable activities and reporting requirements.
- Reports - Monthly financial reports which outline the purpose/expenditure information for review/verification by agency staff and local colleges.
- Fund Requisition - Written procedures are available which outline the drawdown of funds to assure minimum cash balances.
- Audit - Annual audit by the State Auditor's Office on the Department of Community Colleges and the 58 community colleges.



**PART III**  
**SECTION 3.00 - NEEDS IDENTIFICATION AND RESPONSES**

**3.01 Provide a description of any delegation made by the State Board for Vocational Education of any of its responsibilities involving administration, operation, or supervision, in whole or in part, to one or more appropriate State agencies. [Section 111(a)(2)]**

**DESCRIPTION:**

Secondary and Postsecondary

- A. In North Carolina General Statute 115C-153, the State Board of Education, hereinafter referred to as the State Board, shall 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."
- B. In G.S. 115D-3, "The Department of Community Colleges shall be a principal administrative department of state government under the direction of the State Board of Community Colleges, and shall be separate from the free public school system of the State Department of Public Education. The State Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the operation of the Department."
- C. 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. 115C-19). 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. 115C-21, paragraph (a) (1)).
- D. 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 Services for the Department of Public Instruction. This officer shall be designated by the State Superintendent of Public Instruction.

- E. 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 Associate Director, Federal Vocational Education. This officer shall be designated by the State President of the Department of Community Colleges.
- F. Federal Funds Division - North Carolina General Statute 115C-158: "The division between secondary and postsecondary educational systems and institutions of federal funds for which the State Board of Vocational Education has responsibility shall, within discretionary limits established by law, require the concurrence of the State Board of Education and the State Board of Community Colleges on and after January 1, 1981. The portion of the approved State Plan for postsecondary vocational education required by G.S. 115C-154 shall be as approved by the State Board of Community Colleges."
- G. The delegation of responsibilities by the State Board of Education to the State Board of Community Colleges is included in an agreement between the two Boards (see Appendix 2).

**3.02 Provide a summary of the recommendations made at public hearings and the State Board's response. [Section 113(a)(2)(B)]**

**DESCRIPTION:**

Secondary and Postsecondary

- A. The State Board shall conduct a minimum of three public hearings in the State, in the preparation of the State Plan, for the purpose of affording all interested organizations, groups, and individuals an opportunity to present their views and make recommendations regarding the State Plan. The State Board will conduct public hearings annually.
- B. A public notice of the date, time, and location of the public hearings will be placed in the major daily newspapers and selected minority newspapers (see Appendix 6).
- C. A notice of public hearings will be mailed 30 days in advance of the hearing date to administrators of eligible recipients and to interested agencies, organizations, and groups (Appendix 6).
- D. A summary of the comments/recommendations made at the eight public hearings and the State Board's response for this first three-year plan appears in the Appendix 7.

**3.03 Describe the procedures and the results of each of the assessments required by Section 116(a), including the needs identified by such assessment. [Section 113(b)(1)]**

**DESCRIPTION:**

Secondary

The secondary system conducted three types of assessments. The first was of labor market supply and demand (see Appendix 8). The second involved mandated criteria and included all 134 eligible recipients in January and February, 1991 (see I-IV below). The third was regarding special populations' access and progress in vocational course levels (see V below).

Representatives of all LEAs completed the second assessment. Results were entered, computer programs developed, results tabulated, analyzed, summarized, and shared statewide with all 134 eligible recipients for local planning purposes.

Assessment categories in Section 116 were merged with requirements for the statewide system of core standards and measures of performance in Section 115 to form a more comprehensive assessment. They were organized into the four categories below:

- I. Increased Student/Completers Attainment: Competencies and Outcomes
- II. Basic and Academic Integration
- III. Concentration on and Coordination of Resources for Serving Individuals Who are Members of Special Populations
- IV. Relevance to Further Education and the Workplace

Results are summarized by category, including required criteria under Section 116. The mandatory criteria are underlined.

- I. *Increased Student/Completers Attainment: Competencies and Outcomes*  
(Increased student work skill attainment and job placement)
  - A. In that North Carolina has in place a comprehensive system to determine job attainment and placement in business, education or training, or the military, the assessment determined the quality of that system locally as it applies to the need for performance documentation by 1992. This system follows up on 40,000 completers a year, has a return rate of 71%, and provides data by program for 134 LEAs for each of 300 high schools in these LEAs.

Cumulatively, the LEAs have between 75% and 80% of the development done to run a follow-up system of high quality. In contrast, they are only about 60% of the way there in utilizing the performance data derived from the system. All LEAs consider this to be very important.



- B. In that North Carolina has been working for some time to install a computerized competency based instructional management system centering around work skill attainment (the Vocational Competency Achievement Tracking System or VoCATS), this part of the assessment utilized needed components of this system.

Generally, LEAs cumulatively are between 34% and 51% of the way to having the 13 components set up for managing this system. Biggest improvement needs include equipment and supplies; VoCATS-designated software; procedures for collecting, reporting, and using aggregated and disaggregated performance data; and a process to analyze student performance per variable and per special population grouping. This item is very important to all LEAs.

## *II. Basic and Academic Integration*

### *A. Integration of academic and vocational education*

While this item is very important to all LEAs, they cumulatively are only about 40% of the way to implementing the items in the assessment. Priority needs include:

1. Academic and vocational teachers meeting periodically to set goals and strategies, team teach, and use a variety of methods.
2. Time for coordination among teachers.
3. Teams to explore options.
4. Strategies for academic teachers to teach in applied manners.
5. Academic and vocational teachers simultaneously to use related materials.

### *B. Sequential course of study leading to both academic and occupational competencies*

This item is a somewhat more important to LEAs than is integration. Additionally, they cumulatively are about 60% of the way there. Top priorities include:

1. Vocational enrollees receiving sufficient guidance about making vocational and related academic course choices.
2. Prospective and actual enrollees receiving information about employment or education outcomes resulting from sequential courses of study.

## *III. Concentration on and Coordination of Resources for Serving Individuals Who are Members of Special Populations*

### *A. The ability to meet the needs of special populations with respect to vocational education*

This item is very important to all LEAs. Cumulatively, they are almost 60% of the way there. Highest priorities for improvement include:

1. Vocational education teachers who have sufficient training in working with special populations. Note: This is the most important improvement need in the entire survey.
2. Examining pre-post VoCATS (competency) data for special populations.
3. Staff development for each special populations category.
4. Ongoing preparation of teachers to work with special populations.

B. Raising the quality of vocational education programs in schools (or programs) with high concentrations of poor and low-achieving students

While this is important, it presently is considered not to be quite as important as the above criteria. LEAs cumulatively are just over 50% of the way there. Improvement priorities include:

1. Analyzing pre- and post-assessments, including gains achieved, per Section I above (re VoCATS).
2. Utilizing, if possible, Southern Regional Education Board-type grants.
3. Utilizing Community Based Organization projects.

IV. *Relevance to Further Education*

A. Increased linkages between secondary and postsecondary education institutions

LEAs consider this to be very important. Cumulatively, they are just over 50% of the way there. Improvement priorities include:

1. Reports from community colleges showing students who articulate, including high school credits counted for placement.
2. Visits by postsecondary staff to secondary classes.
3. A coordinated curriculum between and among levels.
4. Effecting a Tech Prep program.

B. Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter

This item is perceived as being not quite as important as the other criteria. LEAs perceive they are just 50% of the way to demonstrating this. Improvement priorities include:

1. Involvement of business and industry that promotes all aspects.
2. Apprenticeship programs which reflect all aspects.
3. Statewide job analysis and curriculum development done to cover all aspects.
4. Teaching materials to cover all aspects.

Note: Three of the four priorities seem to focus on corroborating through other real-world users that this is, in fact, a top need.

- C. The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the work place

This is an important item. LEAs cumulative are about 60% of the way there. Improvement priorities include:

1. Meeting statewide equipment standards.
2. Program area advisory councils using national standards.
3. Reflecting sufficient resources in local plans and in state and local allocations.

- D. Basic and higher order current and future work place competencies which will reflect the hiring needs of employers

This item is very important to LEAs. They perceive they are just 50% of the way there. Improvement priorities include:

1. Analyses of current competencies to determine concentration on basic and higher order work place competencies.
2. Lesson plans and classroom instruction which reflect higher order thinking skills.
3. Staff development on this.
4. Special funding such as the SREB projects.

- E. The relevance of programs to the work place and to the occupations for which students are to be trained, etc.

LEAs consider themselves to be about two-thirds complete on this important item. Improvement priorities include:

1. Reviews of programs by business and industry.
2. Using the State Occupational Information Coordinating Committee's (SOICC) Occupational Information System.
3. Using valid competencies based on business and industry.
4. Exchanges with business/industry/education

V. *Access of Special Populations to Vocational Programs*

In addition to the above assessment by 134 LEAs, one was done of the incidence statewide by LEA and by program by school of special populations categories. Local results were shared with all 134 LEAs. A summary follows.

- A. One out of every three vocational enrollees is either disadvantaged or handicapped. The percentage goes down as the level of program goes up. It ranges from a low of 25% in the Business and Office program area to 46% in Occupational Home Economics.\*



1. 46% Occupational Home Economics
2. 41% Consumer Home Economics
3. 39% Technology Education
4. 39% Agriculture
5. 37% Career Exploration
6. 36% Trade and Industrial                      33% Average ( $\bar{x}$ )
7. 30% Marketing
8. 29% Health Occupations
9. 29% Principles of Technology
10. 25% Business and Office

\*This generally is the order that vocational programs can be federally funded statewide if funding is on the program basis.

- B. Of the 300,000 high school vocational education enrollees, 40,000 were academically disadvantaged, 35,000 were economically disadvantaged, and 600 were limited English proficient (LEP).
- C. Of the 300,000 enrollees, 17,300 were vocationally handicapped. Of these, over half were learning disabled and another 25% were educable mentally handicapped.
- D. This analysis corroborates from the 134-LEA assessment that the biggest improvement need is for "Vocational teachers who have sufficient training in working with special populations" (III.A.1 above).

#### Postsecondary

In compliance with the requirements of Section 116 of the Act, the North Carolina Department of Community Colleges conducted an assessment of all the vocational and technical curriculum programs offered in its system. This assessment consisted of a review of the enrollments and completions by (graduations) students in all curriculum programs in its system over the past five years. This data was compared to the State's most recent labor market data. The results of this study are contained in Appendix 8 of this plan. Also, the Department considered recently completed and on-going assessments such as its student progress monitoring system, its critical success factors study, the program review process being implemented and reported to the Department by the local community colleges, and the "Report of the Commission on the Future of the North Carolina Community College System" in meeting the requirements of the Act.

A. Integration of academic and vocational education.

The North Carolina community college system has had a high degree of integration of academic and vocational education for a number of years. Presently, the system has more than 270 curricula which have been approved by the State Board of Community Colleges. These curriculums are continuously reviewed, expanded, upgraded, and/or deleted by the board as the need for such adjustments arises. Each of these curriculums has a set of standards which has also been approved by the board and which include both academic and vocational courses. In those curriculums which grant degrees, 23 quarter hours of academic, general education courses are required. In those which result in vocational diplomas, 6 quarter hours of general, applied (academic) courses which are occupational specific are required. The department will continue to oversee the curriculums in the future to ensure the continued integration of academic and vocational education.

The integration of academic and vocational education for approved curriculum programs is mandated by North Carolina community college law; therefore, no additional needs are identified.

B. Sequential courses of study leading to both academic and occupational competencies.

The curriculum standards which are discussed in A above govern all of the academic and occupational courses of study offered in the North Carolina community college system. All of these require a sequential course of study which results in academic and occupational competencies. Also, local technical advisory committees composed of appropriate persons employed in appropriate occupations are used to ensure that needed up-to-date competencies are gained by students in the various curriculums.

The integration of academic and vocational education for approved curriculum programs is mandated by North Carolina community college law (G.S. 115D); therefore, no additional needs are identified.

C. Increased student work skill attainment and job placement.

The work skill attainment and job placement for the student population of the North Carolina community college system is monitored and assessed on an on-going basis. The local technical advisory committees referred to in B above and individual competency tests provide feedback on the level of work skill attainment by the students. The annual student follow-up study, which surveys between 9,000 and 10,000 former students (with a return rate of approximately 40%) who have left the system within the previous twelve months, provides a good assessment of job placements. This study is reviewed and updated annually in an on-going attempt to increase its efficiency and to provide the system with current assessments of the



relevance of educational offerings to labor market needs. As a result of this study, the system is able to determine the need for revisions in its curriculum offerings based upon these labor market needs.

Assessments show that while the North Carolina community college system is doing what is considered to be a good job in training, it should concentrate more resources on job placement activities.

D. Increased linkages between secondary and postsecondary educational institutions.

**Articulated Programs:** For a number of years, North Carolina has been one of the nation's leaders in promoting and encouraging linkages between secondary and postsecondary vocational education programs. Prior to the national impetus for articulation between the secondary and postsecondary institutions, North Carolina recognized the need for joint efforts in the education of its citizens. The 1983 session of the North Carolina General Assembly enacted legislation with profound implications for articulated programming between the community college and public school systems. Originally introduced as a local bill by Representative Jay Huskins, HB 1044, usually referred to as the "Huskins Bill," was later adopted as a general amendment to G.S. 115D, the enabling legislation for the North Carolina community college system. Under this legislation, a local community college is permitted to establish a section of an existing course exclusively for high school students. By authorization of this bill, high school students are permitted to take courses at local community colleges which grant them college credit toward postsecondary certificates, degrees or diplomas and, at the same time, receive credit toward high school graduation. In addition, qualified high school students, with the permission of their principals, are permitted to enroll in an existing course for adults offered by the community college. Total enrollment in Huskins Bill programs was 1,522 high school students during 1988-89 and 2,064 during 1989-90. This was a 35.6% increase in student enrollment. The total dually enrolled high school students during 1988-89 was 512 and 1,136 during 1989-90—a 122% increase.

**Tech Prep Programs:** The Tech Prep programs in North Carolina also continue to lead the way for the nation and will continue to expand in the state with the assistance from funds to be provided by the Act.

The Tech Prep programs in the state are designed to prepare students in academic and technical subjects so they can make a smooth transition from the high school program to the community college technical program without experiencing delays or having to repeat course work. They consist of courses of study to meet the need for high school graduates to have more technically oriented education backgrounds. Through a blending of higher level academic and vocational courses, Tech Prep prepares students for the advanced courses required by two-year technical and community colleges.

A recent assessment shows that during 1990-91 there are 15 local educational agencies (LEAs) cooperating with the local community colleges in offering Tech Prep programs. Another 15 LEAs are engaged in advanced planning with the local colleges to implement Tech Prep in the 1991-92 academic year. An additional 40 LEAs and local community colleges are in various stages of planning such programs for implementation in 1992.

The statistics cited above illustrate the growing emphasis in the state on the linkage of secondary and postsecondary education.

The assessments all point to the need for additional articulated programs. Major emphasis will be placed on Tech Prep and related programs and activities.

- E. Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter.

Via the use of the on-going curriculum standard reviews discussed above and the active involvement of state and local technical advisory committees, the system attempts to assure that its instruction is not only relevant to the needs of industry but that the instruction is current. Each of the curriculum standards takes a holistic approach to the courses offered to students, i.e., that they project an accurate and complete picture of and training in the industries that students are planning to enter. In addition, locally developed cooperative programs in which students are placed in local industries on a part-time basis to receive practical experience in industries are conducted in approximately 35 community colleges. Also, as an example, certain curriculums such as those dealing with the medical trades contain laboratory requirements which are taught in appropriate settings such as hospitals, nursing homes, etc. Current assessments have shown that, to the extent practicable, all aspects of the industry are taught and experienced.

- F. The ability of the eligible recipients to meet the needs of special populations with respect to vocational education.

The North Carolina State Board of Community Colleges and the state's General Assembly have a long-standing "open door" policy for their community college system. In support of this policy, the state subsidizes the education of its citizens by providing one of the lowest tuitions in the nation, i.e., \$105 per quarter for a full time, in-state student and makes up the balance via the use of state tax revenues. In addition, all tuition and/or fees are waived for members of special populations such as criminal offenders, senior citizens, and disadvantaged students enrolled in the Human Resources Development program, which is often a feeder program for vocational education. The state also provides literacy education at no cost for any of its citizens who are in need of such education. The "open door" policy translates into an insistence that each institution in the system aggressively recruit, admit and



provide for the education of every person who desires to enter the constituent institutions. These actions and provisions create an atmosphere within the community college system which is not only favorable but increases the ability of the eligible recipients to serve and meet the needs of special populations. Therefore, there are presently no barriers to any of the eligible recipients to meeting the needs of special populations.

Current assessments indicate that we are meeting the needs of our current special populations in vocational education. All programs and facilities are accessible to all special populations, especially the handicapped and disadvantaged individuals. Efforts will continue to increase this service and also in recruiting.

- G. Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students.

The quality of vocational education programs in colleges within the North Carolina system will be enhanced by:

1. Providing remedial programs in basic skills for the educationally deficient.
2. Providing supplemental services for the students who are mainstreamed but lack the skills to succeed. (Tutoring, supplemental counseling, etc.).
3. Providing special devices and adaptations to curricula for the low-achieving students. (Readers for visually impaired, signers for hearing impaired and adaptive devices for the mobility impaired.)

The assessments point out that quality of programs sometimes suffer in areas that have the highest concentration of poor and low-achieving students. Efforts will continue to keep the quality of programs high with emphasis on retention, counseling and placement.

- H. The relevance of programs to the work place and to the occupation for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in the areas of emerging technologies.

The North Carolina community college system continually updates its training programs through a process that involves the local advisory committees, surveys of business and industry representatives and other processes that keep the curriculum standards and faculty and support staff in tune with the latest technological changes in the work place.

One of the major programs of the system has been and continues to be the new and expanding industry training program that focuses on customized and focused industry-specific training.

All program offerings receiving assistance from federal funds have been assessed as to the current and future labor market needs (Appendix 8). This assessment also includes trends in the areas of emerging technologies.

The assessments point out that the programs are in line with SOICC and labor market data; and efforts will continue to increase their relevance, especially in emerging technologies.

- I. The ability of the vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

Each of the curriculum programs that are offered within the North Carolina community college system are reviewed on a continuous basis with involvement of advisory committees made up largely of business and industry practitioners. These reviewers look at the curriculum, equipment and instructional materials and provide analysis as to the adequacy of the program to meet the demands of the workforce. These reviews will continue throughout the duration of this plan.

Assessments almost always show a need for newer or updated equipment, curriculum and materials. The system is committed to the continuous monitoring of these areas and upgrading as needed with available resources.

- J. Basic and higher order current and future work place competencies which will reflect the hiring needs of employers.

Basic and higher order current and future competencies are constantly reviewed and assessed through the involvement of the State Board of Community Colleges, the various divisions of the Department of Community Colleges, the business community and the local community college community.

The assessment has pointed out that all of the curriculum standards are kept current and would address the hiring needs of employers. This is monitored on a continuous basis and updated as needed.



**3.04 Describe how uses of funds reflect the needs described in 3.03 above. [Section 113(b)(2)]**

**DESCRIPTION:**

Secondary

- A. Identified Need: Expansion of preparatory and placement services, especially for special populations.

Goal: Students enrolled in integrated courses of study will be provided preparatory and placement services.

Planned Activities FY 1991-93: (1) Curriculum modification, (2) Personnel development, (3) Establishment of placement and preparatory services.

Planned Outcomes: The placement rate of students in postsecondary education, apprenticeship programs, or employer training programs will be increased.

Planned Funds: \$2,000,000 annually

- B. Identified Need: Expansion of an assessment system to determine the competency attainment of student achievement in vocational education programs.

Goal: A vocational education computerized achievement tracking system will be effectively implemented.

Planned Activities FY 1991-93: (1) Validation of measures, (2) Personnel development, (3) Curriculum development.

Planned Outcome : At least 80 percent of the LEAs will have implemented a computerized assessment system for vocational education.

Planned Funds: \$1,000,000 annually

- C. Identified Need: Expansion of the number of school systems who are integrating academic and vocational education.

Goal: Subject matter will be more relevant and will better prepare students for current and future employment opportunities.

Planned Activities FY 1991-93: (1) Personnel development, (2) Curriculum development, (3) Follow-up system implementation.

Planned Outcome: Academic and vocational teachers will jointly plan and coordinate instruction in order to deliver better prepared students.

Planned Funds: \$500,000 annually

- D. Identified Need: Expansion of the number of school systems assisting students in developing sequential courses of study that leads to both academic and occupational competencies.

Goal: Sequential courses of study will be developed and their use will be expanded to all students.

Planned Activities FY 1991-93: (1) Development and distribution of model plans to LEAs, (2) Personnel development, (3) Implementation in at least 50 percent of the LEAs, (4) VSO activities, (5) Follow-up system.

Planned Outcome: All students pursuing vocational studies will have an educational plan.

Planned Funds: \$500,000 annually

- E. Identified Need: Improvement in the services to and instruction of special populations.

Goal: Special population students will demonstrate increased gains in meeting vocational competencies.

Planned Activities FY 1991-93: (1) Personnel development, (2) Curriculum modification, (3) VSO activities.

Planned Outcome: At least 80 percent of special populations will demonstrate gains in achievement of vocational competencies.

Planned Funds: \$5,000,000 annually

- F. Identified Need: Expansion of Tech Prep programs available for students.

Goal: Students will participate in Tech Prep programs that will lead to postsecondary education.

Planned Activities FY 1991-93: (1) Planning grants, (2) Implementation grants.

Planned Outcome: At least 40 percent of North Carolina students not pursuing a four-year degree will be enrolled in a Tech Prep program.

Planned Funds: \$2,000,000 annually

- G. Identified Need: Upgrading and quality expansion of equipment and instructional materials for vocational education programs.

Goal: Students, within available resources, will have access to state-of-the-art equipment.

Planned Activities: FY 1991 (1) Assessment of equipment needs, FY 1991-93 (2) Purchase of equipment and materials.

Planned Outcome: At least 40 percent of all programs will have up-to-date materials and equipment.

Planned Funds: \$3,000,000 annually

- H. Identified Need: Expansion of the focus on curriculum and instruction that deal with higher order thinking skills, higher order work place competencies, and all aspects of industry.

Goal: The curriculum in all vocational education programs will reflect higher order thinking, higher order work place competencies, and aspects of industry.

Planned Activities FY 1991-93: (1) Curriculum development, (2) Personnel development, (3) VSO activities, (4) Assessment.

Planned Outcome: At least 80 percent of the curriculum in vocational programs will include competencies and activities dealing with higher order thinking skills, higher order work place competencies, and aspects of industry.

Planned Funds: \$1,000,000 annually

- I. Identified Need: Expansion of linkages and coordination with business/industry, labor groups, and government.

Goal: Groups who are customers of vocational education are provided representation in the development of curriculum, personnel development, and assessment.

Planned Activities FY 1991-93: (1) Organization of quality management committees or technical committees, (2) Forums for input, (3) Internships.

Planned Outcomes: The quality of vocational education will be enhanced, thereby increasing students retention, especially special populations.

Planned Funds: \$10,000 annually

### Postsecondary

- A. Identified Need: Improved competitiveness and job placements of students.

Goal: During each of the three years of this plan to increase the placement of community college graduates in the areas for which they have been trained.

Planned Activities FY 1991-93: Provision of inservice training for counselors and job developers and the development of a local and statewide student tracking system.

Planned Outcomes: (1) Increased placement of graduates in jobs for which they have been trained and (2) Development of a student tracking system resulting in 100% of all program completers being tracked, thereby providing vital feedback for program improvement needs.

Planned Funds: \$775,000 annually

- B. Identified Need: Expansion of the number of articulated/Tech Prep programs in the North Carolina community college system.

Goal: To institute articulated/Tech Prep programs in all 58 community colleges by 1993.

Planned Activities FY 1991-93: On an as-needed basis and in cooperation with the North Carolina Tech Prep Leadership Development Center provide inservice training to all community colleges in the state.

Planned Outcome: All LEAs and community colleges with respective LEAs will have formal Tech Prep programs in operation by 1993.

Planned Funds: \$650,000 annually



- C. Identified Need: The quality of vocational education programs in which special populations are enrolled needs to be improved.

Goal: To increase the retention and completion rates of students who are members of special populations by upgrading the quality of vocational education programs.

Planned Activities FY 1991-93: Provide (1) remedial programs, (2) supplemental services, and (3) special devices and adaptations for special populations based on demonstrated need.

Planned Outcomes: The quality of vocational education programs will be enhanced thereby increasing the retention and completion rates of special population students as measured by the student tracking process identified in A above.

Planned Funds: \$3,000,000 annually

- D. Identified Need: The amount of and quality of educational equipment, curricula and instructional materials need to be upgraded and/or increased.

Goal: Within available resources, to maintain and/or create state-of-the-art vocational education programs.

Planned Activities FY 1991-93: Conduct reviews of local community colleges' equipment needs and upgrade as needed; review curricula and instructional materials and upgrade as needed.

Planned Outcomes: All programs within the community college system that benefit from these resources will be maintained at the state-of-the-art level.

Planned Funds: \$2,000,000 annually

**3.05 Describe the manner in which the State will comply with the criteria required for programs for individuals who are members of special populations and a description of the responsiveness of such programs to the special needs of such students [Section 113(b)(3)(A)]**

**DESCRIPTION:**

Secondary

The state will require and monitor that LEAs carry out the following:

- A. Certify in the local application that they will comply with the assurances.
- B. Coordinate with other related service providers, such as JTPA, JOBS, CBOs and community colleges.
- C. Describe how they will assure that the students with the greatest need are served.
- D. Describe what services will be provided to meet the needs of special populations.

The state will:

- A. Assist recipients in planning, developing and initiating support services.
- B. Monitor access to these programs and services for individuals who are members of special populations.
- C. Conduct on-site reviews of recipients for compliance, and document required activities.
- D. Provide technical assistance and monitoring that IEP requirements of PL 94-142 are being met in regards to the least restrictive environment.

#### Postsecondary

The North Carolina Department of Community Colleges will require all colleges who are recipients of assistance from the Act to describe, in their local application, how they will comply with the criteria required for programs for individuals who are members of special populations. Recipients will also describe how the programs that receive assistance from the Act respond to the special needs of such students.

**3.06 Describe the estimated distribution of funds to corrections educational agencies as prescribed by Section 225, the estimated distribution of funds to local educational agencies, area vocational education schools, or intermediate educational agencies as prescribed by Section 231, and the planned estimated distribution of funds to eligible institutions as prescribed by Section 232. [Section 113(b)(4)]**

## DESCRIPTION

### Secondary

#### Formula Distribution of Funds (75%)

The North Carolina State Board of Education has traditionally provided federal vocational education funds to all local school administrative units. More of these funds have traditionally been allotted to small rural economically depressed areas of the State. The distribution of Title II C, in accordance with the mandated formula, will result in some rural, sparsely populated units and small city units not being eligible to receive allotments under Title IIC without the institution of a consortium or waiver.

The State Board of Education will allocate these resources on a formula based on the following:

- A. From 70 percent of such funds, each local educational agency shall be allocated an amount that bears the same relationship to such 70 percent as the amount such local educational agency was allocated under section 1005 of the Elementary and Secondary Education Act of 1965 in the preceding fiscal year bears to the total amount received under such section by local educational agencies in the State in such year.
- B. From 20 percent of such funds, each local educational agency shall be allocated an amount that bears the same relationship to such 20 percent as the number of students with handicaps who have individualized education programs under Section 1412(E)(4) of the Individuals with Disabilities Education Act served by such local educational agency in the preceding fiscal year bears to the total number of such students served by local educational agencies in the State in such year.
- C. From 10 percent of such funds, each local educational agency shall be allocated an amount that bears the same relationship to such 10 percent as the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of such local educational agency in the preceding fiscal year bears to the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of all local educational agencies in the State in such year.

A description of Title II C funds projected to be allotted to each local education agency is included in Appendix 9.

The State may waive the application of Section 231(b)(1) for the following LEAs: Camden County, Elkin City, and Tyrrell County. These LEAs are located in rural, sparsely populated areas and/or in a geographical area such that entering into a consortium with another LEA is not feasible.

## Postsecondary

The North Carolina Community College System is made up of 58 separate and individual administrative units. Each of these units has traditionally participated in providing services through the federal vocational education legislation. The relative number of Pell Grant recipients as a funding formula will direct the Federal resources to areas with the highest concentrations of economically disadvantaged individuals. Some smaller, more rural colleges will not receive any federal financial support for vocational and applied technology education (see Appendix 10).

## Corrections

The Department of Community Colleges under the direction of the State Board of Community Colleges (SBCC) has been designated as the state corrections education agency to administer North Carolina's correctional programs assisted under the Carl D. Perkins Vocational and Applied Technology Education Act (see Appendix 11). Funds provided by this Act will be distributed by the DCC following the approval of the SBCC to eligible recipients based on a competitive proposal process. The North Carolina Departments of Correction (DOC) and Community Colleges (DCC) will jointly develop a request for proposals packet which will be distributed to all potential eligible recipients. Among other necessary items, this packet will contain the priorities for program content of the departments and the SBCC as stated below. The SBCC will have final approval of the recommended, recipients, their proposed programs, and funding levels. The DOC and DCC will jointly develop the plan for administering these programs by:

- A. Giving special consideration to—
  - 1. Providing services to offenders who are completing their sentences and preparing for release.
  - 2. Providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs.
- B. Providing vocational education programs for women who are incarcerated.
- C. Improving equipment.
- D. Cooperating with eligible recipients, administering and coordinating vocational education services to offenders before and after their release.



**3.07 Describe the criteria the State Board will use in approving applications of eligible recipients (Section 113(b)(6)(A))**

**DESCRIPTION:**

Secondary

The State Board shall require a local application from eligible recipients for all programs under Title II B of the Act.

**A. Application from eligible recipients**

Each eligible recipient will prepare a local three-year plan covering the period July 1, 1991, - June 30, 1994, and an annual application for funding. The three-year plan includes signed statements of assurances, certifications, and a three-year program improvement plan. Based upon its local assessment, each recipient will identify the program improvement goals they propose to implement during the life of this plan.

The recipient will submit an annual application that describes the program improvement goals, objectives, and strategies they will implement during the year. The annual application also reflects the vocational education programs, services, and activities proposed to be funded.

The coordination with relevant programs conducted under the Job Training Partnership Act to avoid duplication and to expand the range of and accessibility to programs and services; with community-based organizations; and with parents and students of special populations are also reflected. A copy of the local plan and application appear in Appendix 12.

**B. Approval of local application** The approval of the local application from eligible recipients will be based on the content of the application in relation to the requirements of Section 240 of the Act. Generally, these cover:

- A description of the size, scope, sequence, and quality of vocational education programs and services being offered.
- The integration of academic and vocational education in courses and course sequences.
- The availability of vocational education programs, services and activities to individuals who are members of special populations.

- How the needs of individuals who are members of special populations will have access; how outreach and recruitment will be provided; how the program will be evaluated; and how they will monitor the provision of vocational education programs, services and activities.
  - Descriptions of support services to be used to meet the needs of individuals who are members of special populations.
  - The demonstrated occupational needs of the LEA.
    - How funds will be used to support program improvements and increase student achievement for students who are members of special populations.
- C. Amendments to local applications The eligible recipients will amend or reaffirm the local application periodically based on state and/or local determinations.

#### Postsecondary

The State Board of Community Colleges will require a local application from each eligible recipient for all programs under Title II B of the Act.

The North Carolina Department of Community Colleges, on behalf of the State Board of Community Colleges, will approve each local application for financial assistance from the Act. Each local application will cover the same period of time as the State Plan. Each approved local application will address each of the fourteen requirements of Section 240 in regards to the Use of Funds as required by Section 235. Each local application that is approved will provide the assurances of equal access for members of special populations as specified in Section 118.

### **3.08 Describe the criteria the State Board will use for spending amounts reserved for the State under paragraphs (2) through (5) of Section 102(A). [Section 113(b)(6)(B)]**

#### **DESCRIPTION:**

#### Single Parents, Displaced Homemakers, and Single Pregnant Women

##### Secondary

The State Board shall distribute single parents, displaced homemakers, and single pregnant women funds to eligible recipients and CBOs based upon competitive applications in accordance with criteria established by the State. Such criteria shall include but not be limited to, consideration of the following:

- A. Economically depressed areas or areas with high rates of unemployment.
- B. Number of special population individuals who are economically and educationally disadvantaged.
- C. Special programs designed to develop marketable skills.
- D. Expansion of existing programs to make them more accessible to single parents, homemakers and single pregnant women.
- E. Provisions for transportation services.
- F. Provisions for child care services.
- G. Information services to single parents, homemakers and single pregnant women to inform them of vocational education programs and related services.

A copy of the Single Parent, Displaced Homemaker, and Single Pregnant Women Request for Proposal is in Appendix 13.

#### Postsecondary

Two-thirds of the single parent/displaced homemaker set-aside is distributed through competitive awards to colleges which allow them to support child care for students in the target population. The remaining one-third funds competitive proposals for the entire array of allowable services: extra child care, transportation, tuition, and instructional supplies. The total program gives eligible students the flexibility to plan and complete a training program in order to become economically self-sufficient. A maximum amount of \$55,000 may be requested by each college for the two grant programs. Projects are allowed to continue in subsequent years based on an evaluation conducted by an independent panel of critics.

Determination of Greatest Financial Need: Recipients of single parent/displaced homemaker funds are permitted to use their own scheme to determine those students who are most in financial need. A uniform standard for the 58 widely scattered institutions would be impossible for institutions to practice. One western institution, for example, tried to use JTPA income guidelines and found them so strict that they could serve no one with single parent/displaced homemaker child care. Simultaneously, one of our coastal institutions used the same guidelines and found more participants than they could serve.

Nevertheless, institutions are required to commit themselves in their proposals to the method they intend to use to determine the neediest. Most of them choose either JTPA, Pell Grant, or AFDC guidelines. Moreover, the DCC has instructed local programs to devise their own guidelines if they find that the established ones meet basic needs but still allow clients to "fall



through the cracks.” Even so, most participating colleges have long waiting lists of the neediest of the target population whom they do not have money enough to serve (e.g., over 500 applicants last year at 16 institutions in the child care program had to be placed on a waiting list).

Priorities: At the State level, the Department of Community Colleges will spend two-thirds of its single parent money on child care grants. The Department chose this priority on the basis of (1) a successful demonstration program begun with the 1984 Perkins Act, (2) State Board interest in providing this kind of support in developing a skilled workforce, and (3) recommendations by three statewide task forces on the importance of removing child care as a barrier for women seeking job training. The remaining one-third may be used for the complete array of allowable student services.

At the local level, the priorities are frequently set by the students themselves. For example, a program director may offer a student a maximum of \$200 support per quarter. It is the student who decides whether he/she needs the support most for tuition, transportation, etc. While local budgets are required by DCC at the beginning of the fiscal year, project directors may throughout the year request line item budget changes to best meet the needs of their students.

See Appendix 14 for the postsecondary Request for Proposals.

### Sex Equity

#### Secondary

The State Board shall distribute the Sex Equity funds to eligible recipients based upon competitive applications in accordance with criteria established by the State. Such criteria shall include but not be limited to, consideration for one or more of the following:

- A. Economically depressed areas or areas with high rates of unemployment.
- B. Programs, services and activities to eliminate sex bias and stereotyping in secondary vocational education, or
- C. Vocational education programs, services and activities for females, ages 14-21 designed to enable the participants to support themselves, or
- D. Support services for individuals participating in vocational education programs, services and activities which are designed to eliminate sex bias and stereotyping.

The Sex Equity Request for Proposals is Appendix 15.



### Postsecondary

Funds made available through the state programs and state leadership for the postsecondary vocational education programs in North Carolina will be used to provide financial support for curriculum improvement projects. Based on availability of funds approximately four to six separate projects will be approved by the State Board of Community Colleges each year. Technical assistance and direction for each project is provided by the state staff and each project has a local technical advisory committee. Each project will include elements of professional development activities, development dissemination and field testing of curricula, and assessment of programs conducted with assistance under the Act.

### State Administration

#### Secondary

The State Board shall use funds authorized under Section 102(a)(4) to support the following State Administration activities:

- A. Developing the State Plan.
- B. Reviewing local applications.
- C. Monitoring and evaluating program effectiveness.
- D. Providing technical assistance.
- E. Assuring compliance with all applicable federal laws, including required services and activities for the individuals who are members of special populations.

### Postsecondary

General Statutes 115C-154 delegates to the State Board of Community Colleges the authority to administer all postsecondary vocational education in North Carolina. The postsecondary share of the 5% administration will be used in preparation of the State Plan, performance report and other administrative functions as required by the Act.

### Corrections

#### Postsecondary

In spending the amount reserved under Title II, Part B, Subpart 2, for criminal offenders, the State Board of Community Colleges will:

- A. Give special consideration to:
  - 1. Providing services to offenders who are completing their sentences and preparing for release.
  - 2. Providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs.
- B. Provide vocational education programs for women who are incarcerated.
- C. Improve equipment.
- D. In cooperation with eligible recipients, administer and coordinate vocational education services to offenders before and after their release.

Additional consideration will be given to proposed programs that have:

- A. A need based on new or expanded corrections training facilities.
- B. A need as determined by the respective correctional facilities' vocational education population.
- C. Proposed an adequate assessment/evaluation.
- D. A need as determined by labor market information.

See Appendix 17 for Corrections Request for Proposals.

**3.09 Describe how funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on a labor market analysis (Section 113(b)(7))**

**DESCRIPTION:**

Secondary

Utilizing labor market analyses to justify programs funded is best done based on knowledge of the model used by Employment Security Commission to identify available or projected job openings. This model is a state-level one which also is used for subregions for smaller projections. Two major assumptions of utilizing the statewide model are (1) homogeneous dispersion statewide of jobs and (2) equal changes statewide in the availability of these jobs over time. These same assumptions apply in subregional projections, some of which include both dense urban and poor sparse rural populations in the same subregions. Sometimes these assumptions are overwhelmingly wrong and result in highly inaccurate subregional projections.

Because of these and other inadequacies, including a lack of data for agriculture, a three-alternative process is used to establish a standard to approve funded programs in North Carolina. These alternative standards are:

- A. The program can be justified based on statewide projections of job openings and program completers as listed in the State Plan. See Appendix 8.
- B. The program can be justified based on the local labor market outcomes of its students, i.e., the unemployment rate of completers of that program must be better than its county's youth unemployment rate, or
- C. The program can be justified based on a local survey of employers within at least a 20-mile radius. (Our yearly follow-up survey consistently identifies that over 80% of program completers find initial employment within a 20-mile radius one year out of school.)

Programs which meet at least one of these standards are fundable.

#### Postsecondary

All postsecondary funds will be distributed in strict accordance with Section 232 of the Act. The local recipient will comply with the requirements of Section 235 in the use of funds made available to them through the Act. All Title II C funds will be used in support of curriculum program areas as referenced in Appendix 8. Each recipient will describe in detail how funds made available will be used to support programs that support the supply side of the labor market.

**3.10 Describe, in each State plan submitted after the fiscal year 1991, the progress the State has made in achieving the goals described in previous State plans. [Section 113(b)(9)]**

#### **DESCRIPTION:**

##### Secondary and Postsecondary

Performance Report: The State Board shall develop annually a detailed report on the progress being made in implementing programs, services and activities prescribed in the State Plan. The progress report will be shared for information with each of the eligible recipients and other interested agencies and groups. This report will be available within 180 days after the close of the program year.

**3.11 Provide such methods of administration as are necessary for prompt and efficient administration of programs under the Act. [Section 113(b)(10)]**

**DESCRIPTION:**

Secondary and Postsecondary

In addition to those aspects of administration set forth in 3.01, the State will provide, at minimum, for the following:

**A. State Administration and Organization**

The state administration organization for the Department of Public Instruction and the Department of Community Colleges is presented by line staff functions on the organization charts in Appendix 18.

The appropriate chief consultants for the Divisions of Curriculum and Instruction and Exceptional Children responsible for handicapped education, Chapter 1 of Title I (ESEA-1965), and second languages will work jointly with the appropriate staff in the Division of Vocational Education Services to review a sample of the plans of secondary eligible recipients for the purpose of fulfilling the requirements of the Act.

**B. Designation of Full-Time Personnel for Consumer and Homemaking Education**

The State Board of Education shall direct the State Superintendent through the Director of Vocational Education Services to designate a full-time person to coordinate the Consumer and Homemaking Education program. This individual will be qualified by experience and educational preparation in home economics education. The qualifications for this position are a master's degree with at least one degree in home economics education and a minimum of three years teaching experience in home economics. A current vocational home economics education teaching certificate is required. Candidate should have demonstrated leadership skills at the local, regional and/or state level.

**C. Personnel Responsible for Career Guidance and Counseling**

The State Board of Education shall assure that through the State Superintendent that supervisor(s), counselor(s), and/or teachers responsible for career guidance and counseling will be a certified counselor or a professionally trained individual. The qualifications for the state-level counselor consultant are a master's degree in guidance and counseling in middle or high schools, vocational education, or an acceptable equivalent combination of education and experience.



D. Designation of Full-Time Personnel for Sex Equity

The State Board of Education shall direct the State Superintendent through the Director of Vocational Education Services to designate a full-time person within the division to coordinate single parents, displaced homemakers, single pregnant women, and sex equity programs as set forth in the Act. This person will be responsible for oversight of the total program related to these purposes for both secondary and postsecondary options and will report to the sole State agency. The State Board of Community Colleges, through the President, shall designate an individual to provide leadership and direction for activities funded for such purposes of this Act for that agency (see Section 3.08).

E. Delivery System for Vocational and Technical Education

Vocational and technical education in North Carolina is delivered primarily through comprehensive middle and high schools and two-year community college institutions. Career exploration programs are offered in grades 6-8, introductory programs in grades 9-10, and specialized programs in grades 11-12. The community college system offers four options to students: They are: (1) adult basic education, (2) short-term vocational programs, (3) two-year technical programs, and (4) college preparatory programs. Vocational teacher education programs are provided by four-year institutions. Coordination also occurs with JTPA, JOBS, CBO, business/industry, and other such organizations and institutions. The State profile included in Appendix 19 highlights additional data.

F. Private Industry Council

The State Boards shall make available to each private industry council established under Section 102 of the Job Training Partnership Act within the State a listing of all programs assisted under the Act.

G. Technical Committees

The State Boards, in consultation with the State Council, will establish two or more technical committees to advise the Board(s) and the Council on the development of model curricula to address State labor market needs.

**Representation and Membership of the Committees:** The membership of the committees will consist of individuals representative of employers from relevant industries, occupations, or professional organizations for which the committee is established.

**Terms of Membership:** The term of membership for the members shall relate to the function and purpose of the committees as set forth in the Act.

Functions of the Committees: The functions of the committees are to develop an inventory of skills that define state-of-the-art model curricula and identify, by the inventory of skills process, the type, level of knowledge, and skills needed for entry, retention, and advancement in occupational areas taught in the State.

H. Rules and Policies

The imposition of any State rule or policy relating to the administration and operation of programs funded by this Act (including any rule or policy based on State interpretation of any federal law, regulation, or guideline) shall be identified as a State imposed requirement.

I. Prohibition on Use of Funds

Through assurances by eligible recipients and appropriate monitoring, the State Boards shall ensure that no funds provided under this Act shall be used for the purposes of directly providing incentives or inducements to an employer to relocate a business enterprise from another state to North Carolina (or from one state to another state) if such relocation would result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered.

J. Comments on State Plan by State Job Training Coordinating Council

The State Board will submit the State Plan for Vocational Education to the State Job Training Coordinating Council for review and comment. Comments by the State Job Training Coordinating Council which are not addressed in the State Plan will be submitted with the plan to the Secretary.

K. Comments on State Plan by State Council on Vocational Education

The State Board will submit the State Plan for Vocational Education to the State Council on Vocational Education for review and comment. Comments by the State Council on Vocational Education and the State Board responses will be submitted with the plan to the Secretary.

**3.12 Describe how the State is implementing performance evaluations with eligible recipients as prescribed in Section 117. [Section 113(b)(13)]**

## DESCRIPTION:

### Secondary

By the third year of this plan, each LEA will ascertain the degree to which enrollees, including members of special populations, in its vocational program attain prescribed levels of mastery and gains pertaining to core competencies in basic skills, occupational areas, and in placement in further education and employment. Each LEA not attaining performance standards, including those for its special populations, will determine the additional incentives and adjustments including resources or processes needed to take steps toward attainment. The State will provide technical assistance for this analysis and resulting planning as evidenced in a joint improvement plan. Those programs and special populations attaining core performance standards will be highlighted for others.

### Postsecondary

Each community college institution receiving financial assistance from this Act will comply with the performance evaluation requirements. The North Carolina Department of Community Colleges will modify existing performance evaluation systems to comply with the new legislation with the full involvement of the Committee of Practitioners.

**3.13 Describe the methods proposed for the joint planning and coordination of programs carried out under this Act with programs conducted under the Job Training Partnership Act, the Adult Education Act, chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, the Individuals with Disabilities Education Act, and the Rehabilitation Act of 1973, and with apprenticeship programs. [Section 113(b)(14)]**

## DESCRIPTION:

### Postsecondary and Secondary

## JOINT PLANNING AND COORDINATION WITH OTHER AGENCIES

The State will appoint a committee to expedite the planning and coordination requirements set forth in Section 113(b)(14) of the Act. The committee entitled "The State Vocational Education Planning and Coordination Committee" will meet two or more times annually to carry out its functions.

- A. Representation and Membership of the Committee: The committee membership will consist of individuals who possess administrative authority/decision-making positions he or she represents in the following agencies:

1. Job Training Partnership Act - NC Department of Economic and Community Development, Division of Employment and Training.
2. Adult Education Act - NC Department of Community Colleges, Basic Skills Program Services.
3. Chapter I Elementary and Secondary Education Act of 1965- NC Department of Public Instruction, Division of Curriculum and Instruction, Compensatory Education.
4. Individuals with Disabilities Education Act - NC Department of Public Instruction, Division of Exceptional Children.
5. Rehabilitation Act of 1973 - NC Department of Human Resources, Division of Vocational Rehabilitation.
6. Apprenticeship - NC Department of Labor, Division of Education and Training.
7. Adult Correction - NC Department of Correction.
8. Youthful Offenders - NC Department of Human Resources, Division of Youth Services.
9. Sex Equity - NC Department of Administration, Council on the Status of Women.
10. Industry - NC Department of Economic and Community Development.
11. Labor Market - NC Department of Economic and Community Development, Employment Security Commission, State Occupational Information Coordinating Committee.
12. State Council on Vocational Education.
13. Job Opportunities and Basic Skills - NC Department of Human Resources, Division of Social Services.
14. Integration of Academic and Vocational Skills - NC Department of Public Instruction, Division of Curriculum and Instruction.
15. Guidance and Counseling - NC Department of Public Instruction, Division of Student Services.



B. Terms of Membership: The term of membership for each member will be the duration of the Act. Each appointment will be made by the identified agency, department, division, or council. The State Director or his designee shall serve as chair of this committee.

C. Functions of the Committee

1. Assist the State Board to implement the purpose of the Carl D. Perkins Vocational and Applied Technology Act of 1990, PL 101-392.
2. Provide assistance for developing funding procedures to ensure maximum utilization of resources for providing services and activities to eligible recipients.
3. Recommend coordination techniques which will prevent duplication of effort with other boards, agencies, councils, groups, or individuals.
4. Provide assistance in the development of policies and procedures that will ensure improvement, expansion, and evaluation of programs in relation to the individual needs of participants and the employment needs of the State.
5. Recommend procedures/strategies that will ensure the provision of services and activities to individuals without regard to race, sex, national origin, or handicapping condition.
6. Provide assistance in the identification of labor market needs in existing, expanding, and new occupations and the job skills required to meet those needs.
7. Provide assistance in the identification of techniques/strategies to integrate vocational and academic education.
8. Provide assistance in the development and implementation of Tech Prep programs.
9. Provide assistance in the identification of techniques/strategies to improve guidance and counseling programs to meet the career development, vocational education, and employment needs of all students.
10. Provide assistance in the identification of and coordination with other education/training programs outside the purview of secondary and postsecondary education.
11. Provide assistance in the identification of techniques/ strategies to improve services and activities for disadvantaged, handicapped, and limited English proficiency individuals.

12. Provide assistance in the identification of techniques/ strategies to improve services and activities for single parents and homemakers and to overcome sex bias and stereotyping in employment and training.
13. Provide assistance in the identification of techniques/ strategies to improve services and activities for adults in need of training and retraining.
14. Provide assistance in the identification of techniques/ strategies to improve services and activities for criminal offenders in correctional institutions.
15. Provide assistance in the design and development of the State Plan for Vocational Education.

Secondary and postsecondary entities will be involved in an array of joint activities for planning and coordination. Representative examples follow:

In coordination with and through the Job Training Coordinating Committee (JTCC), both entities will develop annual statewide and recommended local coordination criteria, distribute them to eligible recipients, and share year-end coordination reports with the others on the JTCC. Furthermore, a coordination assessment form will be completed, and the process of cataloging local noteworthy coordination initiatives with JTPA and others related to special populations will begin. Given resource availability, a staff member will concentrate on improving such coordination.

In order to develop and use joint occupational information systems and career information systems, both entities will meet monthly to develop and carry out a joint program of work through the State Occupational Information Coordinating Committee. A joint occupational information tabloid, subregional occupational information systems (OIS), joint regional training on improved career decision making will be planned and implemented, and field tests on national vocational guidance standards will be implemented.

The secondary entity will work with vocational rehabilitation, special education, and others to develop (and hopefully implement) a nationally funded project on transition services. It will also work with and through other service providers for special populations to improve coordination.

The secondary and postsecondary entities will meet periodically with representatives from Adult Basic Education and Job Opportunities and Basic Skills (JOBS) for each to take into consideration what the other is doing regarding development and implementation of performance standards. These entities will also address selecting or developing assessment instruments for clients.

**3.14 Provide procedures by which an area vocational education school, intermediate educational agency, or local educational agency may appeal decisions adverse to its interest with respect to programs assisted under this Act. [Section 113(b)(22)]**

**DESCRIPTION:**

Secondary and Postsecondary

- A. Request to State Superintendent of Public Instruction/State President of the Community College System for a Hearing

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

- B. Request to Board for a Hearing

If the appropriate chief executive officer is unable to resolve the dissatisfaction of the eligible recipient, then that agency may make, in writing, and within 30 days from receipt of the written decision by the chief executive officer, a request for a formal hearing before the 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 must be heard. A written record of these proceedings will be made. The Board must notify the parties involved of its decision and the reasons thereof, in writing, within 30 days after the formal hearing.

- C. Appeal Procedure

If an eligible recipient is dissatisfied with the final action of the respective 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 60 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.

**3.15 Describe how the State will comply with the provisions of Section 118. [Section 113(b)(23)]**

**DESCRIPTION:**

Secondary

Equal Access: The State will develop printouts of percentages of enrollments per special populations category in vocational education programs per local education agency (LEA) and per school in LEAs and statewide. These percentages will be compared as students access, progress through, and succeed in completing vocational education programs. Additionally, printouts of follow-up results will be developed per LEA, per school for each LEA, and statewide for each special populations category.

These printouts will be analyzed annually to determine access to, progress in, and success through the full range of vocational education programs.

A monitoring process will be developed to complement the Office of Civil Rights (OCR) reviews to assure the above and that special populations will be served in the most appropriate integrated environments.

A sample of local plans will be provided to the director of the Division of Exceptional Children for review to assure the least restrictive environment under Section 1412(E)(5) of the Individuals with Disabilities Education Act.

The requirements of this Act shall be carried out under the general supervision of individuals responsible for students who are members of special populations, will meet appropriate standards, and will be consistent with supervision carried out under Section 1412(E)(6) of the Individuals with Disabilities Education Act.

Provision of Information: Through the local planning mechanism, each LEA will identify ways of clearly contacting students who are and parents of special populations at least one year prior to the ninth grade about available opportunities, courses and special services, eligibility requirements, employment opportunities, and placement.

Each LEA in its local application shall certify that it will:

- A. Provide needed preparatory and transition services.
- B. Assess students' special needs with respect to what it takes to complete vocational programs in as integrated settings as possible.
- C. Provide needed supplementary services to include curriculum, equipment and classroom modification, supportive personnel, and instructional aids and devices.



- D. Provide guidance, counseling, and career development
  - 1. By related professionally trained personnel.
  - 2. Designed to facilitate transition from school to work and career opportunities.

#### Postsecondary

Each local community college that is a recipient of financial assistance from this Act will have the responsibility of ensuring that all handicapped and disadvantaged curriculum students have equal access to the full range of programs provided for non-handicapped and non-disadvantaged individuals.

Each local community college institution receiving assistance from this Act will develop procedures for identifying disadvantaged and handicapped individuals.

Each local community college institution receiving assistance from this Act will provide the handicapped, disadvantaged, and limited English proficient with supplemental services in a mainstreamed program. Special populations students are mainstreamed and provided with supplemental services in the least restrictive environment which will enhance their success rate.

### **3.16 Describe the State's amendment process. [Section 113(c)]**

#### **DESCRIPTION:**

##### Secondary and Postsecondary

Any changes requiring a substantial amendment to the approved State Plan shall be submitted to the State Job Training Coordinating Council (JTCC) and the State Council on Vocational Education for review.

The process will include the development of the proposed amendment by the appropriate staff in the Departments of Public Instruction and Community Colleges. Such staff shall then consult with the staff for the JTCC and SCVE on the proposal for reaction and advice. If a non-emergency situation, such consultation will occur at least 30 days prior to submission to the appropriate State board(s) for action. In any situation identified as an emergency, proposed changes will be submitted for review at the earliest possible date before submission to the appropriate State board(s) for action. Advice and comments received will be shared by staff along with proposed responses to the appropriate State board(s). Such responses to the review as approved by the appropriate State board(s) will be affixed to the State Plan.

**3.17 Describe the procedures and criteria the State Board will use in approving applications of eligible recipients for Title III special programs. [Section 301-375]**

**DESCRIPTION:**

Secondary and Postsecondary

Community Based Organizations

The State Board of Education shall distribute the federal Vocational Education Support Programs by Community-Based Organization funds based upon competitive applications submitted jointly by community-based organizations and eligible recipients. The secondary CBO Request for Proposals is Appendix 20. Contracts will be made through requests for proposals (RFPs) to over 300 CBOs and all the LEAs and community colleges. Each application shall:

- A. Contain an agreement between the community-based organization and the eligible recipient which includes designating a fiscal agent established for the program.
- B. Provide a description of the uses for which assistance is sought together with evaluation criteria to be applied to the program.
- C. Provide assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth ages 16 through 21, inclusive.
- D. Provide assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought.
- E. Describe the collaborative efforts with the eligible recipient and the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into the vocational education programs.
- F. Provide assurances that the programs conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the State.

Consumer and Homemaking Education

Subject to appropriations, the State Board will use funds allocated under Title III, Part B, to conduct consumer and homemaker education programs (see Appendix 21 for secondary Consumer and Homemaking Request for Proposals).

- A. The programs will include:
  - 1. Instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking.
  - 2. Instruction in the areas of food and nutrition, individual and family health consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), clothing and textiles.
- B. The State shall use funds allocated under Title III, Part B, to:
  - 1. Conduct programs in economically depressed areas.
  - 2. Encourage participation of traditionally under served populations.
  - 3. Encourage the elimination of sex bias and sex stereotyping.
  - 4. Maintain, expand, and update programs that emphasize program development and improvement of instruction, and support services, including FHA/HERO activities.
  - 5. Address priorities and emerging concerns at the local, State, and national levels.
- C. The State will use funds allocated under Title III, Part B, for all approved applications to provide program development and improvement of instruction and curricula relating to:
  - 1. Managing individual and family resources.
  - 2. Making consumer choices.
  - 3. Balancing home and work.
  - 4. Improving responses to individual and family crises.
  - 5. Strengthening parenting skills (especially among teenage parents).
  - 6. Assisting aged and handicapped individuals.
  - 7. Improving child and family nutrition and wellness.
  - 8. Conserving limited resources.
  - 9. Understanding the impact of new technology on life and work.
  - 10. Applying consumer and homemaking education skills to jobs and careers.
  - 11. Other needs as determined by the State.
- D. The State will use funds allocated under Title III, Part B, to support services and activities designed to ensure the quality and effectiveness of programs, including
  - 1. Innovative and exemplary projects.
  - 2. Community outreach to under-served populations.



3. Application of academic skills (such as reading, writing, mathematics, and science) through consumer and homemaker education programs.
4. Curriculum development.
5. Research.
6. Program evaluation.
7. Development of instructional materials.
8. Teacher education.
9. Upgrading of equipment.
10. Teacher supervision.
11. State administration and leadership, including activities of FHA/HERO.

E. Federal Funds in Economically Depressed Areas

The State shall use not less than one-third of the Federal funds made available to the State under Title III, Part B, Section 312, in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environment and the quality of family life.

F. Information Dissemination and Leadership

The State Board assures that the experience and information gained through carrying out programs assisted under Title III, Part B, will be shared with administrators to help plan programs. Funds available under Title III, Part B, shall be used to assist in providing state administration and a home economics administrator who is qualified by experience and preparation in home economics education.

The State shall use not more than six percent of the funds available under Title III, Part B, to carry out state administration under Section 313 of the Act.

Comprehensive Career Guidance and Counseling Programs

Subject to appropriations, the State Board may use funds allotted under Section 321 for Title III, Part C to conduct career guidance and counseling programs in accordance with the State Plans (and amendments thereto), for programs (organized and administered by certified counselors) designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential students. Such programs shall be designed to assist individuals:

- A. To acquire self-assessment, career planning, career decision making, and employability skills.
- B. To make the transition from education and training to work.
- C. To maintain marketability of current job skills in established occupations.



- D. To develop new skills to move away from declining occupational fields and enter new and emerging fields in high-technology areas and fields experiencing skill shortages.
- E. To develop mid career job search skills and to clarify career goals.
- F. To obtain and use information on financial assistance for postsecondary and vocational education and job training.

Programs of career guidance and counseling under Title III, Part C, shall encourage the elimination of sex, age, handicapping condition, and race bias and stereotyping; provide for community outreach; enlist the collaboration of the family, the community, business, industry, and labor; and be accessible to all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged.

#### Business-Labor-Education Partnership for Training

Subject to appropriations, the State Board will use funds allotted under Title III, Part D, to award grants to partnerships among local education agencies, community college institutions, State correctional education agencies, or other State agencies and business, industry, labor organizations, or apprenticeship programs to carry out business-labor-education partnership training programs. Funds used under this part will be awarded on a competitive basis solely for vocational education programs, including programs to:

- A. Provide apprenticeships and internships in industry.
- B. Provide new equipment.
- C. Provide teacher internships or teacher training.
- D. Bring representatives of business and organized labor into the classroom.
- E. Increase the access to and quality of programs for individuals who are members of special populations.
- F. Address the economic development needs of the area served by the partnership.
- G. Strengthen coordination between vocational education programs and the labor and skill needs of business and industry.
- H. Provide training and career counseling that will enable workers to upgrade their job.
- I. Address the needs of new and emerging industries, particularly industries in high technology fields.

## Tech Prep Education

The State Board shall make funds available under Title III, Part E to eligible consortia on a competitive basis for planning or implementing Tech Prep education programs (see Appendix 22 for Tech Prep Request for Proposals).

- A. Request for Proposals from Eligible Consortia Each eligible consortia will annually prepare a request for proposal which shall include:
1. An overview of the need for the proposed program including population to be served, area to be served, economic advantagement and a placement profile.
  2. A description of the purpose of the proposal, the objectives and outcomes, and a clear description of the program design including articulation efforts, the Tech Prep course of study, curriculum development efforts, in- service training for teachers and counselors, program services to special populations and preparatory services.
  3. A description of the collaborative efforts between and among secondary vocational education, academic education, and student services, and post secondary vocational/ technical education, academic education and student services; and collaboration with business, industry, labor, other organizations and agencies.
  4. A description of the evaluation procedures to be applied to the project.
  5. A description of how the project will be developed and implemented during the next three years and a detailed calendar of events projecting timelines for each specific strategy and activity of the project.
  6. Proposals for implementation grants must include a clear description of prior planning and preparation for Tech Prep implementation.
- B. The Proposal Review Process Each application meeting the basic guidelines of the proposal will be evaluated by members of the State Board's Technical Assistance Committee on Tech Prep Education. The committee will evaluate each proposal on an objective scale and the results of the review will be statistically compiled. The evaluation criteria have been weighted to accommodate systems of greatest need receiving preferable treatment. Additionally, the State Board will assure an equitable distribution of resources between urban and rural systems and implementation and planning grants. The State Board shall give special consideration to applications which provide for effective employment placement activities or transfer of students

to four-year baccalaureate degree programs; are developed in consultation with business, industry, and labor unions and address effectively the issues of dropout prevention and re-entry and the needs of minority youths, youths of limited English proficiency, youth with handicaps and disadvantaged youths.

#### Supplementary State Grants for Facilities and Equipment and Other Program Improvement Activities

Subject to appropriations, the State Board will use funds allotted under Title III, Part F to provide funding to local education agencies in economically depressed areas for program improvement activities, especially the improvement of facilities and the acquisition or leasing of equipment to be used to carry out vocational education programs that receive assistance under this Act. Grants under this part shall be made to each local education agency or consortium of such agencies in an amount that bears the same relationship to the amount received by each local education agency or agencies under Section 1006 of the Elementary and Secondary Education Act of 1965 bears to the aggregate amount received by local education agencies in such fiscal year.

The State Board shall give first priority to using funds under this part for improving facilities and acquiring equipment, then may use any remaining funds for other program improvement activities such as curriculum development or teacher training.

#### Community Education Employment Centers and Vocational Education Lighthouse Schools

Subject to appropriations, the State Board will use funds allotted under Title III, Part G to meet the education needs of low-income urban and rural youth by making grants to eligible recipients for the purpose of establishing community education employment centers to provide students with the education, skills, support services, and enrichment necessary to ensure:

- A. Graduation from secondary school.
- B. Successful transition from secondary schools to a broad range of postsecondary institutions.
- C. Employment, including military service.

Each eligible recipient receiving a grant under this part shall:

- A. Operate a community education center on an extended year and extended day basis.
- B. Establish a collegial working environment with substantial opportunities for staff training and development and shared decision making.
- C. Maintain small class size.

- D. Have the option to organize centers into one or more programs.
- E. Offer an array of secondary course work.
- F. Offer students on-site opportunities for assistance with career planning and decision making.
- G. Maintain an emphasis on the development of academic skills.
- H. Provide technical assistance and training to staff from other schools and local education agencies.
- I. Seek to utilize community organizations to provide support for educational activities and services to parents and students.

Each eligible recipient will establish in each community education employment center:

- A. A comprehensive support system to coordinate services for students.
- B. Provisions for the active and informed participation of parents and appropriate community representatives.
- C. An advisory council to provide recommendations and work with the recipients in the development of programs and provisions of services.



## **APPENDICES**



**STATE FUND DISTRIBUTION  
TITLE II**

**BASIC GRANT - \$25,373,108**

	<u>Percentage</u>	<u>Amount</u>
<div> <b>STATE ADMINISTRATION</b>  (Including Sex Equity Coordination) </div>	5.0%	\$ 1,257,144
<div> <b>SINGLE PARENT HOMEMAKERS</b>  <b>DISPLACED HOMEMAKERS</b>  <b>SINGLE PREGNANT WOMEN</b>  <b>SEX EQUITY</b> </div>	10.5%	\$ 2,767,546
<div> <b>STATE PROGRAM AND LEADERSHIP</b> </div>	8.5%	\$ 2,127,144
<div> <b>CORRECTIONS</b> </div>	1.0%	\$ 251,429
<div> <b>DISTRIBUTION TO ELIGIBLE RECIPIENTS</b> </div>	75.0%	\$18,959,845





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 112 of P.L. 101-392 (the Carl D. Perkins Vocational and Applied Technology Education Act), 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 allocate certain federal vocational education funds to the State Board of Community Colleges. These funds shall be allocated pursuant to the policy adopted by the State Board of Education at its September, 1988, meeting and pursuant to Section 115C-158 of the General Statutes of North Carolina.

The State Board of Education agrees to award funds to the State Board of Community Colleges to cover costs of eligible expenditures from federal sources and in accordance with the policy referenced in paragraph two above. Award will be made upon written documentation from the State Board of Community Colleges verifying the expenditures 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, the North Carolina State Plan for Vocational and Applied Technology Education, P.L. 101-392, 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 and Applied Technology Education and shall provide other required reports in adequate numbers at such times as may be required by P.L. 101-392.

The State Board of 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 and Applied Technology Education and P.L. 101-392.

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.

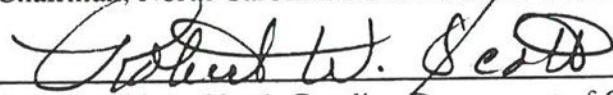
The effective date of this Agreement will be July 1, 1991, through June 30, 1994.

**For the State Board of Community Colleges**

6-13-91  
(Date)

6/13/91  
(Date)

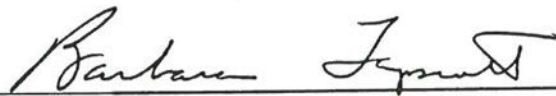
  
Chairman, North Carolina State Board of Community Colleges

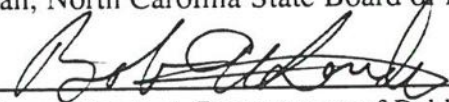
  
State President, North Carolina Department of Community Colleges

**For the State Board of Education**

6-7-91  
(Date)

6-7-91  
(Date)

  
Chairman, North Carolina State Board of Education

  
State Superintendent, Department of Public Instruction

1992

## BUDGET SUMMARY SHEET-PART I

FUNDING CATEGORY	FEDERAL		FUNDS		NON-FEDERAL		FUNDS		TOTAL	
	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	FEDERAL	NON-FEDERAL		
TITLE II:										
STATE ADMINISTRATION (5%)	986,461	268,097	1,527,036	300,000			1,254,558			
SEX EQUITY ADM	(60,000)						(60,000)			
STATE PROGRAMS AND LEADERSHIP (8.5%)	1,746,895	385,854					2,132,749			
SINGLE PARENTS, DISPLACED HOMEOWNERS, AND SINGLE PREGNANT WOMEN (7.5%)	200,000	1,796,676					1,996,676			
SEX EQUITY (3%)	548,135	274,026					822,161			
CRIMINAL OFFENDERS (1%)		250,912					250,912			
SECONDARY, POSTSECONDARY, AND ADULT (75%)	13,140,501	5,775,169	184,329,780	202,670,017			18,915,670			
CAREER GUIDANCE AND COUNSELING										
TOTAL TITLE II	16,621,992	8,750,734	185,856,816	202,670,017			25,372,726			
* 10.5% PLUS FY 1991 HOLD HARMLESS										

## Estimated 1993

## BUDGET SUMMARY SHEET-PART I

FUNDING CATEGORY	FEDERAL		FUNDS		NON-FEDERAL		FUNDS		TOTAL	
	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	FEDERAL	NON-FEDERAL	FEDERAL	NON-FEDERAL
TITLE II:										
STATE ADMINISTRATION (5%)	986,461	268,097	1,527,036	300,000			1,254,558		1,254,558	1,827,036
SEX EQUITY ADM	(60,000)						(60,000)			
STATE PROGRAMS AND LEADERSHIP (8.5%)	1,746,895	385,854					2,132,749			
SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN (7.5%)	200,000	1,796,676					1,996,676			
SEX EQUITY (3%)	548,135	274,026					822,161			
CRIMINAL OFFENDERS (1%)		250,912					250,912			
SECONDARY, POSTSECONDARY, AND ADULT (75%)	13,140,501	5,775,169	184,329,780	202,670,017			18,915,670		18,915,670	386,999,797
CAREER GUIDANCE AND COUNSELING										
TOTAL TITLE II	16,621,992	8,750,734	185,856,816	202,670,017			25,372,726		25,372,726	388,526,833

\* 10.5% PLUS FY 1991 HOLD HARMLESS



## Estimated 1994

## BUDGET SUMMARY SHEET-PART I

FUNDING CATEGORY	FEDERAL		FUNDS		NON-FEDERAL		FUNDS		TOTAL	
	SECONDARY		POSTSECONDARY		SECONDARY		POSTSECONDARY		FEDERAL	NON-FEDERAL
TITLE II:										
STATE ADMINISTRATION (5%)	986,461		268,097		1,527,036		300,000		1,254,558	1,827,036
SEX EQUITY ADM	(60,000)								(60,000)	
STATE PROGRAMS AND LEADERSHIP (8.5%)	1,746,895		385,854						2,132,749	
SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN (7.5%)	200,000		1,796,676						1,996,676	
SEX EQUITY (3%)	548,135		274,026						822,161	
CRIMINAL OFFENDERS (1%)			250,912						250,912	
SECONDARY, POSTSECONDARY, AND ADULT (75%)	13,140,501		5,775,169		184,329,780		202,670,017		18,915,670	386,999,797
CAREER GUIDANCE AND COUSLING										
TOTAL TITLE II	16,621,992		8,750,734		185,856,816		202,670,017		25,372,726	388,526,833
* 10.5% PLUS FY 1991 HOLD HARMLESS										

# BUDGET SUMMARY SHEET-PART II

FUNDING CATEGORY	FEDERAL		FUNDS		NON-FEDERAL		FUNDS		TOTAL	
	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	FEDERAL	NON-FEDERAL
TITLE III										
PART A COMMUNITY-BASED ORGANIZATIONS	203,930	151,227							355,157	
PART B CONSUMER & HOMEMAKING EDUCATION ECONOMICALLY (1/3%) STATE ADMINI (6%) STATE LEADERSHIP ACTIVITIES	980,668 (326,857) (55,840) (100,000)								980,668 (326,857) (55,840) (100,000)	
PART E TECH PREP EDUCATION	1,311,122	655,462							1,966,584	
CAREER GUIDANCE AND COUNSELING										
TOTAL TITLE III	2,495,720	806,689							3,302,409	
1991-92 TOTAL DISTRIBUTION	19,117,712	9,557,423	185,856,816	202,670,017					28,675,135	388,526,833

Appendix 3

# BUDGET SUMMARY SHEET-PART II

FUNDING CATEGORY	FEDERAL		FUNDS		NON-FEDERAL		FUNDS		TOTAL	
	SECONDARY		POSTSECONDARY		SECONDARY		POSTSECONDARY		FEDERAL	NON-FEDERAL
TITLE III										
PART A										
COMMUNITY-BASED ORGANIZATIONS	203,930		151,227						355,157	
PART B										
CONSUMER & HOMEMAKING EDUCATION	980,668								980,668	
ECONOMICALLY (1/3%)	(326,857)								(326,857)	
STATE ADMINI (6%)	(55,840)								(55,840)	
STATE LEADERSHIP ACTIVITIES	(100,000)								(100,000)	
PART E										
TECH PREP EDUCATION	1,311,122		655,462						1,966,584	
CAREER GUIDANCE AND COUNSELING										
TOTAL TITLE III	2,495,720		806,689						3,302,409	
Estimated										
1992-93 TOTAL DISTRIBUTION	19,117,712		9,557,423		185,856,816		202,670,017		28,675,135	388,526,833

Appendix 3

# BUDGET SUMMARY SHEET-PART II

FUNDING CATEGORY	FEDERAL		FUNDS		NON-FEDERAL		FUNDS		TOTAL	
	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	SECONDARY	POSTSECONDARY	FEDERAL	NON-FEDERAL		
TITLE III										
PART A										
COMMUNITY-BASED ORGANIZATIONS	203,930	151,227					355,157			
PART B										
CONSUMER & HOMEMAKING EDUCATION	980,668						980,668			
ECONOMICALLY (1/34)	(326,857)						(326,857)			
STATE ADMINI (64)	(55,840)						(55,840)			
STATE LEADERSHIP ACTIVITIES	(100,000)						(100,000)			
PART E										
TECH PREP EDUCATION	1,311,122	655,462					1,966,584			
CAREER GUIDANCE AND COUNSELING										
TOTAL TITLE III	2,495,720	806,689					3,302,409			
Estimated										
1993-94 TOTAL DISTRIBUTION	19,117,712	9,557,423	185,856,816	202,670,017			28,675,135	388,526,833		

Appendix 3



# **NOMINEES FOR VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION STATE COMMITTEE OF PRACTITIONERS**

Name	Category Represented						Sex/ Race	Region
	Student	Teacher	Parent	School Adm	Board Member	Higher Educ		
George Dellinger, Lincoln School of Technology, Lincoln		x					M/W	6
Kathy Jo Somers, Weaver Education Center, Greensboro		x					F/W	5
Willie Vincent, Enka High School, Enka		x					F/B	8
Elaine Dillahunt, Enloe High School, Raleigh		x					F/B	3
Dr. M.D. James, Superintendent, Richmond County				x			M/W	4
Tom Salter, Principal, South Lenoir High School, Deep Run				x			M/W	2
Ann Roberts, Vocational Director, Newton-Conover City				x			F/W	7
Bobby Spencer, Vocational Director, Nash County				x			M/B	3
Anita Cabiness, Exceptional Children Administrator, Cleveland County				x			F/W	6
Nehemiah Smith, Board Member, Rocky Mount					x		M/B	3
Robert Pearson, State Advisory Council on Voc Ed, Moore County					x		M/W	4
Dr. Henry Foskey, Elizabeth City State, Elizabeth City						x	M/B	1
Dean Burleigh Webb, NC A&T State University, Greensboro						x	M/B	5
Dr. James Chavis, Pembroke State University, Pembroke						x	M/I	4
Dr. Ron McCarter, Alamance Community College, Haw River						x	M/W	5
Dr. Ken Boham, Wake Technical Community College, Raleigh						x	M/W	3
Ginger Bell, Hickory	x						F/W	7
Dr. Daniel Hardee, Greenville			x				M/W	1

Appointed by State Board of Education  
January, 1991



NORTH CAROLINA PRELIMINARY CIVILIAN LABOR FORCE ESTIMATES  
ANNUAL AVERAGE DATA FOR 1989 CLFRP2  
YOUTH UNEMPLOYMENT (AGES 16 - 19)

UNIT NAME	RATE	UNIT NAME	RATE
ALAMANCE COUNTY	9.9	JOHNSTON COUNTY	11.3
ALEXANDER COUNTY	9.7	JONES COUNTY	11.1
ALLEGHANY COUNTY	10.1	LEE COUNTY	14.0
ANSON COUNTY	12.9	LENOIR COUNTY	12.6
ASHE COUNTY	14.6	LINCOLN COUNTY	11.9
AVERY COUNTY	12.0	MACON COUNTY	10.4
BEAUFORT COUNTY	13.7	MADISON COUNTY	10.7
BERTIE COUNTY	11.7	MARTIN COUNTY	12.9
BLADEN COUNTY	18.0	MCDOWELL COUNTY	12.7
BRUNSWICK COUNTY	21.8	MECKLENBURG COUNTY	9.2
BUNCOMBE COUNTY	9.1	MITCHELL COUNTY	15.5
BURKE COUNTY	9.7	MONTGOMERY COUNTY	12.4
CABARRUS COUNTY	9.5	MOORE COUNTY	8.8
CALDWELL COUNTY	10.7	NASH COUNTY	13.0
CAMDEN COUNTY	11.7	NEW HANOVER COUNTY	12.2
CARTERET COUNTY	12.7	NORTHAMPTON COUNTY	14.1
CASWELL COUNTY	11.9	ONslow COUNTY	9.2
CATAWBA COUNTY	10.1	ORANGE COUNTY	6.5
CHATHAM COUNTY	8.6	PAMLICO COUNTY	11.9
CHEROKEE COUNTY	15.9	PASQUOTANK COUNTY	10.5
CHOWAN COUNTY	11.5	PENDER COUNTY	12.5
CLAY COUNTY	17.9	PERQUIMANS COUNTY	9.6
CLEVELAND COUNTY	10.9	PERSON COUNTY	17.4
COLUMBUS COUNTY	15.8	PITT COUNTY	9.0
CRAVEN COUNTY	11.0	POLK COUNTY	8.2
CUMBERLAND COUNTY	13.2	RANDOLPH COUNTY	8.0
CURRITUCK COUNTY	6.4	RICHMOND COUNTY	13.7
DARE COUNTY	8.5	ROBESON COUNTY	19.1
DAVIDSON COUNTY	9.6	ROCKINGHAM COUNTY	14.8
DAVIE COUNTY	10.8	ROWAN COUNTY	10.7
DUPLIN COUNTY	13.2	RUTHERFORD COUNTY	11.9
DURHAM COUNTY	8.3	SAMPSON COUNTY	13.6
EDGEcombe COUNTY	13.9	SCOTLAND COUNTY	18.2
FORSYTH COUNTY	11.2	STANLY COUNTY	10.6
FRANKLIN COUNTY	14.5	STOKES COUNTY	14.6
GASTON COUNTY	9.8	SURRY COUNTY	12.8
GATES COUNTY	9.0	SWAIN COUNTY	23.9
GRAHAM COUNTY	42.8	TRANSYLVANIA COUNTY	8.3
GRANVILLE COUNTY	12.1	TYRRELL COUNTY	33.8
GREENE COUNTY	8.7	UNION COUNTY	8.7
GUILFORD COUNTY	10.0	VANCE COUNTY	18.9
HALIFAX COUNTY	17.0	WAKE COUNTY	7.3
HARNETT COUNTY	11.7	WARREN COUNTY	12.5
HAYWOOD COUNTY	13.3	WASHINGTON COUNTY	13.1
HENDERSON COUNTY	7.9	WATAUGA COUNTY	7.7
HERTFORD COUNTY	14.7	WAYNE COUNTY	11.6
HOKE COUNTY	15.1	WILKES COUNTY	10.4
HYDE COUNTY	20.0	WILSON COUNTY	17.9
IREDELL COUNTY	10.7	YADKIN COUNTY	12.0
JACKSON COUNTY	11.7	YANCEY COUNTY	9.4
		STATEWIDE AVERAGE	11.0





## NOTICE OF PUBLIC HEARINGS

To comply with the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, G.S. 115C, the State Board of Education will conduct statewide public hearings on the FY 1991-94 State Plan for Vocational Education.

The purpose of these hearings is to provide an opportunity for interested citizens to express their views on (a) the goals reflected in the state plan, (b) the program to be offered in the plan, (c) the allocation of responsibility for programs among the various levels of education and institutions, and (d) the allocation of local, state, federal resources to meet these goals.

The hearings are scheduled to be held on the following dates, locations, and times as listed:

November 2, 1990 2:30 pm - 4:30 pm	Northeast Regional Education Center 705 Washington Street Williamston, NC 27892
November 5, 1990 4:00 pm - 6:00 pm	South Central Regional Education Center 54 Pinckney Road Carthage, NC 28327
November 5, 1990 2:30 pm - 4:30 pm	North Central Regional Education Center 1215 Westover Terrace Greensboro, NC 27408
November 6, 1990 2:30 pm - 4:30 pm	Southwest Regional Education Center 2400 Hildebrand Street Charlotte, NC 28216
November 6, 1990 3:30 pm - 5:30 pm	Northwest Regional Education Center 201 Curtis Bridge Road Wilkesboro, NC 28697
November 7, 1990 3:30 pm - 5:30 pm	Southeast Regional Education Center 612 College Street Jacksonville, NC
November 7, 1990 3:30 pm - 5:30 pm	Central Regional Education Center 1401 North Arendell Avenue Zebulon, NC 27597
November 7, 1990 2:30 pm - 4:30 pm	Western Regional Education Center 118 Main Street Canton, NC 28716

Those who wish to present statements at the hearings concerning the FY 1991-94 State Plan should notify Ken Smith, Chief Consultant, Planning & Support Services, Division of Vocational Education Services, Department of Public Instruction, Raleigh, NC 27603-1712 no later than October 31, 1990.

(OVER)

Five minutes for each presentation will be allowed; however, the hearing officer may grant more time if the situation and number in attendance warrant more time. A typed (or handwritten) copy of each person's remarks should be submitted to the hearing officer.

Anyone unable to attend a public hearing may submit a written statement to Ken Smith at the address in the previous paragraph. Mailed statements must be received no later than 5 p.m. on November 9, 1990. Responses to all comments, presentations, and statements received will appear in the FY 1991-94 State Plan.

For additional information, contact Ken Smith, Chief Consultant, Planning and Support Services, Division of Vocational Education Services, Department of Public Instruction, Raleigh, NC 27603-1712, telephone 919/733-7046.

Note: The above hearings were preliminary. The final hearing by the North Carolina Council on Vocational Education was held on May 16-17, 1991.



# NORTH CAROLINA

## DEPARTMENT OF PUBLIC INSTRUCTION

116 West Edenton Street, Education Building  
Raleigh, NC 27603-1712

BOB ETHERIDGE  
State Superintendent

September 28, 1990

MEMO TO: All Superintendents, Presidents of Community/Technical Colleges, State Advisory Council Members, Directors of Vocational Education, Head Teacher Educators, North Carolina Vocational Association Board of Directors, and Other Interested Citizens

FROM: Bob Etheridge, State Superintendent  
Department of Public Instruction

Robert W. Scott, State President  
Department of Community Colleges

### PUBLIC HEARINGS ON THE N.C. FY 1991-92, 1992-93, 1993-94 STATE PLAN FOR VOCATIONAL EDUCATION

To comply with the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act, the State Board of Education will conduct public hearings on the FY 1991-94 State Plan for Vocational Education.

The purpose of the hearings is to provide interested citizens the opportunity to express their views on the State Plan prior to State Board approval and submission to the U.S. Department of Education.

The public hearings will be conducted on the following dates at the times and locations indicated:

<u>DATE/TIME</u>	<u>LOCATION</u>	<u>CONTACT</u>
November 2, 1990 2:30 pm - 4:30 p.m.	Northeast Regional Education Center Williamston, NC	Gary Hobbs Vocational Regional Coordinator 919/792-5166
November 5, 1990 4:00 pm - 6:00 pm	South Central Regional Education Cen. Carthage, NC	Willie Randolph Vocational Regional Coordinator 919/947-5871
November 5, 1990 2:30 pm - 4:30 pm	North Central Regional Education Cen. Greensboro, NC	Dr. Lon Pierce Vocational Regional Coordinator 919/334-5764

(OVER)

<u>DATE/TIME</u>	<u>LOCATION</u>	<u>CONTACT</u>
November 6, 1990 2:30 pm - 4:30 pm	Southwest Regional Education Center Charlotte, NC	Greg Gift Vocational Regional Coordinator 704/392-0378
November 6, 1990 3:30 pm - 5:30 pm	Northwest Regional Education Center Wilkesboro, NC	Tom Jones Vocational Regional Coordinator 919/667-2191
November 7, 1990 3:30 pm - 5:30 pm	Southeast Regional Education Center Jacksonville, NC	Dr. Jean Mullen Vocational Regional Coordinator 919/455-8100
November 7, 1990 3:30 pm - 5:30 pm	Central Regional Education Center Zebulon, NC	Shirley Ray Vocational Regional Coordinator 919/269-7438
November 7, 1990 2:30 pm - 4:30 pm	Western Regional Education Center Canton, NC	Bud Case Vocational Regional Coordinator 704/648-9424

To insure proper recognition, it will be helpful if those who wish to present statements at the hearings concerning the FY 1991-94 State Plan would notify Ken Smith, Chief Consultant, Planning & Support Services, Division of Vocational Education Services, Department of Public Instruction, Raleigh, North Carolina 27603-1712, no later than October 31, 1990. Five minutes for each presentation will be allowed; however, the hearing officer may grant more time if the situation and number in attendance warrant. A typed (or handwritten) copy of your remarks should be submitted to the hearing officer.

Anyone unable to attend a public hearing may submit a written statement to Ken Smith at the address in the previous paragraph. Mailed statements must be received no later than 5:00 p.m. on November 9, 1990. Responses to all comments, presentations, and statements received will appear in the FY 1991-94 State Plan.

Copies of the current FY 1990-91 State Plan should be available in the office of the local superintendent of schools, the director of the regional education centers, or in the office of the president of the nearest community/technical college.

If you need additional information, contact Ken Smith, Chief Consultant, Planning & Support Services, Division of Vocational Education Services, Department of Public Instruction, Raleigh, North Carolina 27603-1712, telephone number 919/733-7046. Any local publicity provided these hearings is appreciated.

BE:RWS:KS:je



## COMMENTS AND RESPONSES

### Public Hearings on the July 1, 1991 - June 30, 1994 Program Plan

#### **Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board provide coordination of further development of the State Board's initially proposed vocational education policy into an overall statewide policy on vocational education, involving other constituent groups in the developmental process, and delineating the respective roles of all constituent groups in implementing an overall policy.

#### **Response:**

The State Board of Education appreciates the Council's continued support for a statewide policy on vocational education. Such a concept will continue to be discussed with appropriate policy makers in the State. The Board feels that two specific activities are helping in the initial stages of such an event. First, the State Boards of Education and Community Colleges are meeting jointly on an annual basis with the Board of Governors of the Greater University System. This has opened new avenues of dialogue. Second, the Department of Public Instruction has created a State Vocational Education Planning and Coordinating Committee. This committee has been recognized and approved by the State Board through the approval of the State Plan. This committee consists of most of the constituent groups in State government involved with employment and training. This committee has produced a document identifying the role of each in vocational and technical education and goals to be achieved.

#### **Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Education conduct a review of all vocational teacher education programs and the certification procedures so that the State Board of Education will be in a position to implement consistent standards for employment that, as a minimum, will require all prospective teachers to complete an approved degree program before being hired.

#### **Response:**

The State Board appreciates this recommendation. The Division of Vocational Education Services is currently involved in this task of review. Consultation is occurring with the Division of Teacher Education and Certification. Based upon this review and analysis recommendations will be brought to the State Board. The long-range goal will be to have all new teachers entering the field to have educational credentialing consistent with the individual's area of responsibility.

**Recommendation:**

A presenter expressed concern for adequate funding to update materials, equipment, and facilities in order to offer superior programs.

**Response:**

The State Board of Education is very supportive of this concern. Annually, the State Board of Education makes a request to the North Carolina General Assembly for the establishment of and an appropriation for vocational education equipment. Unfortunately, no funds have been received to date. Local school systems are trying to address facility needs through state and local funded bond referendums. Standards have been established by the Department of Public Instruction for each of these areas. Locals are making every effort to comply with these standards. Appropriate monitoring is occurring annually in these areas.

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Education adopt a policy to encourage each local board of education to provide a "work/service" experience for every high school student and for the "work/service" experiences to be reflected on the transcript of each student.

**Response:**

The State Board of Education appreciates the State Advisory Council's work behind and recommendation for a "work/service" experience for every high school student. At this time, however, the State Board declines from making this change. Such an experience may not be a positive one for every student. Problems such as travel, access, handicaps, disadvantages, and liability come into play. It is felt that this decision is best left with each local education agency. Additionally, in North Carolina, there has been and continues to be strong community-based instruction opportunities for students through the secondary vocational education programs which, under the Basic Education Program, must be accessible. The community-based instruction includes the areas of cooperative on-the-job training, supervised occupational experiences, internships, production work activities, business/industry contracting, and work study.

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State board of Education adopt a policy which would require a local school board to seek approval from the State Board of Education before any new vocational education program could be offered to ensure that appropriate equipment, supplies, facility, and teacher will be available.

**Response:**

The State Board of Education feels that this recommendation is already in place. With the adoption of G.S. 115C-154.1 by the General Assembly and the appropriate guidelines by this Board, local school systems must submit such assurances through their local plan and application for vocational education. This process is monitored by the regional coordinators of vocational education.

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Education request appropriation of \$100 million for the purchase of vocational education equipment for the public schools over the next two bienniums, 1989-93.

**Response:**

The State Board of Education accepts this recommendation in principle. While the Board feels that a request for a \$100 million appropriation is not appropriate in light of the State's current financial condition, the Board has requested from the General Assembly an amount of approximately \$10 million for each of the next two years (1991-93 biennium).

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Education and the State Board of Community Colleges establish an administrative charge of not more than five percent against the funds made available through the Carl Perkins Act.

**Response:**

The Carl D. Perkins Vocational and Applied Technology Act of 1990, P.L. 101-392, stipulates in Title I, Part A, Section 102(a)(4) that states may allocate an amount that does not exceed five percent of the allotment or \$250,000 whichever is greater for administration.

**Recommendation:**

A presenter voiced a concern that more than basic education is required to have an educated nation. There is a need for technical knowledge and the application of that knowledge to work and life.

**Response:**

For a number of years, the state has been one of the nation's leaders in promoting and encouraging linkages between secondary and postsecondary vocational education programs.



Prior to the expressed national impetus for articulation between the secondary and postsecondary institutions, North Carolina recognized the need for joint efforts in the education of its citizens. The 1983 session of the North Carolina General Assembly enacted legislation with profound implications for articulated programming between the community college and public school systems. Originally introduced as a local bill by Representative Jay Huskins, HB 1044, usually referred to as the "Huskins Bill," was later adopted as a general amendment to G.S. 115D, the enabling legislation for the N. C. community college system. Under this legislation, a local community college is permitted to establish a section of an existing course exclusively for high school students. By authorization of this bill, high school students are permitted to take courses at local community colleges which grant them college credit toward postsecondary certificates, degrees or diplomas and, at the same time, receive credit toward high school graduation. In addition, qualified high school students, with the permission of their principals, are permitted to enroll in an existing course for adults offered by the community college. Total enrollment in Huskins Bill programs was 1,522 high school students during 1988-89 and 2,064 during 1989-90. This was a 35.6% increase in student enrollment. The total dually enrolled high school students during 1988-89 was 512 and 1,136 during 1989-90—a 122% increase. These efforts are complimented by the some 6,000 plus secondary vocational education programs offered through local education agencies.

**Tech Prep Programs:** The Tech Prep programs in North Carolina also continue to lead the way for the nation and continue to expand in the state with the assistance from funds to be provided by this Act. The Tech Prep programs in the state are designed to prepare students in academic and technical subjects so they can make a smooth transition from the high school program to the community college technical program without experiencing delays or having to repeat course work. They consist of courses of study to meet the need for high school graduates to have more technically oriented education backgrounds. Through a blending of higher level academic and vocational courses, Tech Prep prepares students for the advanced courses required by two-year technical and community colleges. The recent assessment shows that during 1990-91 there are 15 local educational agencies cooperating with the local community colleges in offering Tech Prep programs. Another 15 LEAs are doing advanced planning with the local colleges to implement Tech Prep in the 1991-92 academic year. An additional 40 LEAs and local community colleges are in various stages of planning such programs for implementation in 1992. The statistics cited above illustrate the growing emphasis in the state on the linkage of secondary and postsecondary education. The assessments all point to the need for additional articulated programs. Major emphasis will be placed on Tech Prep and related programs and activities.

### **Recommendation:**

A speaker recommended the consideration of a more equitable way of allocating Tech Prep funds other than by a formula restricted to just ADM. Response:

The State will allocate Tech Prep funds on the basis of a Request for Proposal. Each eligible consortia will annually prepare a request for proposal which shall include:



1. An overview of the need for the proposed program including population to be served, area to be served, economic advantage and a placement profile.
2. A description of the purpose of the proposal, the objectives and outcomes, and a clear description of the program design including articulation efforts, the Tech Prep course of study, curriculum development efforts, in-service training for teachers and counselors, program services to special populations, and preparatory services.
3. A description of the collaborative efforts between and among secondary vocational education, academic education, and student services, and postsecondary vocational/technical education, academic education and student services; and collaboration with business, industry, labor, and other organizations and agencies.
4. A description of the evaluation procedures to be applied to the project.
5. A description of how the project will be developed and implemented during the next three years and a detailed calendar of events projecting timeline for each specific strategy and activity of the project.
6. Proposals for implementing grants must include a clear description of prior planning and preparation for Tech Prep implementation.

Each application meeting the basic guidelines of the proposal will be evaluated by members of the State Board's Technical Assistance Committee on Tech Prep Education and other state agencies' personnel. The committee will evaluate each proposal on an objective scale and the results of the review will be statistically compiled. The evaluation criteria has been weighted to accommodate systems of greatest need receiving preferable treatment. Additionally, the State Board will assure an equitable distribution of resources between urban and rural systems and implementation and planning grants. The State Board shall give special consideration to applications which provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs; are developed in consultation with business, industry, and labor unions and address effectively the issues of dropout prevention and re-entry and the needs of minority youths, youths of limited English proficiency, youth with handicaps, and disadvantaged youths.

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Community Colleges/Department of Community Colleges design a coordinated, competency-based curriculum to guide the operation of all literacy and job training courses, programs, and services that enable adult learners to complete secondary school and/or to obtain and retain a job.

**Response:**

The North Carolina Department of Community Colleges will spend its share of the State Leadership funds as required by Section 201(b). The primary emphasis and use of these funds will be for curriculum improvement projects with the full involvement of technical committees. The program priorities for these projects will be in areas of rapidly changing technology and in programs that have a concentration of special populations.

The goal of the community college system is to continue to increase the world competitiveness of our workforce through education.

The North Carolina State Board of Community Colleges and the State's General Assembly have a long-standing "open door" policy for their community college system. In support of this policy, the State subsidizes the education of its citizens by providing one of the lowest tuitions in the nation, i.e., \$105 per quarter for a full-time, in-state student and makes up the balance via the use of state tax revenues. In addition, all tuition and/or fees are waived for members of special populations such as senior citizens and disadvantaged students enrolled in the Human Resources Development program which is often a feeder program for vocational education. The state also provides literacy education, at no cost, for any of its citizens who are in need of such education. The "open door" policy effectively mandates that each institution in the system aggressively recruit, admit, and provide for the education of every person who desires to enter the constituent institutions. These actions and provisions create an atmosphere within the community college system which is not only favorable to but increases the ability of the eligible recipients to serve and meet the needs of special populations. Therefore, there are presently no barriers to any of the eligible recipients to meeting the needs of special populations.

Current assessments indicate that we are meeting the needs of our current special populations in vocational education. Efforts will continue to increase this service and in recruiting.

#### **Recommendation:**

The Division of Youth Services requests information on how they become involved in the planning process to allow funds designated for incarcerated youth to be allocated to Division of Youth Services.

#### **Response:**

The Department of Community Colleges, under the direction of the State Board of Community Colleges, has been designated as the state corrections education agency to administer North Carolina's corrections programs assisted under the Carl D. Perkins Vocational and Applied Technology Education Act. Funds provided by this Act will be distributed by the Department of Community Colleges following the approval of the State Board of Community Colleges to eligible recipients based on a competitive proposal process.

The North Carolina Departments of Corrections and Community Colleges will jointly develop a request for proposals which will be distributed to all potential eligible recipients. Among other necessary items, this packet will contain the priorities for program content of the departments and the State Board of Community Colleges as stated below. The State Board of Community Colleges will have final approval of the recommended recipients, their proposed programs, and funding levels.

The Departments of Corrections and Community Colleges will jointly develop the plan for administering these programs by:

- A. Giving special consideration to
  - 1. Providing services to offenders who are completing their sentences and preparing for release.
  - 2. Providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs.
- B. Providing vocational education programs for women who are incarcerated.
- C. Improving equipment.
- D. Cooperating with eligible recipients, administering, and coordinating vocational education services to offenders before and after their release.

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Education and the State Board of Community Colleges require all vocational/technical teachers to take an appropriate test through the National Occupational Competency Testing Institute before a local board/trustee may employ a teacher.

Response: The Division of Vocational Education Services is currently reviewing this recommendation with the Division of Teacher Education and Certification, Department of Public Instruction. See response below for the State Board of Community Colleges.

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Community Colleges establish a minimum education standard for vocational/technical faculty members hired by institutions of the community college system.

**Response:**

The State Board of Community Colleges appreciates the Council's recommendations and concerns for the preparation of teachers. The response to these recommendations is essentially the same as the response to the November 1988 State Advisory Council on Vocational Education recommendation on the preparation of teachers which is:



The State Board of Community Colleges shares the concern of the Council or the preparation of vocational/technical teachers now and in the future. This concern for the preparation of vocational/technical teachers is covered in Recommendation 1 of Gaining the Competitive Edge.

The State Board should expand opportunities for professional development to ensure state-of-the-art instruction.

The State Board should devote one percent of the system's operating budget for professional development programs for faculty and staff in the next biennium and raise that investment to at least two percent of the system's operating budget by 1995. Professional development efforts should:

- Expand opportunities for a wide range of personnel, including part-time faculty, to participating in professional development.
- Provide specialized training for faculty and support staff on the needs of adult learners.
- Involve faculty in planning and curriculum development to promote leadership development.
- Increase the use of teleconferencing to reduce time and travel expense.

While the State Board of Community Colleges accepts the responsibility for the technical preparation of the community college faculty and assuring the standards are adhered to, it stands ready to collaborate with the State Board of Education and the Department of Public Instruction on the preparation of secondary vocational education teachers.

#### **Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Community Colleges/Department of Community Colleges develop interagency agreements among all literacy and job training programs to facilitate the transfer of adult learners from one program to another.

#### **Response:**

The State Board of Community Colleges/Department of Community Colleges appreciates the Council's recommendation and concern for the transfer of adult learners from one program to another. Interagency agreements would not accomplish this transfer nor the desired outcome. Each program within this proposed transfer track has very specific eligibility guidelines that may not be overcome by interagency agreements.



However, the Department of Community Colleges, under the direction of the State Board of Community Colleges, is in the process of developing a comprehensive student tracking system that will facilitate the transfer of adults from one program to another. A 1993 implementation date is planned for the student tracking system.

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Community Colleges/Department of Community Colleges compare the learning needs of eligible adults to the competencies taught in existing programs.

**Response:**

The State Board of Community Colleges/Department of Community Colleges appreciates the Council's recommendation and concern on the learning needs of adults. The student tracking system that is being developed will address this concern. The student tracking system will be implemented by 1993.

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Community Colleges conduct a statewide assessment of its education and training programs offered in the institutions of the Department of Correction and that the Department of Corrections, the Department of Human Resources, and the State Board of Education join in that assessment to the end of conducting a comprehensive study of the impact of the education and training resources provided for the incarcerated of this State.

**Response:**

The State Board of Community Colleges has been interested in conducting an assessment of its education and training programs offered in the institutions of the Department of Correction for some time. The State Board of Community Colleges welcomes assistance from those boards and agencies which are involved in assisting it to deliver educational and training programs to the incarcerated of this State.

The State Board has been proud of the system's efforts to respond to the legislative mandate of 1987 to develop, with the Department of Corrections, a joint three-year correctional education plan. This mandate includes not only the development of a three-year correctional education program in all prison facilities but a clarification of roles of the two agencies in carrying out this plan and the processes by which it will be carried out. All aspects of the mandate have been carried out with the exception of one—the development of an inmate assignment and referral system which is dependent upon the construction of new facilities. The plan's progress and problems are being reported annually to the legislative committee charged with oversight of this progress. While the State Board of Community Colleges endorses the need for a statewide

assessment of its correctional education program, it does not believe that 1991 is the year to involve itself in this massive undertaking for the following reasons:

- A. Instability in the prison population created primarily in the present lack of prison facilities and the legislatively imposed prison cap has created unforeseen difficulties in delivering correctional education to inmates. Inasmuch as a construction program is underway and is projected to be completed by 1994, any assessment program would yield useful results following the completion of the construction program.
- B. A statewide assessment program would require financial resources which the system does not presently possess. Funds are needed to purchase not only evaluation instruments but to employ personnel to conduct the study which will involve intensive follow-up over a longer period of time, for thousands of inmates, a feat those in the Division of Probation and Parole suggest will be most difficult to do.
- C. The Department of Community Colleges is presently developing a student tracking system which, with modifications, may be useful for this effort. In view of the cost of a statewide assessment program, it would seem appropriate to wait for the development of the system's tracking program in order that the assessment of all educational programs delivered by the colleges might be addressed and integrated into one larger effort.

#### **Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Community Colleges require each local board of trustees to establish a policy which would "guarantee" a "successful completer" of any technical or vocational curriculum or non-curriculum program possesses the necessary knowledge and skills to succeed in the marketplace or that the respective community college institution would retrain the "completer" at no charge.

#### **Response:**

The State Board of Community Colleges finds this recommendation by the State Advisory Council on Vocational Education of great interest. While the "guarantee" is an interesting concept, it could have far reaching ramifications and, therefore, the Board feels that the idea should be studied thoroughly before any policies are adopted. The Board is aware that the State of Georgia has adopted a "guarantee" policy for certain programs in their technical education institutions. The Board is also aware of a few other guarantee programs and will look at those programs to see if they might possibly be used as models here in North Carolina. This recommendation has been submitted to the Community College Presidents Association for its study and consideration. The State Board of Community Colleges will advise the Council on any developments concerning the adoption of a policy which would "guarantee" a successful completer in the North Carolina community college system.

**Recommendation:**

The Division of Youth Services questions if funds are made available for vocational teachers in the division to attend staff development activities.

**Response:**

While the State Board of Education does not earmark allocations to local education agencies (LEAs) for the purpose of staff development, any LEA has the option of identifying amounts from its State or federal vocational education allocations for this purpose.

**Recommendation:**

The State Advisory Council on Vocational Education recommends that the State Board of Education encourage local education agencies to give special attention to the needs for trained individuals for the food preparation and service occupations.

**Response:**

Special attention to training individuals for food service industry is being provided to our Commercial Foods teachers. To assure new and up-to-date training, we have revised the blueprint for Commercial Foods. Revision is being completed for the competencies, objectives, and test banks with input from teachers, teacher educators, and industry leaders. North Carolina students participate in the National STAR event in Commercial Foods with participants from other states. For two years, we have sponsored workshops at two of the community colleges for Commercial Foods teachers with hands-on experience using commercial equipment.

This year, 1991, during the Vocational Education Summer Workshop, a group of Commercial Foods teachers will have six hours concentration on planning and preparing foods for institutional use.





Appendix 8

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS  
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS  
1991 - 1994

CIP Number & Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level	Projected Enrollment			Projected Completers		
	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
01.0201 Agricultural Mechanics, General	8,675	9,348	344	Sec. P-Sec.	1,206	1,116	1,040	282	272	265
01.0301 Agricultural Production, General	111,692	62,250	3,005	Sec. P-Sec.	2,629	2,322	2,041	882	852	835
01.0599 Agricultural Services & Marketing	See 08.0705			Sec. P-Sec.	67	67	67	19	19	19
01.0601 Horticulture, General	14,677	17,164	985	Sec. P-Sec.	2,645 350	2,722 350	2,843 350	571 60	593 60	625 60
01.0604 Greenhouse Operation and Management	See 01.0601			Sec. P-Sec.	250	250	250	8	8	8
01.0605 Landscape Gardening	See 01.0601			Sec. P-Sec.	70	70	70	13	13	13
01.0607 Turf Management	See 01.0601			Sec. P-Sec.	70	70	70	12	12	12
01.0699 Homestead & Gardening	See 01.0601			Sec. P-Sec.	552	556	567	6	5	5
01.9999 Agribusiness & Agricultural Products, Other		Introduction		Sec. P-Sec.	5,815	5,613	5,490			
03.0101 Renewal Natural Resources, General	22,120	24,635	1,247	Sec. P-Sec.	469	522	584	78	88	101

\*Level: Sec. - Secondary, P-Sec. - Postsecondary

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CIP Number & Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level	Projected Enrollment			Projected Completers		
	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
03.0401 Forest Production & Processing, Gen.	See 03.0101			Sec. P-Sec.	140	140	140	24	24	24
03.0601 Wildlife Management	See 03.0101			Sec. P-Sec.	120	120	120	20	20	20
31.0301 Parks and Recreation Management	See 03.0101			Sec. P-Sec.	100	100	100	6	6	6
SUBTOTAL AGRICULTURAL	157,164	113,415	5,581	Sec. P-Sec.	13,316 1,167	12,851 1,167	12,565 1,167	1,819 162	1,810 162	1,831 162
06.0401 Business Adm. & Management General	See 08.0301			Sec. P-Sec.	509 12,500	543 12,500	587 12,500	1,264	1,264	1,264
06.0701 Hotel/Motel Management	See 08.0301			Sec. P-Sec.	350	350	350	28	28	28
06.1701 Real Estate, General	See 08.0301			Sec. P-Sec.	1,500	1,500	1,500	17	17	17
06.9999 Business & Management Other		Introduction		Sec. P-Sec.	10,998	10,641	10,433			
07.0101 Accounting, Bookkeeping, & Rel. Programs	145,319	165,684	7,293	Sec. P-Sec.	8,473 5,700	7,707 5,700	7,032 5,700	977 588	950 588	939 588
07.0201 Banking & Related	See 07.0101			Sec. P-Sec.	600	600	600	22	22	22
07.0301 Business Data Processing & Rel. Programs, General	33,532	40,159	1,125	Sec. P-Sec.	1,838	2,428	3,076	877	1,106	1,360

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	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
07.0302 Business Computer & Console Operator	See 07.0301			Sec. P-Sec.	825	825	825	76	76	76
07.0305 Business Data Programming	See 07.0301			Sec. P-Sec.	7,700	7,700	7,700	620	620	620
07.0603 Executive Secretarial	See 07.0801			Sec. P-Sec.	2,500	2,500	2,500	302	302	302
07.0604 Legal Secretarial	See 07.0801			Sec. P-Sec.	375	375	375	30	30	30
07.0605 Medical Secretarial	See 07.0801			Sec. P-Sec.	750	750	750	95	95	95
07.0606 Secretarial	See 07.0801			Sec. P-Sec.	8,369	9,693	11,210	633	762	907
07.0607 Stenographic	3,644	3,389	19	Sec. P-Sec.	580	501	427	17	15	12
07.0701 Typing, Gen. Off. & Related Programs, Gen.	See 07.0801			Sec. P-Sec.	33,818 3,000	32,959 3,000	32,570 3,000	3,043 217	2,966 217	2,931 217
07.0702 Clerk Typist	See 07.0801			Sec. P-Sec.	2,081	1,776	1,487	956	964	987
07.0705 General Office Clerk	See 07.0801			Sec. P-Sec.	600	600	600	58	58	58
07.0801 Word Processing	186,335	215,861	7,964	Sec. P-Sec.	3,808	3,302	2,829	2,960	2,809	2,696
07.9999 Business, Other (Adm. Support)	See 08.0301			Sec. P-Sec.	1,260	1,169	1,093			

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	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
22.0103 Legal Assisting	See 07.0801			Sec. P-Sec.	2,500	2,500	2,500	207	207	207
SUBTOTAL BUSINESS & OFFICE EDUCATION	372,070	428,991	16,515	Sec. P-Sec.	71,734 38,900	70,719 38,900	70,744 38,900	9,463 3,524	9,572 3,524	9,832 3,524
06.1401 Marketing Management	116,292	131,863	5,832	Sec. P-Sec.	2,064	1,964	1,891	1,976	1,968	1,990
06.1801 Small Business Management, Ownership	See 06.1401			Sec. P-Sec.	104 200	105 200	108 200	10 4	10 4	10 4
08.0102 Fashion Merchandising	7,288	7,824	359	Sec. P-Sec.	2,351 225	2,309 225	2,301 225	212 33	218 33	227 33
08.0301 Entrepreneurship	98,415	111,555	5,755	Sec. P-Sec.	1,341	1,474	1,635	134	147	164
08.0503 Floristry Management	See 08.0708			Sec. P-Sec.	60	60	60	17	17	17
08.0705 Retailing	See 08.0706			Sec. P-Sec.	900	900	900	117	117	117
08.0706 Sales	52,020	59,431	3,479	Sec. P-Sec.	145	131	118	29	26	24
08.0708 Marketing, General	475,410	529,025	24,720	Sec. P-Sec.	7,508	7,912	8,450	2,252	2,373	2,535
08.0901 Hospitality & Recreation Marketing, Gen.	47,420	65,608	3,778	Sec. P-Sec.	85	106	130	9	11	13
08.0902 Marketing of Hotel/Motel Services	15,958	19,849	1,311	Sec. P-Sec.	54	53	53	13	13	13



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	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
08.9999										
Marketing & Distribution,	See 08.0708			Sec. P-Sec.	332 175	327 175	326 175	40 34	39 34	39 34
09.0201										
Advertising	60,685	75,615	3,108	Sec. P-Sec.	263	265	270	39	40	40
SUBTOTAL										
MARKETING	873,488	1,000,770	48,342	Sec. P-Sec.	14,247 1,560	14,646 1,560	15,282 1,560	4,714 205	4,845 205	5,055 205
EDUCATION										
15.0101										
Architectural Design & Const. Tech.	See 48.0101			Sec. P-Sec.	1,000	1,000	1,000	104	104	104
15.0201										
Civil Tech.	See 48.0101			Sec. P-Sec.	650	650	650	73	73	73
15.0203										
Surveying & Mapping Tech.	See 48.0101			Sec. P-Sec.	150	150	150	34	34	34
15.0302										
Electrical Tech.	See 47.0101			Sec. P-Sec.	250	250	250	19	19	19
15.0303										
Electronic Tech.	See 47.0101			Sec. P-Sec.	3,000	3,000	3,000	465	465	465
15.0401										
Biomedical Equipment Tech.	See 47.0101			Sec. P-Sec.	125	125	125	28	28	28
15.0402										
Computer Servicing Tech.	See 47.0101			Sec. P-Sec.	850	850	850	101	101	101
15.0403										
Electromechanical Tech.	See 15.9999			Sec. P-Sec.	450	450	450	62	62	62

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	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
15.0404 Instrumentation Tech.	See 15.9999			Sec. P-Sec.	65	65	65	21	21	21
15.0405 Robotics Tech.	See 15.9999			Sec. P-Sec.	125	125	125	16	16	16
15.0501 Airconditioning, Heating & Refrig. Tech.	See 15.9999			Sec. P-Sec.	250	250	250	21	21	21
15.0603 Industrial Tech.	See 15.9999			Sec. P-Sec.	260	260	260	22	22	22
15.0805 Mechanical Design Tech.	See 15.9999			Sec. P-Sec.	1,600	1,600	1,600	156	156	156
15.0899 Mechanical & Related	5,300	6,460	205	Sec. P-Sec.	911 250	1,056 250	1,222 250	239 29	313 29	393 29
15.9999 Eng. & Engineering Related Tech., Other	9,890	12,590	406	Sec. P-Sec.	375	375	375	6	6	6
43.0105 Criminal Justice Tech.	47,186	58,620	4,385	Sec. P-Sec.	4,400	4,400	4,400	276	276	276
43.0201 Fire Control & Safety Tech.	4,970	5,970	176	Sec. P-Sec.	550	550	550	23	23	23
SUBTOTAL ENGINEERING & ENGINEERING RELATED TECH.	67,346	83,640	5,172	Sec. P-Sec.	911 14,350	1,056 14,350	1,222 14,350	239 1,456	313 1,456	393 1,456

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	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
12.0301 Funeral Service	See 17.9999			Sec. P-Sec.	130	130	130	6	6	6
17.0101 Dental Assisting	See 17.9999			Sec. P-Sec.	425	425	425	143	143	143
17.0102 Dental Hygiene	See 17.9999			Sec. P-Sec.	500	500	500	126	126	126
17.0206 Emergency Medical Tech. Paramedic	See 17.9999			Sec. P-Sec.	400	400	400	36	36	36
17.0209 Radiograph Medical Tech.	See 17.9999			Sec. P-Sec.	750	750	750	143	143	143
17.0210 Respiratory Therapy Tech.	See 17.9999			Sec. P-Sec.	450	450	450	107	107	107
17.0211 Surgical Tech.	See 17.9999			Sec. P-Sec.	190	190	190	75	75	75
17.0309 Medical Laboratory Tech.	See 17.9999			Sec. P-Sec.	265	265	265	61	61	61
17.0404 Home Health Aid				Sec. P-Sec.	100	100	100	6	6	6
17.0406 Mental Health/ Human Services Tech.	See 17.9999			Sec. P-Sec.	900	900	900	68	68	68
17.0503 Medical Assisting	See 17.9999			Sec. P-Sec.	750	750	750	123	123	123
17.0507 Pharmacy Assisting	See 17.9999			Sec. P-Sec.	275	275	275	59	59	59
17.0512 Veterinarian Assisting	See 17.9999			Sec. P-Sec.	100	100	100	26	26	26

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PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS  
1991 - 1994

CIP Number & Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level	Projected Enrollment			Projected Completers		
	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
17.0513 Ward Clerk	See 17.9999			Sec. P-Sec.	50	50	50	38	38	38
17.0601 Geriatric Aide	See 17.9999			Sec. P-Sec.	175	175	175	15	15	15
17.0602 Nursing Assisting	See 17,9999			Sec. P-Sec.	850	850	850	484	484	484
17.0605 Practical Nursing	See 17.9999			Sec. P-Sec.	1,250	1,250	1,250	426	426	426
17.0705 Optometric Tech.				Sec. P-Sec.	70	70	70	20	20	20
17.0808 Occup. Therapy Assisting	See 17.9999			Sec. P-Sec.	80	80	80	21	21	21
17.0815 Physical Therapy Assisting	See 17.9999			Sec. P-Sec.	325	325	325	52	52	52
17.0817 Recreational Therapy Tech.	See 17.9999			Sec. P-Sec.	100	100	100	8	8	8
17.9999 Allied Health, Others	129,129	166,036	9,182	Sec. P-Sec.	4,880	4,926	5,048	1,405	1,404	1,425
18.1101 Nursing, Gen. (Registered Nurse)	See 17.9999			Sec. P-Sec.	7,250	7,250	7,250	1,405	1,405	1,405
34.0104 Health Treatment Prevention Practices		Introduction		Sec. P-Sec.	1,381	1,470	1,584			
SUBTOTAL				Sec.	6,261	6,396	6,632	1,405	1,404	1,425
ALLIED HEALTH	129,129	166,036	9,182	P-Sec.	15,385	15,385	15,385	3,448	3,448	3,448



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	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
04.0501 Interior Design	See 20.0301			Sec. P-Sec.	525	525	525	75	75	75
20.0201 Child Care & Guidance, Gen.	26,813	31,597	1,772	Sec. P-Sec.	1,843	1,815	1,813	359	364	375
20.0202 Child Care Aide/ Assisting	See 20.0201			Sec. P-Sec.	250	250	250	41	41	41
20.0203 Child Care/ Management	See 20.0201			Sec. P-Sec.	3,000	3,000	3,000	225	225	225
20.0301 Clothing Apparel & Textiles Mgmt. Prod. & Services, Gen.	77,193	76,466	2,098	Sec. P-Sec.	200	180	160	80	72	64
20.0401 Food Prod. Management & Serv. Gen.	143,418	181,636	10,187	Sec. P-Sec.	1,457 900	1,157 900	1,000 900	510 71	405 71	350 71
20.0406 Food Service	See 20.0401			Sec. P-Sec.	450	450	450	77	77	77
SUBTOTAL VOC. HOME ECONOMICS	247,424	289,699	14,057	Sec. P-Sec.	3,500 5,125	3,152 5,125	2,973 5,125	949 489	841 489	789 489
06.2001 Trade & Indust. Supervision & Management				Sec. P-Sec.	1,300	1,300	1,300	120	120	120
09.0601 Radio/TV News Broadcasting	2,544	2,793	70	Sec. P-Sec.	195 225	210 225	229 225	43 22	46 22	51 22
10.0101 Educational Media Tech.	See 09.0601			Sec. P-Sec.	20	20	20	3	3	3
10.0104 Radio/TV Prod. & Broadcast Tech.	See 09.0601			Sec. P-Sec.	215	215	215	30	30	30

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	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
12.0403 Cosmetology	18,256	20,248	1,205	Sec. P-Sec.	803 3,600	758 3,600	722 3,600	235 512	217 512	201 512
43.0107 Law Enforcement	47,186	58,620	4,385	Sec. P-Sec.	81 1,500	96 1,500	113 1,500	14 625	20 625	26 625
46.0102 Brick, Block & Stone Masonry	41,186	44,880	1,440	Sec. P-Sec.	2,625 250	2,462 250	2,331 250	638 24	608 24	586 24
46.0201 Carpentry	208,79	207,186	7,044	Sec. P-Sec.	4,149 750	4,477 750	4,480 750	1,130 81	1,307 81	1,510 81
46.0302 Electrician	92,101	98,982	2,921	Sec. P-Sec.	1,033 1,500	1,007 1,500	994 1,500	295 291	296 291	302 291
46.0401 Building Maintenance	125,659	146,825	10,491	Sec. P-Sec.	669	637	614	219	208	199
46.0499 Miscellaneous Construction Trades	12,340	13,065	470	Sec. P-Sec.	528 675	567 675	615 675	104 38	111 38	121 38
46.0501 Plumbing & Pipefitting	See 46.0503			Sec. P-Sec.	130	130	130	46	46	46
46.0503 Plumbing	15,574	17,916	484	Sec. P-Sec.	28	23	18	20	16	12
46.9999 Construction Trades, Other	Introduction			Sec. P-Sec.	6,259	6,735	7,330			
47.0101 Electrical & Electronic Equip. Repairers, General	31,552	36,526	1,227	Sec. P-Sec.	1,540	1,402	1,280	341	327	318
47.0104 Computer Electronics	See 47.0101			Sec. P-Sec.	300	300	300	66	66	66

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	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
47.0105 Industrial Electronics	See 47.0101			Sec. P-Sec.	165	165	165	30	30	30
47.0108 Small Appliance Repair	5,965	6,838	329	Sec. P-Sec.	60 500	50 500	50 500	18 50	15 50	15 50
47.0201 Heating, Air Cond. Ref. Mech., Gen.	11,060	11,580	309	Sec. P-Sec.	134 1,400	128 1,400	128 1,400	30 297	21 297	14 297
47.0303 Industrial Machine Maintenance & Repair	See 47.0108			Sec. P-Sec.	750	750	750	106	106	106
47.0402 Gunsmithing	See 48.0699			Sec. P-Sec.	100	100	100	10	10	10
47.0603 Automotive Body Repair	9,008	10,564	450	Sec. P-Sec.	623 900	636 900	658 900	213 151	226 151	244 151
47.0604 Automotive Mechanics	57,292	63,798	2,758	Sec. P-Sec.	6,419 2,500	6,092 2,500	5,847 2,500	1,664 330	1,660 330	1,681 330
47.0605 Diesel Engine Mechanic	12,244	13,191	377	Sec. P-Sec.	48 150	40 150	33 150	16 52	14 52	11 52
47.0606 Small Engine Repair	980	1,116	52	Sec. P-Sec.	175 225	171 225	170 225	32 63	33 63	35 63
48.0101 Drafting, General	20,347	24,881	1,096	Sec. P-Sec.	6,792	7,016	7,354	1,386	1,464	1,566
48.0102 Architectural Drafting	See 48.0101			Sec. P-Sec.	200	200	200	27	27	27
48.0105 Mechanical Drafting	See 48.0101			Sec. P-Sec.	300	300	300	51	51	51

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	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
48.0201 Graphic & Printing Comm., General	12,108	13,709	523	Sec. P-Sec.	2,021 400	2,029 400	2,068 400	429 56	423 56	424 56
48.0203 Commercial Art	9,070	9,108	230	Sec. P-Sec.	134 1,300	130 1,300	129 1,300	30 145	32 145	34 145
48.0204 Commercial Photography	3,546	4,332	176	Sec. P-Sec.	204 220	196 220	192 220	41 48	39 48	37 48
48.0303 Upholstering	17,078	17,685	764	Sec. P-Sec.	170	170	170	40	40	40
48.0503 Machine Tool Oper. Machine Shop	92,020	102,033	3,517	Sec. P-Sec.	475 1,700	474 1,700	480 1,700	147 275	147 275	149 275
48.0507 Tool & Die Making	See 48.0503			Sec. P-Sec.	125	125	125	33	33	33
48.0508 Welding, Brazing & Soldering	See 48.0699			Sec. P-Sec.	743 1,600	730 1,600	727 1,600	203 178	201 178	202 178
48.0699 Precision Work Assorted Materials Other	120,348	109,406	2,089	Sec. P-Sec.	991	950	921	587	617	657
48.0702 Furniture Making	27,103	28,240	977	Sec. P-Sec.	1,378 225	1,350 225	1,370 225	286 36	276 36	274 36
49.0101 Air Transpor- tation General	3,762	4,809	198	Sec. P-Sec.	229	221	215	44	46	50
49.0102 Airplane Piloting & Navigation	See 49.0101			Sec. P-Sec.	375	375	375	39	39	39
49.0105 Air Traffic Control				Sec. P-Sec.	45	45	45	4	4	4



VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS  
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS  
1991 - 1994

CIP Number Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level	Projected Enrollment			Projected Completers		
	Actual 1987	Projected 1995			1992	1993	1994	1992	1993	1994
49.0202 Construction Equipment Operation	6,821	8,242	287	Sec. P-Sec.	100	100	100	3	3	3
49.0205 Truck & Bus Driving	41,281	42,461	1,264	Sec. P-Sec.	550	550	550	304	304	304
49.0301 Water Trans- portation, Gen.	6,620	7,338	275	Sec. P-Sec.	100	85	70	12	10	10
SUBTOTAL TRADE & INDUSTRIAL EDUCATION	1,079,593	1,156,449	46,443	Sec. P-Sec.	38,436 24,465	38,672 24,465	39,138 24,465	8,177 4,186	8,380 4,186	8,729 4,186
21.0101 Industrial Arts, Introduction General**				Sec. P-Sec.	590	570	570			
21.0102 Construction				Sec. P-Sec.	2,162	2,173	2,218	108	110	112
21.0104 Electricity/ Electronics				Sec. P-Sec.	50	60	70	12	15	17
21.0105 Energy, Power & Transportation				Sec. P-Sec.	360	418	484	90	104	121
21.0106 Graphic Arts				Sec. P-Sec.	1,330	1,528	1,755	222	244	270
21.0107 Manufacturing/ Materials				Sec. P-Sec.	4,637	4,917	5,281	181	200	219
21.0199 Industrial Arts, Other				Sec. P-Sec.	1,935	2,376	2,870	684	822	980
SUBTOTAL INDUSTRIAL ARTS/ TECHNOLOGY				Sec. P-Sec.	11,064	12,042	13,248	1,297	1,495	1,719

\*\*Employment data for this clustered instructional program is reflected in skill development programs in trade/technical program areas at the secondary level.

Note: Projected enrollment data includes JTPA and Apprenticeship enrollment.

NORTH CAROLINA VOCATIONAL EDUCATION PLAN  
FOR MEETING CONSUMER & HOMEMAKING NEEDS  
1991 - 1994

SECONDARY

CIP Number & Instructional Program	<u>P r o j e c t e d   E n r o l l m e n t</u>		
	1992	1993	1994
20.0101 Comprehensive Consumer & Homemaking	13,670	13,630	13,600
20.0102 Child Development, Care & Guidance	4,531	5,100	5,765
20.0103 Clothing & Textiles	2,406	2,660	2,963
20.0104 Consumer Education	2,827	2,639	2,485
20.0105 Exploratory	106	116	128
20.0108 Food & Nutrition	6,073	6,762	7,576
20.0110 Housing, Home Furnishing & Equipment	1,798	2,017	2,274
SUBTOTAL CONSUMER & HOMEMAKING	31,411	32,924	34,791

VOCATIONAL EDUCATION PLAN  
PREVOCATIONAL AND SPECIAL PROGRAMS  
1991 - 1994

SECONDARY

CIP Number & Instructional Program	<u>Projected Enrollment</u>		
	1992	1993	1994
32.0101 Basic Skills, General	1,300	1,400	1,500
32.0107 Career Exploration	136	167	202
37.0101 Personal Awareness, General	3,318	4,080	4,930
SUBTOTAL BASIC VOCATIONAL SKILLS	4,754	5,647	6,632
Other Not Elsewhere Classified	200	180	160
99.0100 Special Coop Disadvantaged	1,000	900	800
99.0200 Special Coop Handicapped	392	390	380
99.0700 Special Program Disadvantaged	410	380	354
99.0800 Special Program Handicapped	736	742	791
Subtotal Special Programs	2,538	2,412	2,325
Subtotal Prevocational Special, & N.E.C.	7,492	8,239	9,117





FUND DISTRIBUTION (75%) - SECONDARY  
FY 1991-92 PROJECTED ALLOTMENTS TO  
ELIGIBLE RECIPIENTS

LEA NO.	LEA NAME	PROJECTED ALLOTMENT	LEA NO.	LEA NAME	PROJECTED ALLOTMENT	LEA NO.	LEA NAME	PROJECTED ALLOTMENT
010	ALAMANCE	\$95,081	331	TARBORO	40,297	681	CHAPEL HILL	39,656
011	BURLINGTON	74,434	340	FORSYTH	380,375	690	PAMLICO	32,378
020	ALEXANDER	35,493	350	FRANKLIN CO.	63,187	700	PASQUOTANK	73,186
030	ALLEGHANY	19,589	351	FRANKLINTON	24,220	710	PENDER	75,427
040	ANSON	66,963	360	GASTON	291,339	720	PERQUIMANS	30,533
050	ASHE	59,120	370	GATES	26,720	730	PERSON	80,440
060	AVERY	43,961	380	GRAHAM	18,978	740	PITT	271,584
070	BEAUFORT	69,584	390	GRANVILLE	90,489	750	POLK	28,991
071	WASHINGTON	64,431	400	GREENE	67,844	760	RANDOLPH	104,847
080	BERTIE	94,634	410	GUILFORD	166,936	761	ASHEBORO	40,337
090	BLADEN	115,731	411	GREENSBORO	260,072	770	RICHMOND	106,518
100	BURNSWICK	106,889	412	HIGH POINT	117,450	780	ROBESON	438,937
110	BUNCOMBE	197,394	420	HALIFAX	174,586	790	ROCKINGHAM	43,951
111	ASHEVILLE	121,898	421	ROANOKE RAPIDS	31,830	791	EDEN	37,273
120	BURKE	111,924	422	WELDON	35,397	792	WESTERN ROCKINGH	37,720
130	CABARRUS	109,395	430	HARNETT	169,419	793	REIDSVILLE	46,266
132	KANNAPOLIS	46,745	440	HAYWOOD	100,316	800	ROWAN	143,692
140	CALDWELL	111,734	450	HENDERSON	75,549	810	RUTHERFORD	117,643
150	CAMDEN	12,695	451	HENDERSONVILLE	17,087	820	SAMPSON	118,268
160	CARTERET	84,096	460	HERTFORD	82,695	821	CLINTON	38,051
170	CASWELL	60,362	470	HOKE	76,189	830	SCOTLAND	95,639
180	CATAWBA	92,432	480	HYDE	23,520	840	STANLY	54,714
181	HICKORY	44,365	490	IREDELL	123,570	841	ALBEMARLE	21,407
182	NEWTON	25,178	491	MOORESVILLE	21,172	850	STOKES	65,029
190	CHATHAM	45,430	500	JACKSON	52,204	860	SURRY	79,614
200	CHEROKEE	58,676	510	JOHNSTON	180,377	861	ELKIN	7,782
210	CHOWAN	42,736	520	JONES	30,060	862	MOUNT AIRY	21,517
220	CLAY	16,870	530	LEE	83,329	870	SWAIN	36,208
230	CLEVELAND	93,774	540	LENOIR COUNTY	93,044	880	TRANSYLVANIA	39,224
231	KINGS MOUNTAIN	43,493	541	KINSTON	93,056	890	TYRRELL	12,564
232	SHELBY	43,124	550	LINCOLN	70,687	900	UNION	97,363
240	COLUMBUS	163,329	560	MACON	39,078	901	MONROE	48,934
241	WHITEVILLE	34,203	570	MADISON	47,902	910	VANCE	123,397
250	CRAVEN/NEW BERN	192,266	580	MARTIN	98,023	920	WAKE	485,046
260	CUMBERLAND	655,101	590	MCDOWELL	56,300	930	WARREN	74,206
270	CURRITUCK	29,288	600	MECKLENBURG	737,604	940	WASHINGTON CO.	49,659
280	DARE	20,157	610	MITCHELL	29,635	950	WATAUGA	54,513
290	DAVIDSON	130,522	620	MONTGOMERY	47,409	960	WAYNE	144,349
291	LEXINGTON	46,337	630	MOORE	109,570	962	GOLDSBORO	107,751
292	THOMASVILLE	36,963	640	NASH	196,281	970	WILKES	127,975
300	DAVIE	46,504	641	ROCKY MOUNT	53,630	980	WILSON CO.	210,768
310	DUPLIN	127,956	650	NEW HANOVER	238,737	990	YADKIN	55,079
320	DURHAM COUNTY	146,944	660	NORTHAMPTON	96,507	995	YANCY	44,425
321	DURHAM CITY	155,731	670	ONSLOW	212,172			
330	EDGECOMBE	121,097	680	ORANGE	51,239			
								13,184,676
								=====



NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES  
FORMULA DISTRIBUTION OF FUNDS  
1991-1992

COLLEGE	PELL GRANTS	% OF PELL GRANT	91-92 VO. ED. ALLOT
ALAMANCE CC	224	0.0157138	90,750
ANSON TC	0	0.0000000	0
ASHEVILLE-BUNCOMBE TC	282	0.0197825	114,247
BEAUFORT COUNTY CC	199	0.0139600	80,621
BLADEN TC	173	0.0121361	70,088
BLUE RIDGE TC	159	0.0111540	64,416
BRUNSWICK TC	0	0.0000000	0
CALDWELL CC & TI	280	0.0196422	113,437
CAPE FEAR TI	227	0.0159242	91,965
CARTERET TC	214	0.0150123	86,699
CATAWBA VALLEY TC	173	0.0121361	70,088
CENTRAL CAROLINA TC	308	0.0216065	124,781
CENTRAL PIEDMONT CC	587	0.0411785	237,813
CLEVELAND TC	0	0.0000000	0
COASTAL CAROLINA CC	408	0.0286215	165,294
COLLEGE OF ALBEMARLE	278	0.0195019	112,627
CRAVEN CC	255	0.0178885	103,309
DAVIDSON COUNTY CC	236	0.0165556	95,611
DURHAM TI	388	0.0272185	157,191
EDGEcombe TC	439	0.0307962	177,853
FAYETTEVILLE TI	815	0.0571729	330,183
FORSYTH TI	437	0.0306559	177,043
GASTON COLLEGE	184	0.0129078	74,545
GUILFORD TCC	355	0.0249035	143,822
HALIFAX CC	283	0.0198527	114,653
HAYWOOD TC	173	0.0121361	70,088
ISOTHERMAL CC	194	0.0136093	78,596
JAMES SPRUNT TC	147	0.0103122	59,555
JOHNSTON TC	231	0.0162048	93,585
LENOIR CC	366	0.0256752	148,279
MARTIN CC	138	0.0096808	55,908
MAYLAND TC	222	0.0155735	89,940
MCDOWELL TC	186	0.0130481	75,355
MITCHELL CC	0	0.0000000	0
MONTGOMERY TC	0	0.0000000	0
NASH TC	170	0.0119256	68,872
PAMLICO TC	0	0.0000000	0
PIEDMONT TC	0	0.0000000	0
PITT CC	399	0.0279902	161,648
RANDOLPH TC	149	0.0104525	60,365
RICHMOND TC	237	0.0166257	96,016
ROANOKE-CHOWAN TC	338	0.0237110	136,935
ROBESON TC	292	0.0204840	118,299
ROCKINGHAM CC	188	0.0131884	76,165
ROWAN TC	236	0.0165556	95,611
SAMPSON TC	208	0.0145914	84,268
SANDHILLS CC	312	0.0218871	126,402
SOUTHEASTERN CC	304	0.0213259	123,161
SOUTHWESTERN TC	268	0.0188004	108,575
STANLY TC	202	0.0141705	81,837
SURRY CC	341	0.0239214	138,150
TRI-COUNTY CC	171	0.0119958	69,278
VANCE-GRANVILLE CC	373	0.0261663	151,115
WAKE TC	281	0.0197124	113,842
WAYNE CC	351	0.0246229	142,201
WESTERN PIEDMONT CC	311	0.0218169	125,996
WILKES CC	225	0.0157839	91,155
WILSON COUNTY TI	338	0.0237110	136,936
TOTAL	14255	1.0000001	5,775,169





## CORRECTIONS EDUCATION AGREEMENT

Whereas, the State Board of Community Colleges/Department of Community Colleges (SBCC/DCC) has been designated the State Agency for Corrections Education to administer vocational education programs for adult criminal offenders in correctional institutions in this state; and

Whereas, the SBCC/DCC and the Department of Correction (DOC) have reached a common understanding concerning the division of responsibilities for provision of corrections education in this state.

Now, therefore, SBCC/DCC and DOC hereby enter into the following agreement for providing corrections education in this state.

### AGREEMENT

SBCC/DCC shall ensure compliance with all applicable requirements and regulations under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in the provision of corrections education.

SBCC/DCC shall, within the availability of funds, provide appropriate instructional personnel.

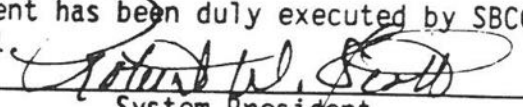
DOC shall provide, within the availability of funds, appropriate educational facilities including classrooms, utilities, and janitorial services and supplies.

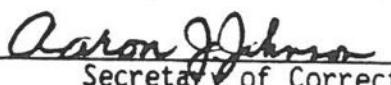
DOC and SBCC/DCC have jointly developed a process to select programs to receive criminal offenders funds available under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

The process for allocating these funds consists of the following elements:

- (A) A request for proposals based on the following priorities:
  - (1) New programs required as a result of DOC's construction of new facilities;
  - (2) New programs in existing facilities; and
  - (3) Upgrading existing programs.
- (B) The SBCC/DCC and DOC's interagency committee will recommend its final project selections to the System President for review. The System President will make final recommendations to the State Board of Community Colleges for approval subject to the availability of federal funds.

IN WITNESS WHEREOF, this agreement has been duly executed by SBCC/DCC and DOC this 28<sup>th</sup> day of February, 1991.

  
System President

  
Secretary of Corrections



COMPLETE DOCUMENT AVAILABLE UPON REQUEST  
THREE-YEAR LOCAL VOCATIONAL EDUCATION PLAN

AND

ANNUAL APPLICATION

FY 1992 - FY 1994

\_\_\_\_\_  
Local Educational Agency \_\_\_\_\_  
Number \_\_\_\_\_

Submitted by: \_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Street Address or P. O. Box Number

\_\_\_\_\_  
City \_\_\_\_\_  
Zip Code \_\_\_\_\_

Prepared by: \_\_\_\_\_  
Director of Vocational Education

This document meets Federal and State requirements for the three-year plan and the FY 92 annual application.

\* \* \* \* \*

PARTS OF LOCAL PLAN AND DUE DATES

- PART I. Statement of Assurances, Certifications and  
Improvement Plan: FY 1992 - FY 1994 . . . . .Due May 31, 1991
- PARTS II. Annual Application, FY 1992 . . . . .Due May 31, 1991
- III. & IV.

**THREE YEAR LOCAL APPLICATION (PLAN)  
FOR  
FEDERAL VOCATIONAL AND APPLIED  
TECHNOLOGY EDUCATION FUNDING**

**FISCAL YEARS 1992-1994**



**INSTITUTION:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREPARED BY:** \_\_\_\_\_

DCC 1-13  
Revised 4/91



**FY 1991-92**

**REQUEST FOR PROPOSALS  
FOR  
SINGLE PARENTS, DISPLACED HOMEMAKERS  
AND SINGLE PREGNANT WOMEN PROGRAMS**

**PROPOSAL DEADLINE  
FEBRUARY 28, 1991**

**NOVEMBER 1990**

**ISSUED BY  
PLANNING AND SUPPORT SERVICES SECTION  
DIVISION OF VOCATIONAL EDUCATION SERVICES  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA 27603-1712**

**BOB ETHERIDGE**

**STATE SUPERINTENDENT**





## DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

200 W. JONES STREET  
RALEIGH, NC 27603-1337

ROBERT W. SCOTT

System President

919-733-7051

February 22, 1991

## MEMORANDUM

TO: Presidents

FROM: Doris Jacobs *Doris*

SUBJECT: Guidelines for Single Parent/Displaced Homemaker Proposals 91-92

Attached are guidelines for writing single parent/displaced homemaker proposals for fiscal year 1991-92. As you may recall, this project has as its source the Carl D. Perkins Vocational and Applied Technology Education Act.

The single parent funds are no longer permitted by federal legislation to be allocated to institutions on a formula basis. The state office is instead required to distribute funds on the basis of competitive proposals. We are therefore requesting proposals for the following program priorities:

- 1) proposals for child care to assist eligible students;
- 2) supplemental proposals to assist students with any combination of the following services: child care, transportation, tuition, fees, books, and instructional materials.

We do not know at this point what the Department of Community College's share of the funding will be for the coming fiscal year. If we get what we requested we will fund approximately 25 institutions with the child care grant. Any institution may request for a child care grant any amount up to \$40,000, regardless of the number of years an institution has participated in our former grant program. You should, however, take into consideration that of the child care grant a maximum of \$8,000 may be used for salaries to coordinate the grant (this applies only to subsidy programs; on-campus facilities are not limited in salary funds; see page 3 of the guidelines).

As for the supplemental grant we hope to fund approximately 30 institutions. An institution may request supplemental single parent funds up to \$15,000. No salary money may be requested from this grant, however.

Any reduction in funds to the Department of Community Colleges will result in a like lowering of awards. Final budgets are subject to negotiation between the Department and the institution.

CC-91-53





**FY 1991-92**

**REQUEST FOR PROPOSALS  
FOR  
SEX EQUITY PROGRAMS**

**PROPOSAL DEADLINE  
FEBRUARY 28, 1991**

**NOVEMBER 1990**

**ISSUED BY  
PLANNING AND SUPPORT SERVICES SECTION  
DIVISION OF VOCATIONAL EDUCATION SERVICES  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NC 27603-1712**

**BOB ETHERIDGE**

**STATE SUPERINTENDENT**





DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

200 W. JONES STREET

RALEIGH, NC 27603-1337

ROBERT W. SCOTT

System President

January 25, 1991

919-733-7051

MEMORANDUM

TO: Presidents  
Community College System

FROM: Sanford C. Shugart  
Vice President for Programs

SUBJECT: Guidelines for Sex Equity Proposals for FY 1991-92

Attached are guidelines for writing sex equity proposals for fiscal year 1991-92. As you may recall, this project has as its source the Carl D. Perkins Federal Vocational and Applied Technology Education Act.

Proposals are due in the offices of the Department of Community Colleges by March 20, 1991. Please address your proposals to Doris Jacobs, Department of Community Colleges at the above address. If you or your staff have questions concerning the program or the development of a proposal, please contact Doris at (919) 733 7051 (Ext. 448).

We anticipate funding will be \$256,000 for the coming year. This is considerably less than last year's money. If this figure holds, it is unlikely that we will be able to add new projects to the program unless some present projects drop out or unless considerable money is reverted at the end of the fiscal year. You are welcome to contact the vocational education office to see if the outlook changes.

Successful proposals will be submitted to the State Board of Community Colleges in June for their approval; a start-up date of July 1, 1991 is anticipated. As always, grants that are approved will be subject to the availability of funds to the state.

Attachment

cc: J. W. Eades  
William R. Pursell  
Alice Smith

CC-91-24





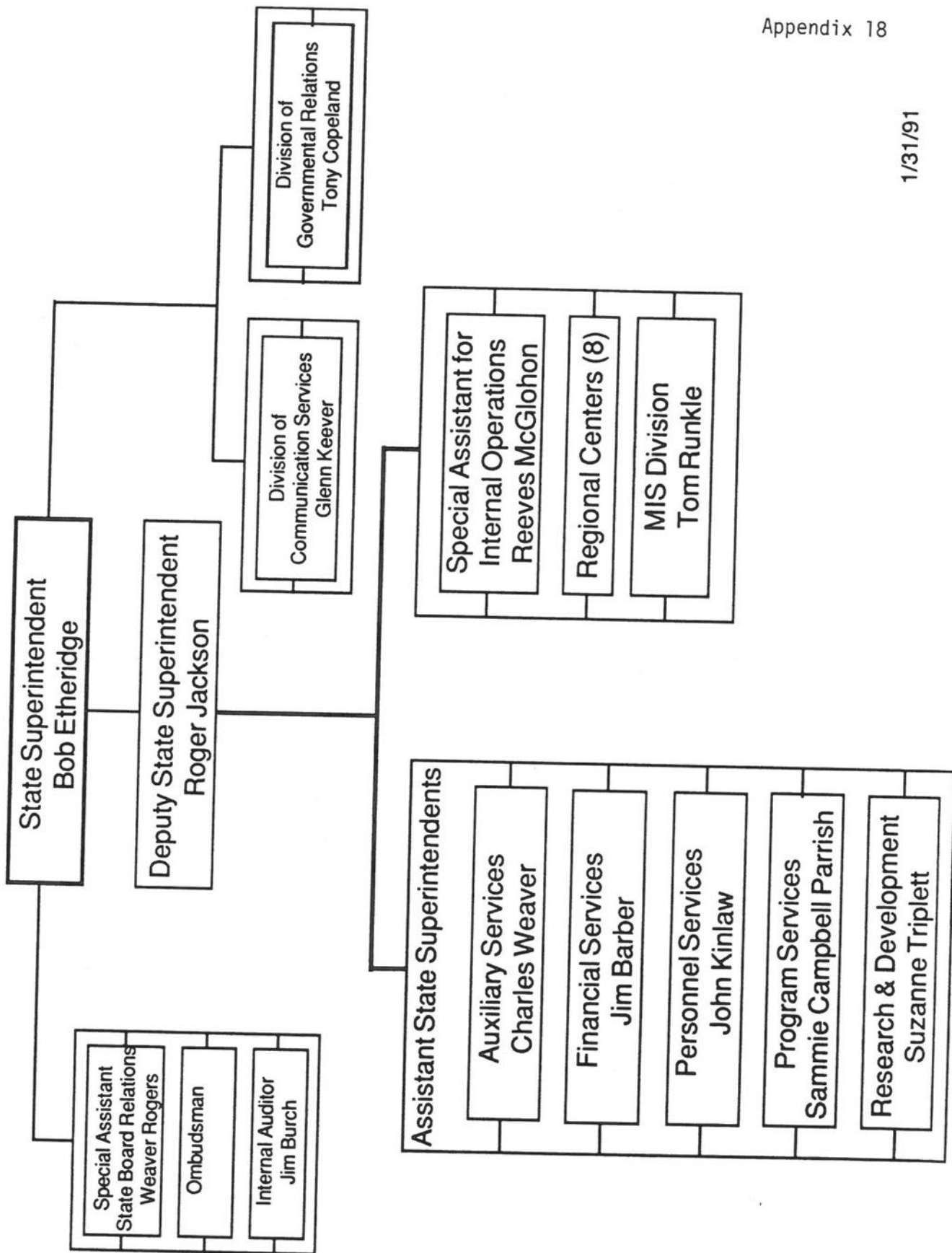
**1991-92**  
**REQUEST FOR PROPOSALS**  
**FOR**  
**VOCATIONAL EDUCATION PROGRAMS FOR**  
**CRIMINAL OFFENDERS**



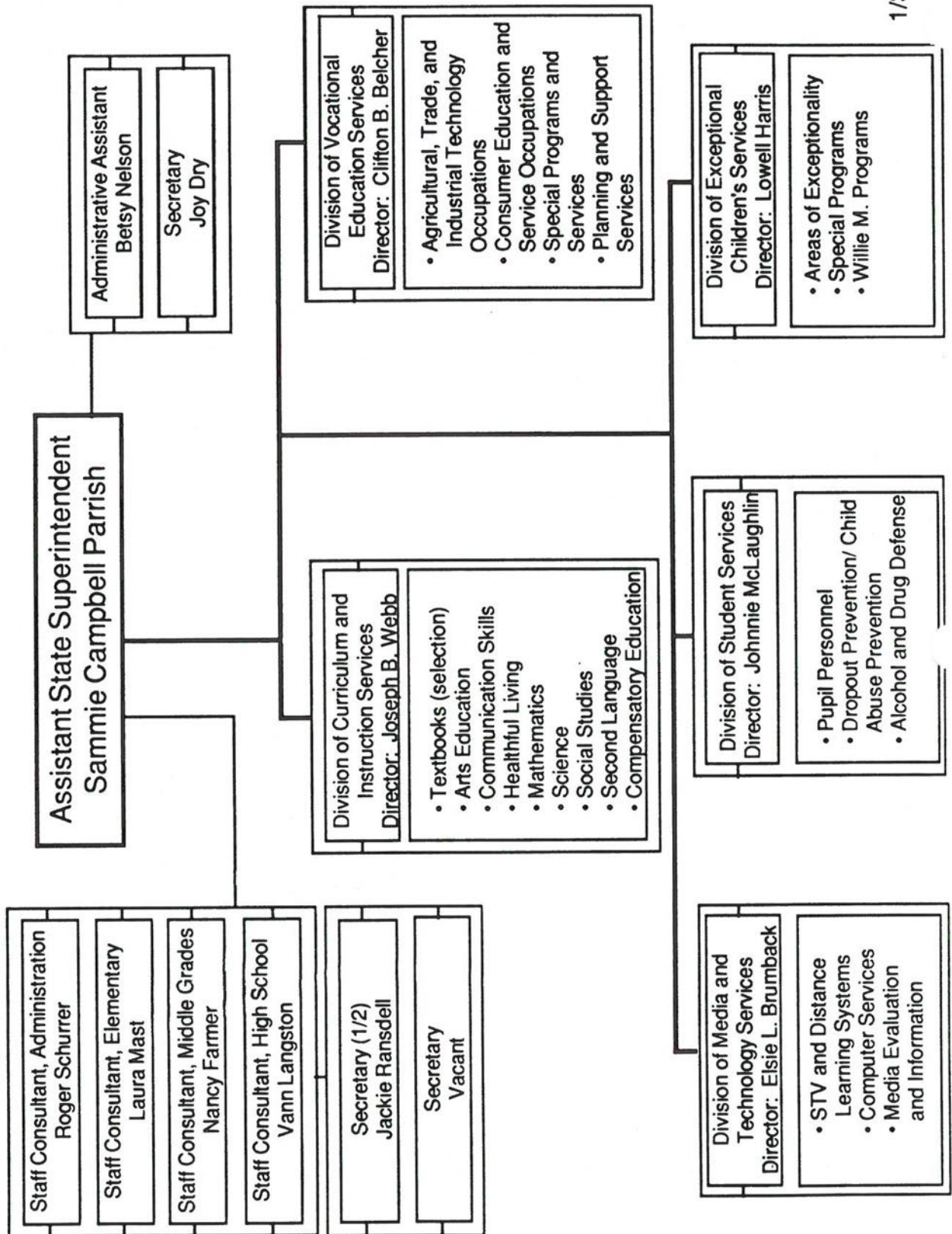
**N.C. DEPARTMENT OF COMMUNITY COLLEGES**  
**200 W. JONES STREET**  
**RALEIGH, NC 27603-1337**



# N. C. DEPARTMENT OF PUBLIC INSTRUCTION



# PROGRAM SERVICES



1/31/91



# DIVISION OF VOCATIONAL EDUCATION SERVICES

## STATE DIRECTOR

Clifton B. Belcher, 18500S

Linda Winstead, Executive Sec., 18540S

A. L. Carson, Staff Consultant, 18984F  
Vacant, Sec., 18993F  
Fay Joyner, Technician, 18985F

## Agricultural, Trade and Industrial Technology Occupations

**Robert A. Mullen, Chief Cons. 18700S**  
Frankie Marlowe, Sec. 18802S

### Agricultural Education

Charles Keels, Consultant 18718S  
K. C. Beavers, Consultant 18734S  
Doug Powell, Consultant, 18776S  
Marie Byrd, Sec. 18800S  
Yvonne Phillips, Sec. 18656S

### Technology Education

Tom Shown, Consultant 18738S  
Deborah Shumate, Cons. 18983F  
Patricia Simpson, Sec. 18910F

### Trade & Industrial Education

Ken Thigpen, Consultant 18712S  
Pam Bello, Consultant 18905F  
Chris Pake, Consultant 18915F  
Sam Weeks, Consultant 18760S  
Janet Vaughn, Sec. 18994F  
Priscilla Weber, Sec. 18678S

## Consumer Education and Service Occupations

**June S. Atkinson, Chief Cons. 18980F**  
Cindy Warren, Sec. 18834S

### Business Education

Jim Taylor, Consultant 18720S  
Julie Johnson, Consultant 18782S  
Vacant, Consultant 18764S  
Pam Height, Sec. 18852S  
Joan Jones, Sec. 18850S  
Vacant, Sec. (1/2) 18680S

### Health Occupations Education

Nancy Raynor, Consultant 18724S  
Kim Smith, Consultant 18732S  
Jackie Griffin, Sec. 18842S

### Home Economics Education

Rebecca Payne, Consultant 18612S  
Melinda Lassiter, Consultant 18740S  
Phyllis West, Consultant 18906F  
Augusta White, Consultant 18748S  
Dorothy Britt, Sec. 18854S  
Jeanie Penland, Sec. 18838S  
Vacant, Sec. (1/2) 18912F

### Marketing Education

Horace Robertson, Consultant 18714S  
Dan Greaven, Consultant 18784S  
Isabel Mayo, Consultant 18770S  
Pam Bilbro, Sec. 18987F  
Marion Norfleet, Sec. 18822S

## Special Programs and Services

**Donald Brannon, Chief Cons. 18982F**  
Lynn Coats, Sec. 18550S

### Disadvantaged/Handicapped Programs

Pamela Davis, Consultant 18986F  
Linda Flowers, Sec. 18940F

### Industry-Education Coordination Programs

Lorraine Davis, Consultant 18899F  
Teresa Mathews, Sec. 18672S

### JTPA Programs

Frances McIoti, Consultant 12655F  
Vacant, Consultant 12604F  
Linda Rogers, Sec. 12610F

### Program Improvement

Loretta Martin, Consultant 18930F  
Meg Murphy, Consultant 18925F  
Rhonda Wooldridge, Consultant 18970F  
Janice Hinton, Sec. 18552S  
Elizabeth Keene, Technician 18652S  
Cherie Wiggs, Sec. 18992F

## Planning and Support Services

**Ken Smith, Chief Consultant 18600S**  
Judy Evans, Sec. 18654S

### Career Exploration/Articulation

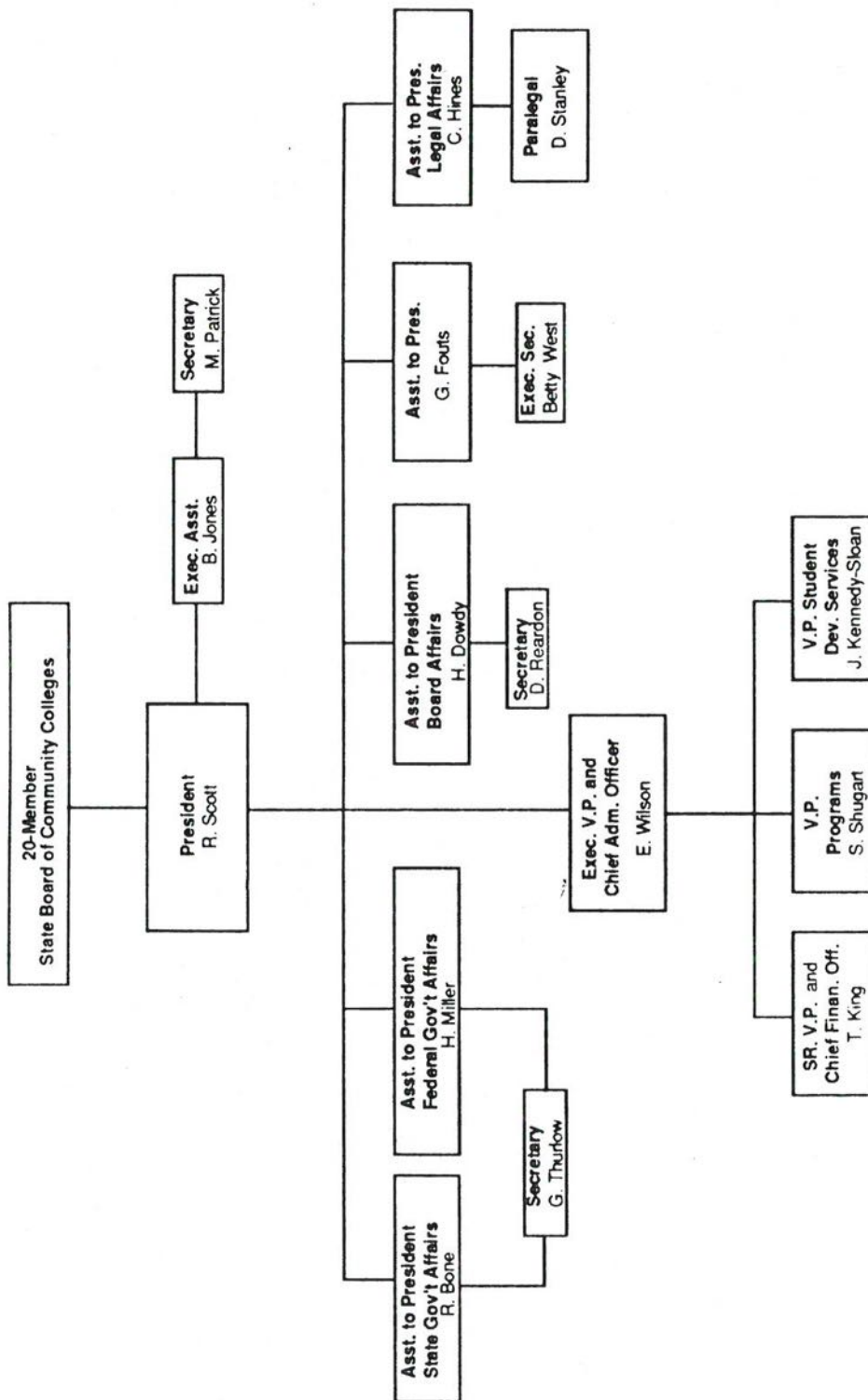
David Edwards, Consultant 18750S  
Walter Brown, Consultant 18730S  
Sandi Johns, Sec. 18650S

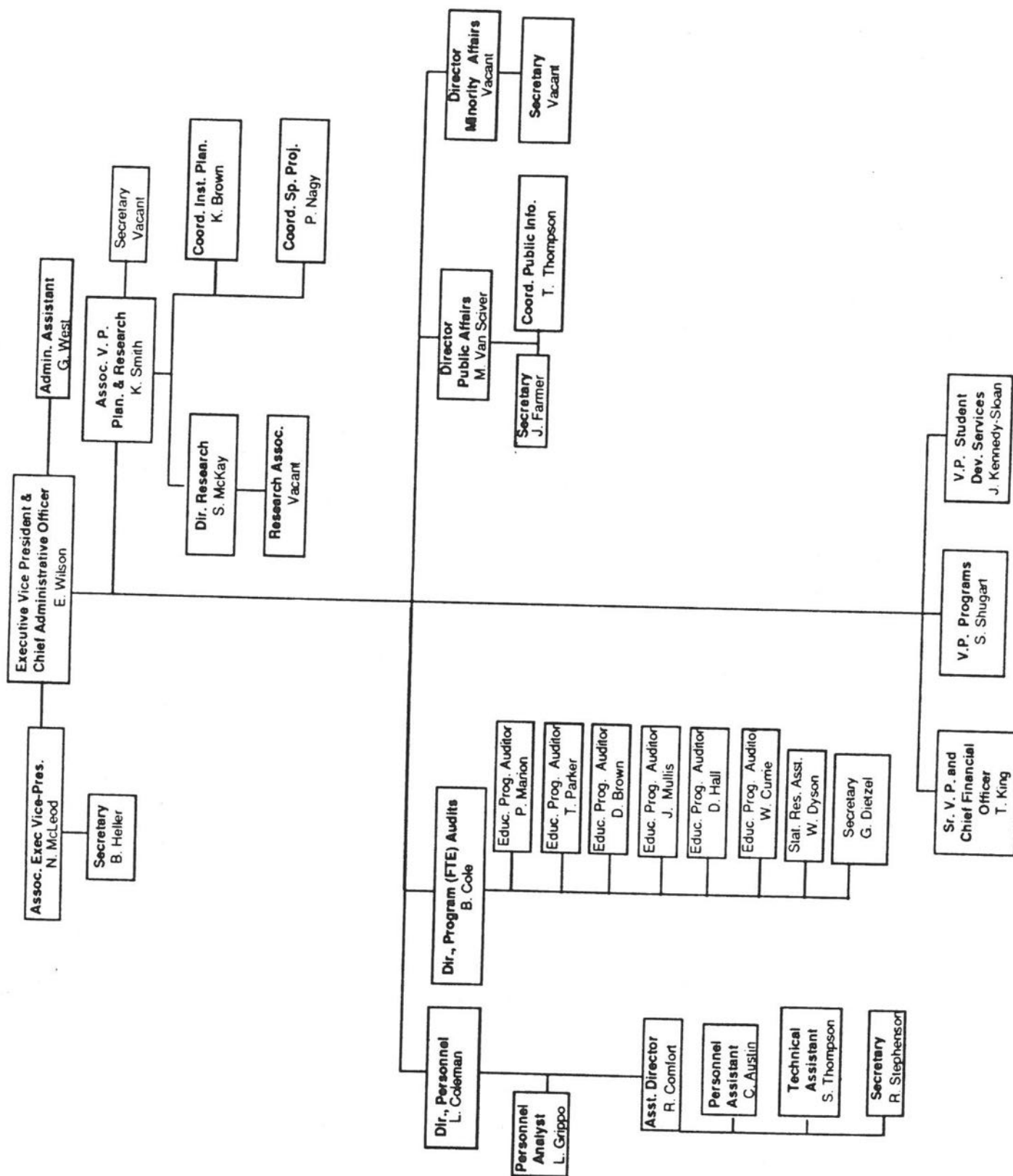
### Sex Equity/Civil Rights

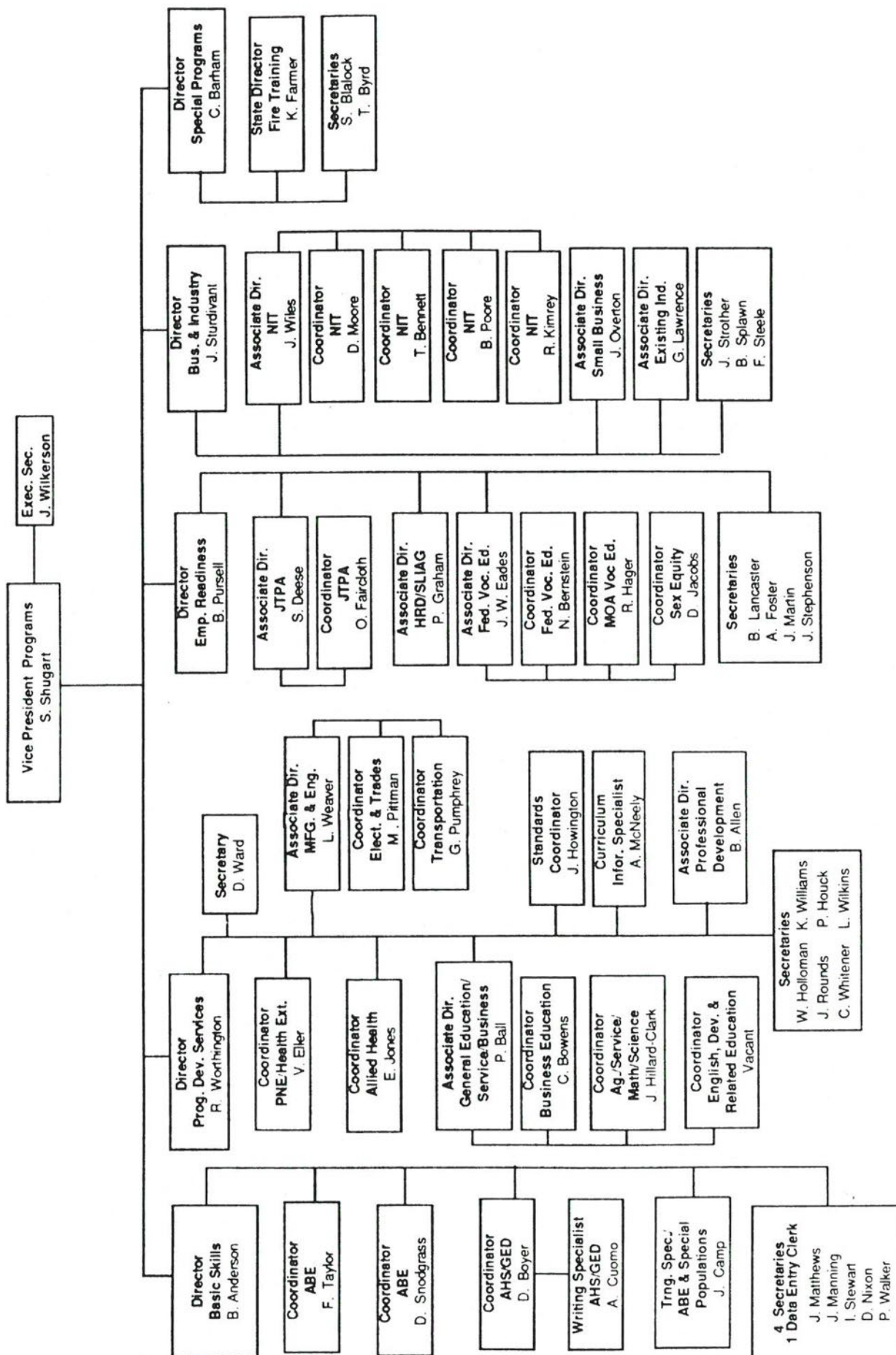
Macy McRae, Consultant 18988F  
Bonnie Benton, Sec. (1/2) 18989F

### State/Local Planning

Vacant, Consultant 18907F  
Bonnie Benton, Sec. (1/2) 18975F







## STATE PROFILE

Data	Secondary	Postsecondary (2-year Comm. Col. Tech Inst.)
# School districts in state	134	
# School districts offering vo-tech programs	134	
# College campuses offering vo-tech programs		58
<u>JOB TRAINING</u> (1989-90)		
# Students in job training programs	159,491	65,244
# Male students in job training programs	85,108	26,750
# Female students in job training programs	74,383	38,494
# Handicapped students in job training programs	8,230	9,242
# Disadvantaged students in job training programs	35,232	59,876
<u>Ethnic</u>		
# Black students in job training programs	46,524	11,744
# Hispanic students in job training programs	660	
# Asian students in job training programs	1,124	
# Native Amer. students in job training programs	2,997	652
# White students in job training programs	108,186	51,543
# Other students in job training programs	0	1,305
<u>FOLLOW-UP</u> (88-89 graduates)		
# Students completing job training programs	25,116	Not Available
# Students entering labor force	16,577	
# Students employed related to training	10,444	
# Students unemployed	1,005	
# Students pursuing further education	12,056	
# Students in related education	8,921	
# Students in unrelated education	3,135	
# Students entering military	1,507	
<u>NON-JOB TRAINING</u>		
<u>Consumer Homemaking</u> (89-90)		
# Students served	30,600	Not Applicable
# Male students served	7,461	
# Female students served	23,139	
# Handicapped students served	2,454	
# Disadvantaged students served	9,299	



	Secondary	Postsecondary (2-year Comm. Col. Tech Inst.)
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### Ethnic

# Black students served	13,843	Not
# Hispanic students served	134	Applicable
# Asian students served	148	
# Native American students served	711	
# White students served	15,764	

### SPECIAL NEEDS (89-90)

# Students served	55,604	96,204
# Handicapped students served	10,684	9,242
# Disadvantaged students served	44,531	59,876
# LEP students served	389	3,674
# Displaced homemakers		23,412

### EXPENDITURES (89-90)

Amount spent on vo-tech annually		
federal money	17,366,908	8,682,152
state money	175,260,493	187,877,211
local money	2,029,636	0

### VSO's

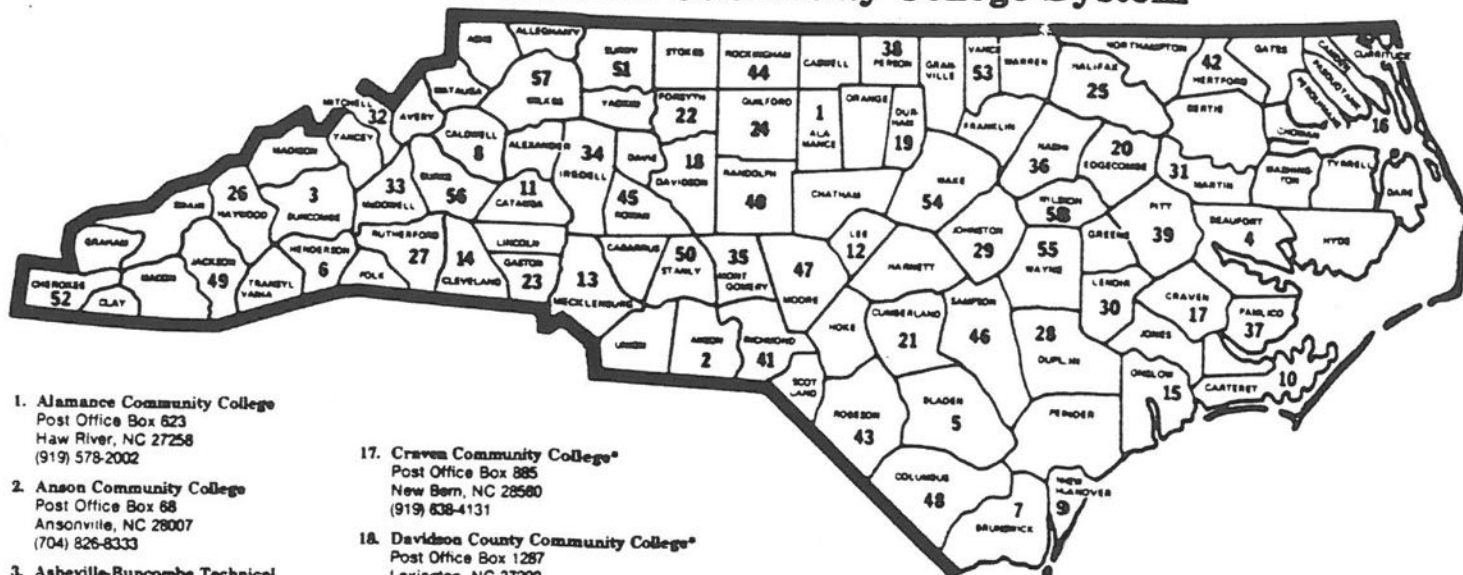
Active VSO's/# members	
DECA	10,371
FBLA	15,033
FFA	14,177
FHA	14,093
HOSA	5,056
VICA	10,660
CECNC	7,200
TSA	1,450

### LINKAGE PROGRAMS

The following linkage programs are available in public schools and/or community college institutions.

Tech Prep	Customized Training
Cooperative Education	Incubator Programs
Apprenticeship	JTPA
JOBS	Mentoring

# The North Carolina Community College System



1. Alamance Community College  
Post Office Box 823  
Haw River, NC 27258  
(919) 578-2002
2. Anson Community College  
Post Office Box 68  
Ansonville, NC 28007  
(704) 826-8333
3. Asheville-Buncombe Technical Community College\*  
340 Victoria Road  
Asheville, NC 28801  
(704) 254-1921
4. Beaufort County Community College\*  
Post Office Box 1069  
Washington, NC 27889  
(919) 946-6194
5. Bladen Community College  
Post Office Box 266  
Dublin, NC 28332  
(919) 862-2164
6. Blue Ridge Community College\*  
Flat Rock, NC 28731  
(704) 692-3572
7. Brunswick Community College  
Post Office Box 30  
Supply, NC 28452  
(919) 754-6900
8. Caldwell Community College and Technical Institute\*  
1000 Hickory Boulevard  
Hudson, NC 28638  
(704) 726-2200
9. Cape Fear Community College  
411 N. Front Street  
Wilmington, NC 28401  
(919) 343-0481
10. Carteret Community College  
3505 Arendell Street  
Morehead City, NC 28557  
(919) 247-6000
11. Catawba Valley Community College\*  
Route 3, Box 283  
Hickory, NC 28602  
(704) 327-7000
12. Central Carolina Community College  
1105 Kelly Drive  
Sanford, NC 27330  
(919) 775-5401
13. Central Piedmont Community College\*  
Post Office Box 35009  
Charlotte, NC 28235  
(704) 342-6633
14. Cleveland Community College\*  
137 S. Post Road  
Shelby, NC 28150  
(704) 484-4000
15. Coastal Carolina Community College\*  
444 Western Boulevard  
Jacksonville, NC 28548  
(919) 455-1221
16. College of The Albemarle\*  
Post Office Box 2327  
Elizabeth City, NC 27909  
(919) 335-0821
17. Craven Community College\*  
Post Office Box 885  
New Bern, NC 28580  
(919) 638-4131
18. Davidson County Community College\*  
Post Office Box 1287  
Lexington, NC 27292  
(704) 249-8186
19. Durham Technical Community College\*  
Post Office Drawer 11307  
Durham, NC 27703  
(919) 598-9222
20. Edgecombe Community College\*  
2009 W. Wilson Street  
Tarboro, NC 27886  
(919) 823-5166
21. Fayetteville Technical Community College  
Post Office Box 35236  
Fayetteville, NC 28303  
(919) 323-1961
22. Forsyth Technical Community College\*  
2100 Silas Creek Parkway  
Winston-Salem, NC 27103-5197  
(919) 723-0371
23. Gaston College\*  
201 Highway 321 South  
Dallas, NC 28034-1499  
(704) 322-6200
24. Guilford Technical Community College\*  
Post Office Box 309  
Jamestown, NC 27282  
(919) 334-4822
25. Halifax Community College\*  
Post Office Drawer 809  
Weidon, NC 27890  
(919) 536-2551
26. Haywood Community College  
Friedlander Drive  
Clyde, NC 28721  
(704) 627-2821
27. Isothermal Community College\*  
Post Office Box 804  
Spindale, NC 28180  
(704) 286-3636
28. James Sprunt Community College\*  
Post Office Box 398  
Kenansville, NC 28349-0398  
(919) 298-1341
29. Johnston Community College  
Post Office Box 2350  
Smithfield, NC 27577  
(919) 934-3051
30. Lenoir Community College\*  
Post Office Box 168  
Kinston, NC 28501  
(919) 527-6223
31. Martin Community College\*  
Kehukas Park Road  
Williamston, NC 27892  
(919) 792-1521
32. Mayland Community College  
Post Office Box 547  
Spruce Pine, NC 28777  
(704) 765-7351
33. McDowell Technical Community College  
Route 1, Box 170  
Marion, NC 28752  
(704) 652-6021
34. Mitchell Community College\*  
West Broad Street  
Statesville, NC 28677  
(704) 878-3200
35. Montgomery Community College  
Post Office Box 787  
Troy, NC 27371  
(919) 572-3691
36. Nash Community College\*  
Old Carriage Road  
Post Office Box 7488  
Rocky Mount, NC 27804-7488  
(919) 443-4011
37. Pamlico Community College  
Highway 306 South  
Grantsboro, NC 28529  
(919) 249-1851
38. Piedmont Community College  
Post Office Box 1197  
Roxboro, NC 27573  
(919) 599-1181
39. Pitt Community College\*  
Post Office Drawer 7007  
Greenville, NC 27834  
(919) 355-4200
40. Randolph Community College  
Post Office Box 1009  
Asheboro, NC 27204-1009  
(919) 629-1471
41. Richmond Community College\*  
Post Office Box 1189  
Hamlet, NC 28345  
(919) 582-1980
42. Roanoke-Chowan Community College  
Route 2, Box 46-A  
Ahoskie, NC 27910  
(919) 332-5921
43. Robeson Community College  
Post Office Box 1420  
Lumberton, NC 28359  
(919) 738-7101
44. Rockingham Community College\*  
Wentworth, NC 27375  
(919) 342-4261
45. Rowan-Cabarrus Community College  
Post Office Box 1595  
Salisbury, NC 28144  
(704) 637-0760
46. Sampson Community College  
Post Office Drawer 318  
Clinton, NC 28328  
(919) 592-8081
47. Sandhills Community College\*  
2200 Airport Road  
Pinehurst, NC 28374  
(919) 692-8185
48. Southeastern Community College\*  
Post Office Box 151  
Whiteville, NC 28472  
(919) 642-7141
49. Southwestern Community College  
275 Webster Road  
Sylvia, NC 28779  
(704) 586-4091
50. Stanly Community College  
Route 4, Box 55  
Albemarle, NC 28001  
(704) 982-0121
51. Surry Community College\*  
Post Office Box 304  
Dobson, NC 27017  
(919) 386-8121
52. Tri-County Community College\*  
Post Office Box 40  
Murphy, NC 28906  
(704) 837-6810
53. Vance-Granville Community College\*  
Post Office Box 917  
Henderson, NC 27536  
(919) 492-2061
54. Wake Technical Community College  
9101 Fayetteville Road  
Raleigh, NC 27603  
(919) 772-0551
55. Wayne Community College\*  
Caiter Box 8002  
Goldsboro, NC 27533-8002  
(919) 735-5151
56. Western Piedmont Community College\*  
1001 Burkemont Avenue  
Morganton, NC 28655  
(704) 438-6000
57. Wilkes Community College\*  
Post Office Box 120  
Wilkesboro, NC 28697  
(919) 667-7136
58. Wilson Technical Community College  
Post Office Box 4305 - Woodard Station  
Wilson, NC 27893  
(919) 291-1195

\*Offers College Transfer Curriculum Program

N.C. Department of Community Colleges  
Robert W. Scott, System President  
(919) 733-7051



Caswell Building, 200 W. Jones Street  
Raleigh, N.C. 27603-1337  
FAX (919) 733-0680

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER



1991-92

REQUEST FOR PROPOSALS  
FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS  
BY COMMUNITY-BASED ORGANIZATIONS

SPECIAL PROGRAMS AND SERVICES  
DIVISION OF VOCATIONAL EDUCATION SERVICES  
DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA

October, 1990





1991 - 1992  
REQUEST FOR PROPOSALS  
FOR  
CONSUMER AND HOMEMAKING  
EDUCATION GRANTS

TITLE III, PART B  
CARL D. PERKINS  
VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT  
AMENDMENTS OF 1990

ISSUED BY  
DIVISION OF VOCATIONAL EDUCATION SERVICES  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA 27603-1712

BOB ETHERIDGE, STATE SUPERINTENDENT



**1991- 92**  
**REQUEST FOR PROPOSALS**  
**FOR**  
**TECH PREP**  
**PLANNING/IMPLEMENTATION GRANTS**



**ISSUED BY**  
**DIVISION OF VOCATIONAL EDUCATION SERVICES**  
**116 WEST EDENTON STREET**  
**RALEIGH, NC 27603-1712**

Bob Etheridge

State Superintendent



## BIBLIOGRAPHY

**The Carl D. Perkins Vocational and Applied Technology Education Act, Public Law 101-392.** 101st Congress.

**Public School Laws of North Carolina**, Chapter 115C, Elementary and Secondary Education, Article 10, Vocational Education. Issued by the State Board of Education, Raleigh, North Carolina 27603-1712.

**Education Study Commission Report to the 1991 General Assembly of North Carolina.** (Established by Part V of Chapter 801, 1989 Session Laws)

**AVA Guide to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.** American Vocational Association, 1410 King Street, Alexandria, Virginia 22314.

**The Skills Crisis in the Workplace, A Strategic Response for Economic Development, the Report of the Governor's Commission on Workforce Preparedness.** November 1990. Issued by The Governor's Commission on Workforce Preparedness.

**Statewide Results of Taking Stock**, (an initial assessment for planning to implement the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990) January and February 1991. Issued by the Division of Vocational Education Services, North Carolina Department of Public Instruction, Raleigh, North Carolina 17603-1712.

**Gaining the Competitive Edge, The Challenge to North Carolina's Community Colleges, Report of the Commission on the Future of the North Carolina Community College System, February 1989.** Issued by MDC, Inc., Chapel Hill, North Carolina.

**North Carolina Basic Education Plan** (1985). Issued by the North Carolina State Board of Education, Department of Public Instruction, Raleigh, North Carolina 17603-1712.

**North Carolina Vocational Education Performance Report, Program Year 1989-90.** North Carolina State Board of Education, North Carolina State Board of Community Colleges, Raleigh, North Carolina, 17603-1712.







STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

530 NORTH WILMINGTON STREET

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CHARLIE WIYGUL  
CHAIRMAN

E. MICHAEL LATTA  
EXECUTIVE DIRECTOR

May 22, 1991

MAY 28 1991

The Honorable Bobby Etheridge  
Superintendent  
State Department of Public Instruction  
Education Building  
Raleigh, NC 27603-1712

Dear Superintendent Etheridge:

We wish to report actions of the State Advisory Council on Vocational Education (The Council) regarding the required three-year Plan under the Carl D. Perkins Act of 1990. In early May, we received a draft copy of the North Carolina State Plan for Vocational and Applied Technology Education, July 1, 1991 - June 30, 1994 (The State Plan) for review and began our required actions to complete our part of this activity. Specific actions follow:

- A. The Council staff began an immediate page-by-page review.
- B. On May 8, 1991 we forwarded a copy of the State Plan to each Council member for their immediate reading.
- C. On May 16-17, 1991, the Council in regular session, heard specific reports on the State Plan from Dr. Cliff Belcher (DPI) and Mr. J. W. Eades (DCC).

Honorable Bobby Etheridge  
May 22, 1991  
Page 2

- D. After hearing these reports, reviewing the State Plan, and discussion, the Council adopted the attached statement to be included with the State Plan when it is submitted to the Secretary of Education.

Therefore, under the provision of Public Law 101-392, Section 112(e), the Council submits herewith ". . . a statement to the Secretary," verifying review and providing comments for the State Plan. We would be pleased if any comments or suggestions could be implemented even as the State Plan is being formulated. Our major concern is to provide assistance and enhancement of this important phase of delivery of Vocational Education programs under the cited law.

Sincerely,



Robert A. Robinson  
Executive Director (Acting)

RAR/me

Attachment

cc: Cliff Belcher ✓

**A STATEMENT BY THE  
NORTH CAROLINA COUNCIL ON VOCATIONAL EDUCATION:  
REVIEW AND COMMENTS ON  
THE STATE PLAN FOR VOCATIONAL EDUCATION,  
July 1, 1991 to June 30, 1994**

Pursuant to the provisions of Public Law 101-392, Section 112(e), "Each State Council may submit a statement to the (U.S.) Secretary (of Education) reviewing and commenting upon the State Plan. Such statement shall be sent to the Secretary with the State Plan."

What is required of the State of North Carolina and the State Council in regard to developing the State Plan for Vocational Education, hereinafter called the "State Plan"? According to P.L. 101-392, Sec. 113(a)(2)(A) this is required: "In formulating the State Plan ... the State Board shall meet with and utilize the State Council ...." **This is to certify that this requirement has been met.** Also, according to Sec. 112(d)(1) "During each State plan period ... each State council shall (1) meet with the State Board or its representatives to advise on the development of the ... State plan." **This is to certify that this requirement of federal law has been met.**

The review and comments on the State Plan to follow have been offered:

- (1) Without the benefit of the final rules and regulations related to the Act cited above which are to be promulgated by the U.S. Department of Education. Accordingly, the State Council reserves the right to make other comments once the regulations are in hand, and
- (2) The State Council has attempted to address the quality components of the State Plan with limited emphasis on the form of the State Plan.

The following are comments on the State Plan as a result of the State Council's review. The comments correspond to the paragraph number and page number of the State Plan.

- In section 2.09 (pages 13-14), the reference in the secondary description begins: "One primary use of these funds ..." and further in that description (p. 14) another paragraph begins: "A primary use of these funds ..." The State Council recommends that reference to the amounts of funds to be used for these "primary" purposes be identified by reference to Section 3.04 (beginning on page 32), as information of dollar amounts to be assigned each use would clarify the intent of priorities set in implementing the State Plan.



In reviewing Appendix 19, the State Profile, the State Council found it both useful and confusing. The State Profile gives a snapshot review of the volume of various populations served. Confusion exists when attempting to add up the number served. Moreover, aggregate numbers are not provided. Accordingly, the State Council recommends a matrix format that clearly identifies what the numbers mean.

The foregoing comments were adopted by the State Council on May 17, 1991.

A handwritten signature in cursive script that reads "Robert A. Robinson".

Robert A. Robinson  
Executive Director (Acting)  
May 22, 1991





State of North Carolina  
Department of Economic and Community Development

Division of Employment & Training  
111 Seaboard Avenue • Raleigh, North Carolina 27604

James G. Martin, Governor  
Estell C. Lee, Secretary

May 22, 1991

Joel C. New  
Director

MAY 22 1991

Dr. Clifton Belcher, Director  
Division of Vocational Education Services  
NC Department of Public Instruction  
116 West Edenton Street  
Education Building  
Raleigh, North Carolina 27603-1712

Dear Dr. Belcher:

In keeping with provisions of the Carl D. Perkins Vocational and Applied Technology Education Amendments Act of 1990, attached are the comments and recommendations of the North Carolina Job Training Council regarding the 1991-94 State Plan for Vocational Education. The Council adopted these comments at its May 16, 1991 meeting.

The Council recognizes the continuing fine working relationship between the Division of Employment and Training and the Division of Vocational Education. Please let us know how we may be of assistance during this challenging period of transition in vocational education.

Please contact Joel New at the Division of Employment and Training if you have questions about the Council's comments.

Sincerely,

A handwritten signature in dark ink that reads "Ron Davis KC".

Ronald H. Davis, Chairman  
North Carolina Job Training Council

RHD/KC/sb

Attachment

cc: Bob Etheridge  
Robert W. Scott  
Charlie Wiygul  
Andy Frazier



NORTH CAROLINA JOB TRAINING COUNCIL  
COMMENTS ON THE  
NORTH CAROLINA STATE PLAN FOR VOCATIONAL EDUCATION  
July 1, 1991 - June 30, 1994

The North Carolina Job Training Council recognizes the fast pace of vocational education legislative changes in the past 12 months and recognizes all the work required to prepare the State's first plan under the Carl D. Perkins Vocational and Applied Technology Education Amendments Act of 1990. Certainly this has been no easy task especially since the US Department of Education has not yet published implementing regulations. The Council recognizes that vocational education staff, along with input from the Vocational Education Planning and Coordinating Committee will continue to refine this plan between now and the June meeting of the State Board of Education.

The plan document remains in large part a compliance document. The Council supports efforts to make it more of a working document by providing guidance to LEAs and local community colleges. Whether established at the state or local level, the Council recommends that policies be developed in concert with the Governor's Goals and Objectives for Employment and Training Programs.

It is evident that it will take time to develop and implement many of the systems required by the new legislation. Council comments focus in large part on three areas; performance standards, labor market information and coordination. We found these issues to be a common thread in many provisions addressed by the plan.

Performance Standards

The Council is ready to assist and support vocational education in the development of performance standards. Clearly, the Division of Employment and Training has expertise and years of experience in the performance standards arena to share. We recognize that committees (including DET representation) have been formed and have met to begin discussing performance standards issues.

The Council recognizes that it will take time to develop meaningful performance standards and therefore requests further clarification at an appropriate time as to what actual standards have been established and how they will be implemented. In establishing performance standards, the Council recommends that consideration be given to including measures that are employment outcome orientated. Further, the Council feels strongly that all appropriate employment and training partners, including JOBS and JTPA should be included in these discussions so that the standards developed can be mutually beneficial to respective programs and individuals served.

#### Labor Market Data/Information

The secondary education portion of the plan relies heavily on the use of youth unemployment data for establishing measurement and evaluation goals. This data is cited in several sections of the plan: Developing Measurable Goals and Accounting Measures; Statewide System of Performance Standards/Local Modifications and; Assessing Segments of the State's Population with the Highest Unemployment Rates. The Council suggests that DPI examine more closely how these youth unemployment rates are determined and defined, to ensure that the methodology produces data which meets vocational education planning and evaluation needs and provides valid demographic comparisons.

The Council recognizes a greater importance given to job placement activities and to the role of business and industry under this new Act. Accordingly, the Council suggests that increased job placement efforts as has been suggested by the plan be complimented with continued efforts to build awareness and understanding of labor market information. The Council encourages vocational education to provide workshops and staff development activities on this important topic.

The Council encourages continued efforts to link with the business and industry community through the Private Industry Councils. The Council suggests that consideration be given to including PIC members, as appropriate, on various committees. The Council also points out that the Service Delivery Areas are required to conduct local needs analyses and maintain up-to-date listings of occupations in demand. These may be a helpful planning resource to both secondary and post-secondary vocational education.

#### Coordination

The plan includes a provision to make available to the Private Industry Councils (PICs) a listing of all programs assisted under the Act. In the past, this information has been provided on a statewide basis and as such, has not always been useful to the local PICs. The Council recommends that vocational education work with DET staff to determine a reasonable format that can provide meaningful information on a local basis.

The Council supports efforts to improve the quality of vocational education programs for members of special populations and challenges the employment and training community to work together to make programs more accessible to these individuals. Special efforts should be made to enhance retention in training and increase completion rates of mutual participants.