

**ACCOUNTABILITY REPORT
FOR
VOCATIONAL EDUCATION**

FISCAL YEAR 1982

STATE BOARD OF EDUCATION

RALEIGH, NORTH CAROLINA

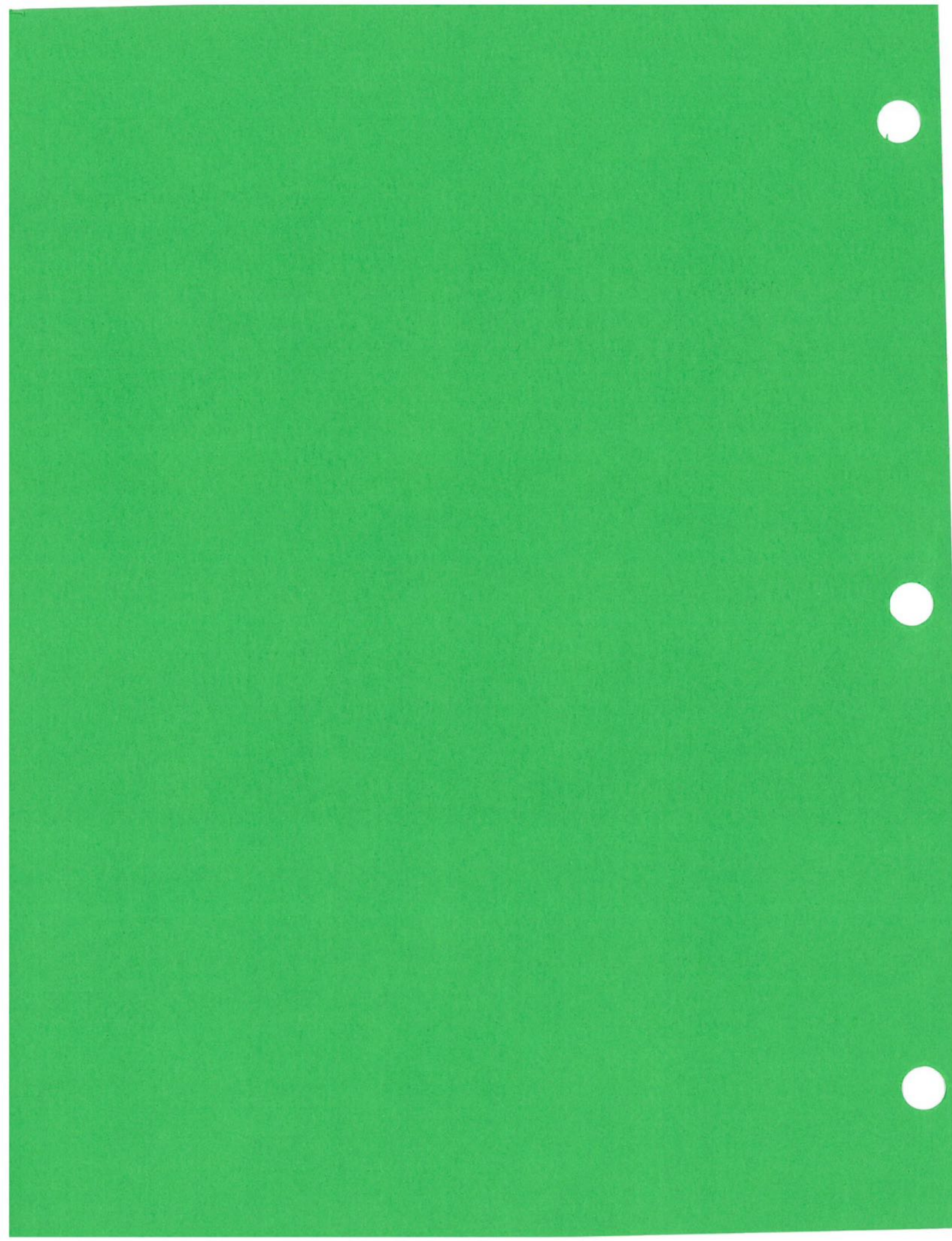


TABLE OF CONTENTS

LIST OF TABLES	<u>Page</u> ii
CERTIFICATIONS	iv
1. INTRODUCTION	1
2. COMPARISON OF GOALS AND ACCOMPLISHMENTS IN MEETING EMPLOYMENT NEEDS [FR 104.241 (a) (1), FR 104.142 (a) (2), FR 104.241 (b) (1) and FR 104.241 (a) (4) (iii)]	2
3. FUNDING BY PURPOSE	
3.1 Funding by Program (Purpose) Needs [FR 104.241 (a) (4)]	58
3.2 Funding by Minimum Percentage, Matching, and Maintenance of Effort Requirements [FR 104.241 (a) (3)]	58
3.2 Funding to Local Educational Institutions	58
4. EVALUATION	
4.1 Summary of Evaluation Programs - Secondary [FR 104.241 (b)]	117
4.2 Summary of Evaluation Programs - Postsecondary and Adult [FR 104.241 (b)]	136
5. RECOMMENDATIONS	
5.1 Consideration of Recommendations from the State Advisory Council [FR 104.241 (b) (2)]	146
5.2 Consideration of Other Recommendations, if appropriate	146
6. COORDINATION AND PARTICIPATION	
6.1 Results of Coordination Between Vocational Education and CETA	153
6.2 Results of Participation of Local Advisory Council	156

LIST OF TABLES

	<u>Page</u>
Table 1a: Enrollments and Completions by Program for FY1982.	4
Table 1b: Goals to Meet Employment Needs Funding By Program FY 1982.	24
Table 2a: Enrollment and Completers for FY 1982 - Deviations, Summary and Implications - Secondary	28
Table 2b: Enrollment and Completers for FY 1982 - Deviations, Summary and Implications - Postsecondary and Adult	40
Table 3: Enrollments in Consumer and Homemaking Programs for FY 1982.	55
Table 4a: Enrollments and Completions for Consumer and Homemaking Programs in FY 1982 - Deviations, Summary and Implications - Secondary.	56
Table 4b: Enrollments for FY 1982 - Deviations, Summary and Implications - Adult	57
Table 5: Funding by Purpose with Federal, State and Local Funds - Secondary Level - 1981-82.	59
Table 6: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments.	62
Table 7a: Projected and Actual Funding by Purpose FY 1982 - Post- secondary and Adult.	82
Table 7b: Deviations, Comments, Summary and Implications - Post- secondary and Adult.	83
Table 8: Projected and Actual Funding by Purpose - Summary for Postsecondary and Adult FY 1982.	84
Table 9: Funding by Purpose at the Postsecondary Level - Projected Benefits and Actual Accomplishments.	85
Table 10: State Summary of Funding by Purpose - Secondary, Post- Secondary and Adult - FY 1981-82	91
Table 11: State Maintenance of Effort.	92
Table 12: Summary of FY 1981 Unexpended Federal Funds Expended in FY 1982.	93
Table 13: Minimum Percentages of Basic Grant 1981-82	94

	<u>Page</u>
Table 14: State Board of Education Estimated Allotment for Months of Employment for 1981-82 for Subparts 2, 3, and 5 - Prepared on Latest Available Data - Secondary	95
Table 15: State Board of Education Estimated Allotments Based on Formulas for 1981-82 - Prepared on Latest Available Data - Secondary.	105
Table 16: Estimate of Allotment of Federal and Required Matching Funds by Purpose - Postsecondary - FY 1982.	115
Table 17: Allotment of Federal and Required Matching Funds by Purpose - Postsecondary - FY 1982	116
Table 18: Follow-Up Survey by Program Area and Overall Skill Development Areas	119
Table 19a: Program Review Results for Fiscal Year 1982 by Vocational Program Areas	126
Table 19b: Results of the FY 1982 Program Review	127
Table 19c: Priority Areas for Program Improvement based on Program Reviews	129
Table 20: Composition of local Vocational Advisory Councils	157
Table 21: Projected Statewide Advisory Council Activities	159

CERTIFICATION

All certifications required for the FY1982 Accountability Report are included in the Five Year State Plan for Vocational Education. Both the State Plan and the FY1982 Accountability Report are developed and submitted simultaneously; thus certifications included in the State Plan apply to the FY82 Accountability Report.

These certifications are:

Certificate of State Board - Adoption of Plan

Certificate of State Board

Non-Delegation of Responsibilities

Notification to Eligible Recipients to Establish
Advisory Councils

Representatives Required in Section 107 Were Afforded
Opportunity To Be Involved

Section 107 Representatives Met

Certificate of Consultants for Sex Equity

Certificate of the State Advisory Council

Certificate of Public Hearing

Certificate of Members of State Plan Group (Sec. 107)

Governor's Sign-Off (A-95)

Chapter One

INTRODUCTION

The purpose of the Accountability Report is to show the extent to which the State has achieved the goals and objectives included in the Annual State Plan for Vocational Education for FY1982. The Accountability Report is required by federal regulations.

The Accountability Report is divided into six chapters as follows:

- Chapter 1. An Introduction
- Chapter 2. A description of major differences between projected program enrollments and completions and actual enrollments and completions as set forth in the FY1982 State Plan by instructional program areas - on a program-by-program basis.
- Chapter 3. A description of projected activities, projected benefits, and actual accomplishments by funding category as set forth in the FY1982 State Plan by purpose of the Vocational Education Act. This chapter also includes information on maintenance of effort, formula allocations, and matching requirements.
- Chapter 4. A summary of evaluations conducted by the state and results accomplished.
- Chapter 5. A description of the consideration given each recommendation in the evaluation report of the State Advisory Council as well as consideration given to other recommendations.
- Chapter 6. A description of the composition and activities of the local advisory councils.

Some parts of the Accountability Report, where appropriate, are divided into three sections - one for secondary, one for postsecondary, and one for adult vocational education.

Chapter Two

COMPARISON OF GOALS AND ACCOMPLISHMENTS IN MEETING EMPLOYMENT NEEDS

Table 1 shows the degree to which the state has achieved goals of the State Plan for Vocational Education in 1982 pertaining to enrollment and completion. Table 1 of this report relates to Table 13 of the State Plan for 1982. Table 1 also shows the degree to which the state has achieved goals of the State Plan for Vocational Education of 1982 pertaining to expenditures.

Table 2 contains discussions of possible reasons for deviation from what was projected.

Tables 3 and 4 of this report relate to Table 14 of the State Plan for 1982; Tables 3 and 4 show the degree to which the state has achieved goals of the State Plan for Vocational Education of 1982 pertaining to consumer and homemaking needs.

General Discussion of Deviations at the Secondary Level

The projections shown in the FY1982 State Plan were derived primarily on the basis of 1978-79 enrollment and completion data. In essence the deviations appeared over a three-year period rather than one year as it might appear. The current system of data collection does not always supply as much data breakdown as may be needed for accurate projections; however, a new data collection system is being field tested with full implementation expected for FY1982. Also, the state agency does not control course offerings nor enrollments; because of the lack of state control, it is difficult to project enrollments and completions with accuracy.

Information on enrollments and completions in this report are based on data received from the Information Systems Division of the North Carolina Department of Public Instruction.

Because FY1982 enrollments and completions are compared to FY1979 projections, a significant deviation in Table 1 is considered to be a deviation of 50% or greater between FY1979 projections and actual FY1982 enrollments and completions. Additionally, deviations based on fewer than 30 students are not addressed since statewide implications would not be significant.

Some assumptions may be made in addition to the recognition of a lack of systematic approaches to projections.

One assumption is that vocational students are completing their elected program of vocational education as a result of greater awareness of their career goals resulting from prevocational training.

Another assumption may be that in a tight economic situation there is more recognition of the need for having a particular salable skill; thus, students are completing programs at a higher rate than projected.

Awareness of high youth unemployment, greater in North Carolina for youth without vocational training than for those who have completed vocational programs, may also contribute to a higher completion rate than projected.

A minor contributing factor may be that a slight decrease in the dropout rate may have a slight impact on the number of completers.

Research is needed to determine contributing factors as there is currently no accurate data base to make sound determinations on the high/low deviations between actual and projected, other than unrealistic projections in many areas in the past.

Hopefully, the Vocational Education Data System will provide more accurate data upon which to develop the Accountability Report and will lessen the deviations between projected and actual.

Table 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.	Act.	Proj.	Act.	Proj.	Actual	Difference	Projected	Actual	Difference
					C	T	C	T	C	I	C	I	C	I
01.0100	Agricultural Production		1,980	Sec.										
				P-Sec.	x	x	x	x	5,390	4,872	-518	840	823	-17
				Adult	x	x	x	x	1,150	625	-525	225	62	-163
01.0200	Agricultural Supplies/ Services		220	Sec.										
				P-Sec.	x	x	x	x	750	529	-221	0	0	0
				Adult					125	27	-98	50	22	-28
01.0300	Agricultural Mechanics		511	Sec.										
				P-Sec.	x	x	x	x	2,510	1,882	-628	493	289	-204
				Adult	x	x	x	x	80	73	-7	25	24	-1
01.0400	Agricultural Products		489	Sec.										
				P-Sec.	x	x	x	x	170	260	90	0	8	8
				Adult					125	27	-98	12	15	3
01.0500	Ornamental Horticulture		1,161	Sec.										
				P-Sec.	x	x	x	x	20	13	-7	15	2	-13
				Adult	x	x	x	x	700	876	176			
01.0600	Agricultural Resources		284	Sec.										
				P-Sec.	x	x	x	x	4,050	3,310	-740	970	520	-450
				Adult	x	x	x	x	300	473	173	110	43	-67
01.0700	Forestry		389	Sec.										
				P-Sec.	x	x	x	x	1,850	1,988	138	60	12	-48
				Adult					600	569	-31	158	91	-67
01.9900	Other		115	Sec.										
				P-Sec.	x	x	x	x	250	170	-80	75	19	-56
				Adult					65	46	-19	35	12	-23
				Sec.										
				P-Sec.	x	x	x	x	910	455	-455	184	57	-127
				Adult					210	266	56	80	62	-18
				Sec.										
				P-Sec.	x	x	x	x	10,220	8,955	-1,265		78	78
				Adult					125	120	-5	50	30	-20

AGRICULTURE 01.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982														
Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.		Projected	Actual	Difference	Projected	Actual	Difference
					C	T	C	T						
				Sec.					23,930	20,097	-3,833	2,707	1,895	-812
			5,149	P-Sec.	x	x	x	x	2,140	1,744	-396	580	242	-338
				Adult	x	x	x	x	3,535	3,699	164	95	32	-63
				Sec.					353	260	-93	87	59	-28
	04.0100	Advertising	343	P-Sec.	x	x	x	x	50	114	64	15	1	-14
				Adult	x	x	x	x	1,100	1,976	876	85	17	-68
				Sec.					1,900	2,133	233	595	533	-62
	04.0200	Apparel and Accessories	642	P-Sec.			x	x	90	157	67	15	13	-2
				Adult										
				Sec.					240	180	-60	228	51	-177
	04.0300	Automotive	308	P-Sec.										
				Adult										
				Sec.					100	87	-13	40	26	-14
	04.0400	Finance and Credit	190	P-Sec.	x	x	x	x	575	795	220	70	118	48
				Adult	x	x	x	x	2,500	2,420	-80	0	0	0
				Sec.					85	73	-12	25	35	10
	04.0500	Floristry	92	P-Sec.			x	x	50	79	29	15	48	33
				Adult										
				Sec.					1,640	1,395	-245	633	475	-158
	04.0600	Food Distribution	2,672	P-Sec.										
				Adult										
				Sec.					2,150	1,954	-196	700	564	-136
	04.0700	Food Services	3,326	P-Sec.	x	x	x	x	170	561	391	35	16	-19
				Adult	x	x	x	x	12,900	8,444	-4,456	0	0	0

DISTRIBUTION AND MARKETING 04.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type						Enrollment			Completers		
					Proj.			Act.			Projected	Actual	Difference	Projected	Actual	Difference
					C	T	C	C	I	T						
DISTRIBUTIVE AND MARKETING 04.00	04.0800	General Merchandise	5,440	Sec.							3,850	3,144	-706	970	564	-406
				P-Sec.												
				Adult	x	x	x	x	x		1,200	978	-222	0	0	0
	04.0900	Hardware, Building Materials	248	Sec.							196	93	-103	85	20	-65
				P-Sec.												
				Adult												
	04.1000	Home Furnishings	96	Sec.							115	51	-64	42	15	-27
				P-Sec.												
				Adult												
	04.1100	Hotel and Lodging	268	Sec.							40	29	-11	20	7	-13
				P-Sec.	x	x	x	x	x		160	222	62	40	16	-24
				Adult												
DISTRIBUTIVE AND MARKETING 04.00	04.1200	Industrial Marketing	148	Sec.							168	103	-65	90	27	-63
				P-Sec.												
				Adult												
	04.1300	Insurance	578	Sec.							20	18	-2	12	2	-10
				P-Sec.	x		x				15	238	223	5	5	0
				Adult	x	x	x	x	x		950	689	-261	0	0	0
	04.1500	Personal Services	218	Sec.							430	404	-26	210	148	-62
				P-Sec.												
				Adult												
	04.1600	Petroleum	322	Sec.							100		100	55	0	55
				P-Sec.												
				Adult												

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Number	Instructional Program	Projected Job Openings	Level	Type						Enrollment			Completers		
				Proj.		Act.				Projected	Actual	Difference	Projected	Actual	Difference
				C	T	C	T	C	I						
04.1700	Real Estate	960	Sec.							29	35	6	15	12	-3
			P-Sec.	x	x	x	x			975	290	-685	70	10	-60
			Adult	x	x	x	x			6,500	2,838	-3662	0	0	0
			Sec.							300	116	-184	64	12	-52
04.1800	Recreation and Tourism	146	P-Sec.	x	x	x	x			225	189	-36	30	14	-16
			Adult												
04.1900	Transportation	3,460	Sec.							175	164	-11	58	2	-56
			P-Sec.	x	x	x	x			210	200	-10	55	9	-46
			Adult	x	x	x	x			675	560	-115	225	124	-101
			Sec.							1,075	184	-891	190	50	-140
04.2000	Retail Trade, Other	1,309	P-Sec.	x	x	x	x			650	713	+63	125	53	-72
			Adult												
04.9900	Other DE	316	Sec.							400	1,261	861	48	2,261	2,213
			P-Sec.												
			Adult												
			Sec.												
	SUBTOTAL DISTRIBUTION & MARKETING	21,082	Sec.							13,366	11,684	-1,682	4,167	4,863	696
			P-Sec.	x	x	x	x			3,170	3,558	388	475	303	-172
			Adult	x	x	x	x			25,825	17,905	-7920	310	141	-169
			Sec.							0	26	26	0	11	11
07.0101	Dental Assistant	270	P-Sec.												
			Adult	x	x	x	x			365	363	-2	140	102	-38
07.0102	Dental Hygienist (AAS Degree)	124	Sec.							0			0		
			P-Sec.	x	x	x	x			380	397	17	110	80	-30
			Adult												

HEALTH 07.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
					Proj.		Act.		Projected	Actual	Difference	Projected	Actual	Difference
					C	I	C	T						
	07.0103	Dental Laboratory Assistant	35	Sec. P-Sec. Adult					0			0		
	07.0203	Medical Laboratory Technician	206	Sec. P-Sec. Adult					0	6	6	0	6	6
	07.0301	Nursing (AAS Degree)	1,534	Sec. P-Sec. Adult					0	298	73	75	85	10
	07.0302	Practical (Voc.) Nurse	706	Sec. P-Sec. Adult					0	24	-41	15	10	-5
	07.0303	Nursing Assistant (Aide)	1,773	Sec. P-Sec. Adult					0	3,342	592	925	896	-29
	07.0305	Surgical Technology	43	Sec. P-Sec. Adult					0	590	465	0	0	0
	07.0402	Physical Therapy	137	Sec. P-Sec. Adult					0	2,750	168	975	585	-390
	07.0499	Other Rehabilitation	145	Sec. P-Sec. Adult					0	120	-80	24	14	-10
									0	30,785	-741	500	374	-126
									0	30,044		0		
									0	151	-29	80	33	-47
									0	160	-5	60	30	-30
									0	344	94	100	57	-43
									0	17	-33	20	6	-14

HEALTH 07.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. C. Program Number	Instructional Program	Projected Job Openings	Level	Type						Enrollment			Completers		
					Proj.		Act.				Projected	Actual	Difference	Projected	Actual	Difference
					C	T	C	T	C	I						
HEALTH 07.00	07.0501	Radiologic Technology	126	Sec.							0			0		
				P-Sec.	x	x	x	x			425	517	92	110	122	12
				Adult												
	07.0503	Nuclear Medical Technology	20	Sec.							0			0		
				P-Sec.	x	x	x	x			30	33	3	10	5	-5
				Adult												
	07.0600	Ophthalmic	85	Sec.							0			0		
				P-Sec.		x		x			85	73	-12	20	21	1
				Adult		x		x			20	28	8	10	2	-8
	07.0700	Environmental Health Tech.	20	Sec.							0			0		
				P-Sec.												
				Adult												
	07.0800	Mental Health Technology	76	Sec.							0			0		
				P-Sec.	x	x	x	x			325	314	-11	80	16	-64
				Adult												
	07.0903	Inhalation Thrp. Tech. (Respirat.)	80	Sec.							0			0		
				P-Sec.	x	x	x	x			280	379	99	30	104	74
				Adult												
	07.0904	Medical Assistant	209	Sec.							5,560	5,713	153	785	1,722	937
				P-Sec.	x	x	x	x			145	274	129	40	26	-14
				Adult	x	x	x	x			225	478	253	125	41	-84
	07.0906	Health Aide	527	Sec.							8	8		4	5	1
				P-Sec.	x	x	x	x			675	719	+44	40	32	-8
				Adult												

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment		Completers	
					Proj. C	Act. C	Proj. I	Act. I	Projected	Actual	Projected	Actual
HEALTH 07.00	07.0907	Medical Emerg. Technology	47	Sec.					0		0	
				P-Sec.	x	x	x	x	70	219	20	22
				Adult	x	x	x	x	12,750	14,680	0	0
	07.0909	Mortuary Science	42	Sec.					0		0	
				P-Sec.	x	x	x	x	65	81	10	4
				Adult								
	07.9900	Other (Intro. to Health Occ.)	32	Sec.					980	936	0	
				P-Sec.								
				Adult								
	07.9900	Other	1,054	Sec.					0	1	0	24
OCCUPATIONAL HOME EC. 09.00				P-Sec.	x	x	x	x	60	73	30	14
				Adult	x	x	x	x	7,400	6,897	0	0
				Sec.					6,668	6,730	813	1,782
		SUBTOTAL HEALTH	7,291	P-Sec.	x	x	x	x	5,950	7,292	1,690	1,528
				Adult	x	x	x	x	54,725	56,140	1,865	1,153
				Sec.					1,820	1,656	605	887
	09.0201	Care & Guidance of Children	910	P-Sec.	x	x	x	x	2,450	2,004	405	225
				Adult	x	x	x	x	3,200	1,541	625	73
	09.0202	Clothing Mgmt., Production Services	98	Sec.					995	846	386	476
				P-Sec.								
				Adult	x	x	x	x	5,465	6,872	65	76
	09.0203	Food Management Production & Services	810	Sec.					1,985	1,929	760	1,011
				P-Sec.	x	x	x	x	5	2	0	0
				Adult	x	x	x	x	2,900	1,281	0	0

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982															
O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type					Enrollment			Completers			
				Proj.		Act.			Projected	Actual	Difference	Projected	Actual	Difference	
				C	I	C	I	C							T
09.0204	Home Furnishings, Equipment, Services	300	Sec. P-Sec. Adult							146	118	-28	30	73	43
				x			x			135	467	332	30	36	6
			Sec.						48		21	-27	25	16	-9
09.0205	Institutional, Home Mgmt., Services	280	P-Sec. Adult							4,100	1,272	-2,828	40	8	-32
			Sec.	x			x			240	200	-40	98	468	370
09.0299	Other Management Aide Services	220	P-Sec. Adult												
			Sec.												
	SUBTOTAL OCCUPATIONAL HOME ECONOMICS	2,618	Sec. P-Sec. Adult							5,234	4,770	-464	1,920	2,931	1,011
										2,590	2,473	-117	435	261	-174
										15,665	10,966	-4,699	730	157	-573
			Sec.						740*		1,420	680	312	1,113	801
14.0100	Accounting and Computing	4,004	P-Sec. Adult	x	x	x	x	x		3,400	5,496	2,096	525	343	-182
				x	x	x	x	x		2,550	2,191	-359			
			Sec.							1,350	2,482	1,132	306	1,011	705
14.0201	Computer and Console Operators	560	P-Sec. Adult							325	655	330	135	23	-112
			Sec.						0				0	28	28
14.0203	Programmers	326	P-Sec. Adult	x	x	x	x	x		3,200	11,275	8,075	425	487	62
			Sec.												
14.0299	Other Business Data Processing	432	P-Sec. Adult	x	x	x	x	x		1,250	4,471	3,221			

*Secondary Enrollment From Vocational Funds Only

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type						Enrollment			Completers		
					Proj.			Act.			Projected	Actual	Difference	Projected	Actual	Difference
					C	T	C	C	I	T						
14.0300		Filing, Office Machines Clerical	3,814	Sec.												
				P-Sec.	x	x	x	x	x		650	224	-426	310	139	-171
				Adult	x	x	x	x	x		3,150	3,206	56	465	247	-218
				Sec.							1,050	586	-464			
14.0400		Information/Communications	1,693	P-Sec.	x	x	x	x	x		250	323	73	25	16	-9
				Adult		x		x			35	139	104	20	46	26
				Sec.												
14.0500		Materials Support, Transportation	3,187	P-Sec.												
				Adult												
				Sec.												
14.0600		Personnel Training and Related	135	P-Sec.	x	x	x	x	x		75	61	-14	35	5	-30
				Adult	x	x	x	x	x		17,000	11,149	-5,851	0	0	0
				Sec.							850	169	-681	300	264	-36
14.0700		Steno, Secretarial and Related	3,562	P-Sec.	x	x	x	x	x		5,775	5,996	221	740	448	-292
				Adult	x	x	x	x	x		1,650	1,829	179			
				Sec.							335	460	125	115	228	113
14.0800		Supervisory & Administration Management	2,631	P-Sec.	x	x	x	x	x		16,900	16,414	-486	2,465	1,164	-1,301
				Adult	x	x	x	x	x		2,250	5,444	3,194			
				Sec.							7,300	7,808	508	2,750	3,214	464
14.0900		Typing and Related	1,169	P-Sec.												
				Adult	x	x	x	x	x		5,200	4,592	-608	0	0	0
				Sec.							214	270	56	113	90	-23
14.9900		Other	6,065	P-Sec.												
				Adult												

BUSINESS AND OFFICE 14.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

O. F. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment			Completers		
				Proj.	Act.	Proj.	Act.	Projected	Actual	Difference	Projected	Actual	Difference
				C	T	C	T						
				C	I	C	I						
16.0109	ELECTROMECHANICAL TECHNOLOGY	62	Sec.										
			P-Sec.	x	x	x	x	260	483	223	60	64	4
			Adult										
16.0110	ENVIRONMENTAL TECHNOLOGY	105	Sec.										
			P-Sec.	x	x	x	x	410	357	-53	45	15	-30
			Adult										
16.0111	INDUSTRIAL TECHNOLOGY	346	Sec.										
			P-Sec.	x	x	x	x	2,450	2,554	104	280	136	-144
			Adult					50	96	46			
16.0112	INSTRUMENTATION TECHNOLOGY	29	Sec.										
			P-Sec.	x	x	x	x	85	210	125	15	44	29
			Adult										
16.0113	MECHANICAL TECHNOLOGY	174	Sec.										
			P-Sec.	x	x	x	x	715	802	87	155	80	-75
			Adult	x	x	x	x	450	371	-79			
16.0114	METALLURGICAL TECHNOLOGY	7	Sec.										
			P-Sec.										
			Adult										
16.0117	SCIENTIFIC DATA TECHNOLOGY	9	Sec.										
			P-Sec.										
			Adult										
16.0601	COMMERCIAL PILOT TRAINING	37	Sec.										
			P-Sec.	x	x	x	x	100	108	8	20	0	-20
			Adult										

TECHNICAL 16.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type						Enrollment			Completers		
					Proj.	Act.	C	T	C	T	Projected	Actual	Difference	Projected	Actual	Difference
					C	T	C	T	C	T						
16.0602	16.0602	FIRE/FIRE SAFETY TECHNOLOGY	57	Sec.												
				P-Sec.	x	x	x	x			425	327	-98	60	8	-52
				Adult												
16.0604	16.0604	OCEANOGRAPHIC TECHNOLOGY	65	Sec.												
				P-Sec.		x			x		125	164	39	40	30	-10
				Adult												
16.0605	16.0605	POLICE SCIENCE	907	Sec.												
				P-Sec.	x	x	x	x			5,800	4,894	-906	940	393	-547
				Adult												
16.9902	16.9902	WATER/WASTE - WATER TECHNOLOGY	24	Sec.												
				P-Sec.		x			x		40	15	-25	5	6	1
				Adult	x	x	x	x			100	75	-25	15	13	-2
16.9900	16.9900	OTHER	182	Sec.												
				P-Sec.	x	x	x	x			1,800	687	-1,113	30	17	-13
				Adult												
		SUBTOTAL TECHNICAL	2,788	Sec.												
				P-Sec.							16,035	16,867	832	2,385	1,394	-991
				Adult							5,065	3,192	-1,873	15	13	-2
				Sec.												
				P-Sec.												
				Adult												
				Sec.												
				P-Sec.												
				Adult												

TECHNICAL 16.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type						Enrollment			Completers		
					Proj.		Act.				Projected	Actual	Difference	Projected	Actual	Difference
					C	T	C	I	C	T						
TRADE AND INDUSTRIES 17.00	17.0100	Air Cond. Climate Control	248	Sec.							430	245	-185	140	56	-84
				P-Sec.												
	17.0200	Appliance Repair	61	Adult	x	x	x	x			2,200	2,437	237	240	238	-2
				Sec.							126	51	-75	38	19	-19
				P-Sec.												
				Adult		x		x			25	22	-3	20	4	-16
	17.0301	Body and Fender Repair	149	Sec.							620	643	23	155	128	-27
				P-Sec.												
				Adult	x	x	x	x			1,250	1,411	161	155	193	38
	17.0302	Auto Mechanics	1,344	Sec.							6,850	8,639	1,789	812	1,370	558
			P-Sec.													
17.0303	Automotive Specialization	291	Adult	x	x	x	x			9,400	8,112	-1,288	525	317	-208	
			Sec.							1,500	165	-1,335	808	64	-744	
			P-Sec.													
17.0400	Aviation Occupations	57	Adult	x	x	x	x			35	28	-7	15	3	-12	
			Sec.							180	369	189	55	75	20	
			P-Sec.	x	x	x	x			75	78	3	20	16	-4	
17.0500	Blueprint Reading		Adult	x	x	x	x			1,350	1,280	-70	5	5	0	
			Sec.													
			P-Sec.													
17.0600	Business Machine Maintenance	140	Adult	x	x	x	x			1,200	1,065	-135	0	0	0	
			Sec.							30		30	19			
			P-Sec.													
			Adult													

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. L. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment		Completers	
					Proj.		Act.		Projected	Actual	Projected	Actual
					C	T	C	T				
					C	I	C	I			Difference	Difference
17.0700	Commercial Art Occupations		186	Sec.					90	23	-67	7
				P-Sec.	x	x	x	x	800	3,021	2,221	52
				Adult	x	x	x	x	225	223	-2	21
				Sec.								
17.0800	Commercial Fishery Occupations		140	P-Sec.								
				Adult	x	x	x	x	1,325	1,313	-12	3
				Sec.					110	123	13	28
				P-Sec.		x			210	216	6	38
17.0900	Commercial Photography		108	Adult								
				Sec.					6,250	5,380	-870	981
				P-Sec.	x	x		x	40	35	-5	2
				Adult					3,275	4,206	931	132
17.1001	Carpentry		2,425	Sec.					3,070	1,519	-1,551	259
				P-Sec.								
				Adult	x	x	x	x	3,300	4,135	835	302
				Sec.					4,950	4,347	-603	890
17.1002	Electricity		632	P-Sec.								
				Adult	x	x	x	x				
				Sec.								
				P-Sec.	x	x	x	x	2,500	2,451	-49	44
17.1004	Masonry		702	Adult					240	176	-64	45
				Sec.								
				P-Sec.								
				Adult	x	x	x	x				
17.1007	Plumbing and Pipefitting		520	Sec.								
				P-Sec.								
				Adult	x	x	x	x	300	535	235	27
				Sec.					260	692	432	101
17.1099	Other Construction & Maintenance		1,792	P-Sec.								
				Adult	x	x	x	x	450	883	433	134
				Sec.								
				P-Sec.								

TRADE AND INDUSTRIES 17.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type						Enrollment			Completers		
				Proj.		Act.				Projected	Actual	Difference	Projected	Actual	Difference
				C	T	C	T	C	I						
17.1100	Custodial Services	4,964	Sec. P-Sec. Adult							250	145	-105	134	35	-99
17.1200	Diesel Mechanic	156	Sec. P-Sec. Adult							48	131	83	20	51	31
17.1300	Drafting Occupations	267	Sec. P-Sec. Adult	x	x	x	x	x	x	550	727	177	80	72	-8
17.1400	Electrical Occupations	259	Sec. P-Sec. Adult	x	x	x	x	x	x	1,050	1,045	-5	130	84	-46
17.1500	Electronics Occupations	250	Sec. P-Sec. Adult	x	x	x	x	x	x	475	1,206	731	275	119	-156
17.1600	Fabric Maintenance Services	495	Sec. P-Sec. Adult	x	x	x	x	x	x	330	2,118	1,788	64	400	336
17.1700	Foremanship/Management Development	8,175	Sec. P-Sec. Adult	x	x	x	x	x	x	925	1,222	297	230	116	-114
17.1900	Graphic Arts Occupations	398	Sec. P-Sec. Adult	x	x	x	x	x	x	2,095	2,170	75	447	432	-15
				x	x	x	x	x	x	145	283	138	15	26	11
				x	x	x	x	x	x	110	374	264	90	12	-78

TRADE AND INDUSTRIES 17.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982															
O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type						Enrollment			Completers		
				Proj.		Act.				Projected	Actual	Difference	Projected	Actual	Difference
				C	T	C	I	C	T						
17.2100	Instrument Maintenance/Repair	346	Sec.							12	37	25	10	12	2
			P-Sec.												
			Adult	x		x				30	19	-11	15	4	-11
			Sec.							210	152	-58	47	27	-20
17.2200	Maritime Occupations	6	P-Sec.												
			Adult	x	x	x	x			75	61	-14	15	11	-4
			Sec.							350	666	316	60	113	53
17.2302	Machine Shop	389	P-Sec.	x	x	x	x			50	50	0	15	9	-6
			Adult	x	x	x	x			2,000	3,321	1,321	210	219	9
17.2303	Machine Tool Operation	1,196	Sec.								24	24		7	7
			P-Sec.												
			Adult	x	x	x	x			80	98	18	20	7	-13
			Sec.							50	84	34	8	28	20
17.2305	Sheet Metal	296	P-Sec.												
			Adult												
			Sec.							960	924	-36	184	199	15
17.2306	Welding and Cutting	476	P-Sec.							0	34	34	0	2	-2
			Adult	x	x	x	x			4,700	5,434	734	285	372	87
17.2307	Tool and Die Making	117	Sec.												
			P-Sec.												
			Adult	x	x	x	x			120	265	145	30	48	18
17.2399	Other Metalworking Occupations	438	Sec.							240	33	-207	36	8	-28
			P-Sec.												
			Adult	x	x	x	x			300	451	151	30	8	-22

TRADE AND INDUSTRIES 17.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type						Enrollment			Completers		
					Proj.			Act.			Projected	Actual	Difference	Projected	Actual	Difference
					C	T	C	C	T	C						
Program Area	17.2601	Barbering	246	Sec. P-Sec. Adult												
	17.2602	Cosmetology	357	Sec. P-Sec. Adult							850	1,031	181	218	182	-36
	17.2699	Other Personal Services	360	Sec. P-Sec. Adult	x	x	x	x	x	x	1,950	2,186	236	585	461	-124
	17.2700	Plastics Occupations	75	Sec. P-Sec. Adult							130	177	47	55	67	12
	17.2801	Firefighter Training	1,275	Sec. P-Sec. Adult	x	x	x	x	x	x	1,200	837	-363	7	9	2
	17.2802	Law Enforcement Training	2,319	Sec. P-Sec. Adult	x	x	x	x	x	x	1,400	2,080	680			
	17.2899	Other Public Services	1,194	Sec. P-Sec. Adult							6	10	4	2	1	-1
	17.2900	Quantity Food Occupations	3,485	Sec. P-Sec. Adult	x	x	x	x	x	x	20,000	22,655	2,655	100	0	-100
											67	112	45	21	20	-1
											10,500	10,973	473	775	0	-775
TRADE AND INDUSTRIES 17.00																
Program Area											160	134	-26	55	52	-3
											910	1,002	92	345	306	-39
											40	42	2	20	10	-10
											215	484	269	110	19	-91

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment		Completers	
				Proj.		Act.		Projected	Actual	Projected	Actual
				C	T	C	T				
				C	I	C	I			Difference	Difference
17.3000	Refrigeration	40	Sec.					16	4	-12	1
			P-Sec.								
			Adult								
17.3100	Small Engine Repair	144	Sec.					200	165	-35	68
			P-Sec.								
17.3300	Textile Production/ Fabrication	10,609	Adult	x	x	x	x	2,325	3,347	1,022	22
			Sec.					2,400	1,873	-527	484
			P-Sec.								
17.3400	Leather Working	151	Adult	x	x	x	x	5,940	6,470	530	
			Sec.								
			P-Sec.								
17.3500	Upholstering	524	Adult					110	76	-34	31
			Sec.								
			P-Sec.								
17.3600	Woodworking	690	Adult	x	x			175	267	92	24
			Sec.					2,630	2,253	-377	851
			P-Sec.								
17.9900	Other	151	Adult	x	x	x	x	5,065	6,128	1,063	25
			Sec.					8,080	8,948	868	3,238
			P-Sec.	x	x	x	x	60	95	35	17
			Adult					20	3,783	3,763	0
			Sec.					51,160	51,412	252	11,822
			P-Sec.	x	x	x	x	2,520	5,568	3,048	317
			Adult	x	x	x	x	94,740	102,368	7,646	3,046
	SUBTOTAL TRADES AND INDUSTRIES	48,643									

TRADES AND INDUSTRIES 17.00

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type				Enrollment		Completers	
					Proj.	Act.	Proj.	Act.	Projected	Actual	Projected	Actual
					C	T	C	T				
					C	I	C	I				
SPECIAL PROGRAMS	99.0100	Group Guidance		Sec.					100,500	92,036		
				P-Sec.								
				Adult								
	99.0300	Remedial		Sec.						5,365		
				P-Sec.	x	x	x	x	3,100	3,338	0	0
				Adult	x	x	x	x	800	916	0	0
	99.0400	Industrial Arts		Sec.					15,900	19,202		
				P-Sec.								
				Adult								
	99.0600	Other Not Elsewhere Classified		Sec.						238		
SUMMARY				P-Sec.								
				Adult					0	3,062	0	0
		SUBTOTAL SPECIAL PROGRAMS		Sec.						116,840		
				P-Sec.					3,100	3,338	0	0
				Adult					800	3,978	0	0
	01.00	Agriculture	5,149	Sec.					23,930	20,097	2,707	1,895
				P-Sec.					2,140	1,744	580	242
				Adult					3,535	3,699	95	32
	04.00	Distribution and Marketing	21,082	Sec.					13,366	11,684	4,167	4,863
				P-Sec.					3,170	3,558	475	303
SUMMARY	07.00	Health	7,291	Adult					25,825	17,905	310	141
				Sec.					6,668	6,730	813	1,782
				P-Sec.					5,950	7,292	1,690	1,528
				Adult					54,725	56,140	1,865	1,153

Table 1a (continued) ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY1982

Program Area	O. E. Program Number	Instructional Program	Projected Job Openings	Level	Type					Enrollment			Completers		
					Proj.		Act.			Projected	Actual	Difference	Projected	Actual	Difference
					C	T	C	T	I						
09.02		Occupational Home Economics	2,618	Sec.						5,234	4,770	-464	1,920	2,931	1,011
				P-Sec.						2,590	2,473	-117	435	261	-174
				Adult						15,665	10,966	-4,699	730	157	-573
				Sec.						11,439	12,833	1,394	4,206	6,087	1,881
				P-Sec.						32,750	42,771	10,021	4,680	2,710	-1,970
14.00		Business and Office	22,131	Adult						31,310	31,056	-254	155	69	-86
				Sec.											
16.00		Technical		P-Sec.						16,035	16,867	832	2,385	1,394	-991
				Adult						5,065	3,192	-1,873	15	13	-2
				Sec.						51,160	51,412	252	9,129	11,822	2,693
17.00		Trades and Industries	48,643	P-Sec.						2,520	5,568	3,048	505	317	-188
				Adult						94,740	102,368	3,863	5,410	3,046	-2,364
				Sec.						111,797	107,526	-4,271	22,942	29,380	-6,438
		SUBTOTAL - SKILLS DEVELOPMENT PROGRAMS	109,702	P-Sec.						65,155	80,273	15,118	10,750	6,755	-3,995
				Adult						230,865	225,344	-5,521	8,580	4,611	-3,969
				Sec.						116,400	116,840	1,377			
		SUBTOTAL - SPECIAL PROGRAMS		P-Sec.						3,100	3,338	238	0	0	0
				Adult						800	3,978	3,178	0	0	0
				Sec.						52,925	48,722	-4,203			
		STATE TOTAL (Consumer and Homemaking Programs)		P-Sec.						0	0		0	0	0
				Adult						33,500	46,468	12,968	0	0	0
				Sec.						281,122	273,089	-8,033	22,492	20,376	-2,116
		STATE TOTAL (Related to Vocational Education Programs)		P-Sec.						68,255	83,611	15,356	10,750	6,755	-3,995
				Adult						265,165	275,790	10,625	8,580	4,611	-3,969

SUMMARY - SKILLS DEVELOPMENT PROGRAMS

TABLE: 1b
GOALS TO MEET EMPLOYMENT NEEDS
FUNDING BY PROGRAM FY 1982

O. E. Program Number	Instructional Program	Level	Projected Funding			Expenditures		
			Federal	State	Local	Federal	State	Local
01.00	Agriculture	Sec.	118,309	7,447,255	3,115,925	210,604	6,499,389	2,661,002
		P-Sec.	21,965	1,734,648	183,973	25,767	1,659,722	19,196
		Adult	23,310	426,955	67,884	19,144	505,315	5,448
04.00	Distribution and Marketing	Sec.	924,005	4,159,632	1,740,386	988,665	3,351,704	1,792,787
		P-Sec.	25,345	2,554,173	272,520	18,920	2,043,584	66,143
		Adult		2,141,951	495,930		1,078,405	10,019
07.00	Health	Sec.		2,075,149	868,241		2,046,004	833,100
		P-Sec.	601,516	4,822,969	511,512	369,430	8,895,625	165,699
		Adult	372,966	7,200,995	1,050,911	307,900	5,569,488	109,053
09.02	Occupational Home Economics	Sec.	420,657	1,628,873	681,519	442,519	1,520,077	782,558
		P-Sec.	57,448	2,099,410	222,658	59,957	925,588	8,115
		Adult	17,826	1,982,039	300,823	17,158	1,419,566	5,608
14.00	Business and Office	Sec.	879,818	3,559,932	1,489,473	986,257	3,355,429	1,776,535
		P-Sec.	648,826	26,456,595	2,815,467	618,618	16,889,911	57,390
		Adult	8,227	2,527,954	601,261	7,945	1,296,905	4,334
16.00	Technical	Sec.						
		P-Sec.	293,999	12,997,699	1,378,504	351,768	17,696,569	101,600
		Adult		732,442	175,040	2,168	597,504	1,209

GOALS TO MEET EMPLOYMENT NEEDS
FUNDING BY PROGRAM FY 1982

TABLE: 1 b

FUNDING BY PROGRAM FY 1982									
O. E. Program Number		Instructional Program	Level	Projected Funding			Expenditures		
				Federal	State	Local	Federal	State	Local
17.00	Trades and Industries	Sec.		2,902,578	15,922,262	6,661,808	3,745,932	14,936,954	7,565,970
		P-Sec.		32,103	2,042,669	216,642	83,556	2,411,640	1,029,554
		Adult		948,871	23,376,580	1,819,338	916,815	28,701,876	10,542,365
		SUBTOTAL - SKILLS DEVELOPMENT PROGRAMS		5,245,367	34,793,103	14,557,352	6,373,977	31,709,557	15,411,952
99.0100	Group Guidance	P-Sec.		1,681,202	52,708,164	5,601,276	1,528,016	50,522,639	1,447,697
		Adult		1,371,200	38,388,916	4,511,187	1,271,130	39,169,059	10,678,036
		Sec.		1,711,632	488,854	957,736	983,933	2,305,640	1,378,731
99.0300	Remedial	P-Sec.							
		Adult							
		Sec.							
99.0400	Industrial Arts	P-Sec.		8,449	2,512,808	266,502		1,490,928	
		Adult			640,502	15,363		409,134	
		Sec.			1,126,298	500,217		2,804,016	1,190,542
99.0500	Vol. Firefighters	P-Sec.							
		Adult							
		Sec.							

TABLE: 1b

GOALS TO MEET EMPLOYMENT NEEDS
FUNDING BY PROGRAM FY 1982

O. E. Program Number	Instructional Program	Level	Projected Funding			Expenditures		
			Federal	State	Local	Federal	State	Local
99.0600	Other Not Elsewhere Classified	Sec.						
		P-Sec.						
		Adult						
	SUBTOTAL SPECIAL PROGRAMS	Sec.	1,711,632	1,615,152	1,457,953	983,933	5,109,656	2,569,273
		P-Sec.	8,449	2,512,808	266,502		1,490,928	
		Adult		640,502	15,363		409,134	
		Sec.						
		P-Sec.						
		Adult						
		Sec.						
		P-Sec.						
		Adult						
		Sec.						
		P-Sec.						
		Adult						
		Sec.						
		P-Sec.						
		Adult						
		Sec.						
		P-Sec.						
		Adult						

GOALS TO MEET EMPLOYMENT NEEDS
FUNDING BY PROGRAM FY 1982

TABLE: 1b

O. E. Program Number	Instructional Program	Level	Projected Funding			Expenditures		
			Federal	State	Local	Federal	State	Local
	SUBTOTAL - VOCATIONAL AND TECHNICAL SKILLS	Sec.	5,245,367	34,793,103	14,557,352	6,373,977	31,709,557	15,411,952
		P-Sec.	1,681,202	52,708,164	5,601,276	1,672,151	50,522,639	1,447,697
		Adult	1,371,200	38,388,916	4,511,187	1,271,130	39,927,273	10,678,036
	SUBTOTAL SPECIAL PROGRAMS	Sec.	1,711,632	1,615,152	1,457,953	983,933	5,109,656	2,569,273
		P-Sec.	8,449	2,512,808	266,502		1,490,928	
		Adult		640,502	15,363		409,134	
	SUBTOTAL CONSUMER AND HOMEMAKING	Sec.	1,263,569	7,135,406	3,174,444	916,936	9,642,877	4,270,441
		P-Sec.						
		Adult		1,150,000	509,000		2,031,852	3,938
	GRAND TOTAL - ALL PROGRAMS	Sec.	8,220,568	43,543,661	19,189,749	8,274,846	46,462,090	22,251,666
		P-Sec.	1,689,651	55,220,971	5,867,778	1,528,016	52,013,567	1,447,697
		Adult	1,371,200	39,029,418	4,526,550	1,271,130	41,610,045	10,681,974

TABLE 2a
PROGRAM AREA: AGRICULTURAL EDUCATION
ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
SECONDARY

DEVIATIONS		SUMMARY AND IMPLICATIONS
01.0200	AGRICULTURAL SUPPLIES AND SERVICES SEC. Deviation between projected and actual enrollment is 78% less for <u>enrollment</u> .	01.0200 SEC. There is no course being offered in this area per se. It was estimated that 125 would be enrolled in some other course and would be identified as a co-op student in Agricultural Supplies and Services. The number did not materialize due to the drop in students being involved in co-op activities.
01.0400	AGRICULTURAL PRODUCTS SEC. Deviation between projected and actual enrollment is 78% less for <u>enrollment</u> .	01.0400 SEC. Agricultural Products was discontinued as a course in 1980. Projections were made based on previous enrollment and expected enrollment in co-op activities. The drop in co-op activities contributed to the discrepancy. Also, there was a loss of 19 teachers from 1981 to 1982.
01.0700	FORESTRY SEC. Deviation between projected and actual enrollment is 50% less <u>enrollment</u> .	01.0700 SEC. In an effort to provide a complete scope and sequence in Agriculture Education, many teachers switched from Forestry to Agricultural Production and/or Agricultural Resources in 1982 and added a forestry component to each of these courses. This reduced the number of forestry programs from those projected. Also, the loss of 19 teachers had an effect on the discrepancy.
01.0700	FORESTRY SEC. Deviation between projected and actual is 69% less for <u>completers</u> .	01.0700 SEC. In an effort to provide a complete scope and sequence in Agriculture Education, many teachers switched from Forestry to Agricultural Production and/or Agricultural Resources in 1982 and added a forestry component to each of these courses. This reduced the number of forestry programs from those projected. Also, the loss of 19 teachers had an effect on the discrepancy.

TABLE 2a
PROGRAM AREA: AGRICULTURAL EDUCATION

SECONDARY

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS	
DEVIATIONS	SUMMARY AND IMPLICATIONS
01.9900 OTHER <u>SEC.</u> Deviation between projected and actual completers is 100%.	01.9900 <u>SEC.</u> Fundamentals of Agriculture, a ninth or tenth grade program falls in this category. No completers were projected because of the grade level recommended for the course. However, twelfth graders were allowed to enroll in and complete the course which does contain some skill development competencies needed for job entry.

TABLE 2a

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: MARKETING AND DISTRIBUTIVE EDUCATION

SECONDARY

DEVIATIONS		SUMMARY AND IMPLICATIONS
04.0300	AUTOMOTIVE	
<u>SEC.</u>	Deviation between "projected" and "actual" is 78 percent for <u>completers.</u>	04.0300 <u>SEC.</u> Projection was raised from 95 last year to 228 this year without regard to the economic downturn and thus the need for fewer trainees in automotive employment areas.
04.0900	HARDWARE, BUILDING MATERIALS	
<u>SEC.</u>	Deviation between projected and actual is 116 percent for <u>enrollment</u> and 76 percent for <u>completers.</u>	04.0900 <u>SEC.</u> Students in secondary marketing and distributive education courses are placed for co-op on-the-job training in areas of career interest and in areas where employment demand draw part-time personnel during the school year. Hardware and building materials segment of the economy has been severely depressed because of the slow growth in construction.
04.1000	HOME FURNISHINGS	
<u>SEC.</u>	Deviation between projected and actual is 56 percent for <u>enrollment</u> and 64 percent for <u>completers.</u>	04.1000 <u>SEC.</u> Students in secondary marketing and distributive education courses are placed for co-op on-the-job training in areas of career interest and in areas where employment demand draw part-time personnel during the school year. The home furnishings segment of the economy has been severely depressed because of the low number of housing starts.

TABLE 2a ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: MARKETING AND DISTRIBUTIVE EDUCATION

SECONDARY

DEVIATIONS		SUMMARY AND IMPLICATIONS
04.1200	INDUSTRIAL MARKETING	
SEC.	Deviation between projected and actual was 70 percent for <u>completers</u> .	04.1200 SEC. Students in secondary marketing and distributive education courses are placed for co-op on-the-job training in areas of career interest and in areas where employment demand draw part-time personnel during the school year. The industrial marketing area drew fewer employees because the industries they supply were slowed or idled because of economic conditions.
04.1600	PETROLEUM	
SEC.	Deviation between projected and actual was 100 percent for <u>enrollment</u> and 100 percent for <u>completers</u> .	04.1600 SEC. Projections were made without regard to the fact that with the change to self-service and large company-owned petroleum distribution stations, the opportunities for part-time customer service employees has been diminished with greater need for full-time management persons or adults who can work full shifts.
04.1800	RECREATION AND TOURISM	
SEC.	Deviation between projected and actual was 61 percent for <u>enrollment</u> and 81 percent for <u>completers</u> .	04.1800 SEC. Enrollment and completion projections were based on North Carolina's economic growth in recreation and tourism. Most students and schools are not yet fully aware of the job possibilities available to them in this segment of the economy. Since students in secondary marketing and distributive education courses are generally placed for co-op on-the-job training in areas of career interest and in areas where employment draws part-time personnel during the school year, many opportunities are being overlooked by those counseling and helping place marketing and distributive education student trainees.

TABLE 2a

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: MARKETING AND DISTRIBUTIVE EDUCATION

SECONDARY

DEVIATIONS		SUMMARY AND IMPLICATIONS
04.1900	TRANSPORTATION	
SEC.	Deviation between projected and actual was 97 percent for <u>completion</u> .	04.1900 SEC. Students in secondary marketing and distributive education courses are placed for co-op on-the-job training in areas of career interest and in areas where employment demand draw part-time personnel during the school year. The transportation segment of our economy has not been hiring because of the low need for transporting manufactured goods and building supplies.
04.2000	RETAIL TRADE, OTHER	04.2000
SEC.	Deviation between projected and actual was 83 percent for <u>enrollment</u> and 74 percent for <u>completers</u> .	SEC. As marketing and distributive education teacher-coordinators use IDECC instructional materials and as competency-based competitive events have become a reality, more students are in a clearly identifiable career area. Formerly many students were categorized here for lack of a clearly defined career goal.
04.3100	WHOLESALE TRADE, OTHER	04.3100
SEC.	Deviation(s) between projected and actual were 215 percent for <u>enrollment</u> and 461 percent for <u>completers</u> .	SEC. North Carolina's economy has grown so rapidly in the areas of marketing, merchandising and management that increased wholesale operations have been formed to serve the growing number of retail outlets. The growth reflects the student and marketing and distributive education teacher-coordinator's response to employment needs and especially in the co-op on-the-job training opportunities for students in marketing and distributive education courses.

Table 2a

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: HEALTH OCCUPATIONS EDUCATION

SECONDARY

DEVIATIONS		SUMMARY AND IMPLICATIONS
07.0904 Medical Assistant <u>SEC.</u> Enrollments are 119% more than those projected. 07.0303 Nursing Assistant (Aide) <u>SEC.</u> Enrollments are 67% less than those projected. 07.00 Health - Subtotal <u>SEC.</u> Actual completers show 119% more than projected.		NOTE: Health Occupations Education in North Carolina applies the cluster curriculum approach and is therefore not compatible for reporting using the Vocational Education Data System. It should be noted that this approach affects the total reliability of projections and deviations. An adaptation has been made for Health Occupations Education reporting purposes as follows: 7930 Introduction to Health Occupations Education and 7931 Health Occupations Education I are reported as 07.9900; 7932 Health Occupations Education II is reported as 07.0904. These are not totally representative of the program's competencies, but an effort to simplify the situation. 07.0904 Medical Assistant <u>SEC.</u> Refer to the introductory note. It might be assumed that this deviation is a reflection of too low a projection. 07.0303 Nursing Assistant (Aide) <u>SEC.</u> Refer to the introductory note. It might be assumed that projections were made prior to the decision of federally coding Health Occupations Education II as 07.0904. 07.00 Health - Subtotal <u>SEC.</u> Refer to above note. It might be assumed that too conservative a projection was made. The past trend in secondary Health Occupations Education has been of the total enrollment statewide, 33%-42% have been completers. Also, various cooperative education course offerings; i.e., Industrial Cooperative Training, may be reflected in this total count as well.

Table 2a

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: OCCUPATIONAL HOME ECONOMICS

SECONDARY

DEVIATIONS	SUMMARY AND IMPLICATIONS
09.0204 Home Furnishing Services <u>SEC.</u> Deviation between projected and actual is +143 percent for <u>completers</u>.	<u>SEC.</u> Possible causes for increase in completers include the following: - teachers have increased efforts in recruitment - greater interest generated in course through publicity of good programs and examples of student projects - increased effort by LEA to expand program into occupational area(s) - increase in number of cooperative students placed in jobs related to this area
09.0205 Home Management Services <u>SEC.</u> Deviation between projected and actual is -56 for <u>completers</u>.	<u>SEC.</u> Possible causes for decline in enrollment include the following: - competition with other occupational/vocational choices - lack of effort to create interest in the course - reflection of the general decline in secondary school aged students education - results of increased requirements for graduation limiting choices in areas for electives - reputation of the course as being a maids training course - enrollment reported incorrectly, i.e. see data for 09.0299 Management Aide Services
09.0299 Management Aide Services <u>SEC.</u> Deviations between projected and actual is +378 for <u>completers</u>.	<u>SEC.</u> Possible causes for increase in completers include the following: - greater emphasis given locally to occupational home economics - awareness of employment in area of management aide services - enrollment incorrectly reported; should have been coded as 09.0205 - increase in number of cooperative students placed in jobs related to this area

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

Table 2a

PROGRAM AREA: OCCUPATIONAL HOME ECONOMICS

SECONDARY

DEVIATIONS	SUMMARY AND IMPLICATIONS
OVERALL OCCUPATIONAL HOME ECONOMICS COMPLETERS SEC, Deviation between projected and actual is +53 percent for <u>completers</u>.	SEC. Possible causes for <u>increase</u> in overall completers include the following: - increased local effort to retain students in school - increased effort to recruit students in occupational courses - expansion of program to include occupational training - decline in school population stimulated efforts to maintain and/or increase student enrollment to maintain teacher positions - greater emphasis being placed upon development of entry level skills - results reflect overall effort to improve program in occupational areas

TABLE 2 a
 PROGRAM AREA: BUSINESS AND OFFICE EDUCATION
 ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
 SECONDARY

DEVIATIONS		SUMMARY AND IMPLICATIONS
14.0100 SEC.	Accounting and Computing Deviation between projected and actual is 92% for enrollment and 260 percent for completers.	14.0100 SEC. Many schools have purchased microcomputers to be used as a part of their accounting program, thus attracting more students in the program. Enrollment and completer projections did not include those students who had teachers not paid from vocational funds. The actual enrollment and completers do include students whose teachers are not paid from vocational funds.
14.0201 SEC.	Computer and Console Operator Deviation between projected and actual is 84% for enrollment and 230% for completers	14.0201 SEC. The computer area has become a popular curriculum for students. The projection figures were inadequate to cover the demand for computer courses.
14.0300 SEC.	Filing, Office Machines Clerical Deviation between projected and actual is 66% for enrollment and 55% for completers	14.0300 SEC. The projections did not correctly reflect the enrollment nor completers.
14.0700 SEC.	Steno, Secretarial and Related Deviation between projected and actual is 80% for enrollment.	14.0700 SEC. Fewer students enrolled in the secretarial programs than projected.
14.0800 SEC.	Supervisory & Administrative Management Deviation between projected and actual is 98% for completers.	14.0800 SEC. More students completed the program than was projected.

Table 2a

ENROLLMENTS AND COMPLETIONS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: TRADE AND INDUSTRIAL EDUCATION

SECONDARY

DEVIATIONS		SUMMARY AND IMPLICATIONS
17.0100	Air Conditioning/Climate Control	
SEC.	Actual <u>completers</u> (56) was off by 84 or 60%	17.0100 SEC. The 60% deviation was mainly caused by the state of economy. Co-op made fewer placements this year. Air Conditioning/Climate Control programs did not expand as projected or anticipated.
17.0200	Appliance Repair	
SEC.	Projected enrollment and <u>completers</u> over-estimated.	17.0200 SEC. Strong effort to expand the number of programs did not materialize. Due to economy, co-op made fewer placements.
17.0302	Auto Mechanics & 17.0303 Auto Specialization	17.0302 & 17.0303
SEC.	When figures are combined, the deviations are greatly reduced.	SEC. Most of the Auto and Specialization is offered in the Level III Auto Mechanics programs and not in separate courses. Errors in reporting will be reduced with new reporting system.
17.0400	Aviation Occ.	17.0400
SEC.	Underestimated actual <u>enrollment</u> .	SEC. Strong effort to increase the number of programs.
17.0600	Business Machine Maintenance	17.0600
SEC.	Not reported under proper code.	SEC. Reported under 17.2100 - Instrument Maintenance.
17.0700	Commercial Art Occ.	17.0700
SEC.	Deviation in actual <u>enrollment</u> off by 67.	SEC. Stronger effort to increase the number of programs did not materialize.

Table 2a

ENROLLMENTS AND COMPLETIONS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: TRADE AND INDUSTRIAL EDUCATION

SECONDARY

DEVIATIONS		SUMMARY AND IMPLICATIONS
17.1002	Electricity, 17.1400 Electrical Occ. & 17.1500 Electric Occ.	17.1002, 17.1400, 17.1500
SEC.	Must be considered together because of the probable errors in reporting.	SEC. Many of the teachers are reporting their students under the wrong codes, for example, many electronic instructors are reporting the Level I students as electricity students. The new coding system will help to eliminate this confusion.
17.1007	Plumbing	17.1007
SEC.	Number of actual <u>completers</u> off by 69.	SEC. Slow economy and fewer job placements by co-op programs.
17.1099	Other Construction & Maintenance	17.1099
SEC.	Actual <u>enrollment</u> off by 692 students.	SEC. 565 students are enrolled in our building maintenance programs and should have been added to the totals.
17.1100	Custodial Services	17.1100
SEC.	Actual number of <u>completers</u> much lower than projected.	SEC. LEA's have the option to offer this at the Level III of the Maintenance program sequence; few schools elected this option.
17.1200	Diesel Mechanics	17.1200
SEC.	Projected <u>enrollment</u> and <u>completers</u> under-estimated.	SEC. LEA's have the option to offer at Level III Auto Mechanics a specialized area in diesel; it appears that several have selected that option.
17.1900	Graphic Arts	17.1900
SEC.	No problems.	SEC. See master sheet - less than 5% error.
17.2302	Machine Shop & 17.2399 Other Metalworking Occupations	17.2302, 17.2399
SEC.	Should be combined into one code number (17.2302).	SEC. All teachers should be reporting under one code; some are listing students at Level III under 17.2399.

Table 2a
ENROLLMENTS AND COMPLETIONS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
SECONDARY
PROGRAM AREA: TRADE AND INDUSTRIAL EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS
17.2305 Sheet Metal SEC. Deviation in enrollment figures, actual enrollment off by 34 students or 68%.	17.2305 SEC.	Probable errors in reporting, some teachers are reporting Level III Machine Shop students that are specializing in sheet metal under the code 17.2305.
17.2802 Law Enforcement Training SEC. Deviation in actual enrollment.	17.2802 SEC.	Underestimated the number of co-op students engaged in this program.
17.9900 Other SEC. Projected completers not shown.	17.9900 SEC.	Over 8,375 students are in co-op and many are in occupations that would not readily fit into the listed categories; many co-op teachers elected to use the 17.9900 code. This problem should be greatly reduced in future years with the new system of reporting.

TABLE: 2 b

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: AGRICULTURAL EDUCATION

POSTSECONDARY AND ADULT

DEVIATIONS	SUMMARY AND IMPLICATIONS
01.0100 AGRICULTURAL PRODUCTION	01.0100
PS. Enrollment 54% of projection completers 28% of projection.	PS. Decreasing enrollment can be attributed to a decline in career opportunities in farming, increased projection costs and reduced profits. The number of completers varies because the number of part-time students and non-returning second year students varies.
<u>ADULT</u> Enrollment 71% of projection	<u>ADULT</u> The demand for short term adult courses was less than anticipated.
01.0300 AGRICULTURAL MECHANICS	01.0300
<u>ADULT</u> Enrollment 153% of projection completers 800% of projection.	<u>ADULT</u> The increase occurred in the demand for short-term adult classes. The number of completers in a long-term adult program (Farm Mechanics) was not anticipated.
01.0500 ORNAMENTAL HORTICULTURE	01.0500
PS Enrollment 157% of projection completers 43% of projection.	PS The demand for this program was greater than what was anticipated. The number of completers declined 46 from the previous year, because of a decline in the number of second year students.
<u>ADULT</u> Completers 20% of projection.	<u>ADULT</u> A larger number of part-time students were enrolled than had been anticipated.
01.0600 AGRICULTURAL RESOURCES	01.0600
PS Enrollment 68% projection completers 25% of projection.	PS Enrollment in the Fish and Wildlife Management program declined by 21. Fewer were enrolled in the second year of program.
<u>ADULT</u> Enrollment 71% of projection completers 34%.	<u>ADULT</u> There was a decline in the demand for the Taxidermy program. Enrollment declined 11 from the previous year.
01.0700 FORESTRY	01.0700
PS Enrollment 127% of projection.	PS An anticipated decline in enrollment did not occur.

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
POSTSECONDARY AND ADULT

TABLE 2-b
PROGRAM AREA: DISTRIBUTION AND MARKETING

DEVIATIONS		SUMMARY AND IMPLICATIONS
04.0100 ADVERTISING		
PS Enrollment 228% of projection completers 7% of projection.		04.0100 PS The enrollment projection was low. It does not reflect an increase which occurred in FY 1981. Completer data for two of three programs was not reported.
ADULT Enrollment 180% of projection.		ADULT The demand for short-term adult classes was greater than anticipated.
04.0200 APPAREL AND ACCESSORIES		04.0200
PS Enrollment 174% of projection.		PS The enrollment in Fashion Merchandising increased by 28 rather than declining as had been anticipated.
04.0400 FINANCE AND CREDIT		04.0400
PS Enrollment 138% of projection completers 169% of projection.		PS The demand for this program was greater than anticipated. A large number of part-time students enroll in this program. A larger number completed the program than had been anticipated.
04.0500 FLORISTRY		04.0500
PS Enrollment 158% of projection completers 320% of projection.		PS Enrollment increased by 19 over the previous year. A higher percentage of students were full-time and a larger number of second-year students returned to complete the program.
04.0700 FOOD SERVICES		04.0700
PS Enrollment 330% of projection completers 46% of projection.		PS The enrollment projection was low. It does not reflect an increase which occurred in FY 1981. Completer data indicates that a larger number of students attended part-time and fewer second year students enrolled in the program.
ADULT Enrollment 65% of projection.		ADULT The demand for short-term adult courses was less than anticipated.

TABLE 2 b
 PROGRAM AREA: DISTRIBUTION AND MARKETING
 ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
 POSTSECONDARY AND ADULT

DEVIATIONS	SUMMARY AND IMPLICATIONS
04.1100 HOTEL AND LODGING <u>PS</u> Enrollment 139% of projection completers 40% of projection.	04.1100 <u>PS</u> The enrollment projection was low. It does not reflect an increase in enrollment in FY 1981. Completer data would indicate a larger number of part-time students and fewer second year returned to complete the program.
04.1300 INSURANCE <u>PS</u> Enrollment 1,586% of projection.	04.1300 <u>PS</u> The enrollment increased 170 more students than FY 1981.
04.1700 REAL ESTATE <u>PS</u> Enrollment 30% of projection completers 14% of projection.	04.1700 <u>PS</u> The demand for this program declined because of the economics conditions. Completer data would indicate that few completed because of the lack of job opportunity.
<u>ADULT</u> Enrollment 44% of projection.	<u>ADULT</u> The demand for short-term adult courses was less than anticipated.

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
POSTSECONDARY AND ADULT

TABLE 2 b
PROGRAM AREA: HEALTH OCCUPATIONS

DEVIATIONS		SUMMARY AND IMPLICATIONS
07.0203 MEDICAL LABORATORY TECHNICIAN		07.0203
<u>PS</u> Enrollment 132% of projection.		<u>PS</u> This program is changing from a long-term adult program to the postsecondary level. Enrollment increased at a faster rate than anticipated.
<u>ADULT</u> Enrollment 36% of projection.		<u>ADULT</u> The long-term adult program is being phased out. All enrollment will occur in the PS category eventually.
07.0301 ASSOCIATE DEGREE NURSING		07.0301
<u>ADULT</u> Enrollment 472% of projection.		<u>ADULT</u> The demand for nursing upgrading training was greater than anticipated.
07.0302 PRACTICAL NURSING		07.0302
<u>ADULT</u> Completers 60% of projection.		<u>ADULT</u> The number of completers was less than anticipated.
07.0305 SURGICAL TECHNOLOGY		07.0305
<u>ADULT</u> Completers 41% of projection.		<u>ADULT</u> The number of completers was less than anticipated.
07.0402 PHYSICAL THERAPY		07.0402
<u>PS</u> Completers 50% of projection.		<u>PS</u> The number of completers was less than anticipated.

TABLE 2 b

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: HEALTH OCCUPATIONS

POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS
07.0499 OTHER REHABILITATION		
<u>PS</u> Enrollment 138% of projection completers 57% of projection.		<u>PS</u> The enrollment projection was low. It did not reflect the change in enrollment in FY 1981. A larger number of students are enrolled part-time; therefore the number of completers is lower.
<u>ADULT</u> Enrollment 34% of projection completers 30% of projection.		<u>ADULT</u> There was an enrollment decline of 27 from FY 1981. The FY 1981 data was not used in making this projection. The number of completers is less because enrollment is less.
07.0800 MENTAL HEALTH TECHNOLOGY		07.0800
<u>PS</u> Completters 20% of projection.		<u>PS</u> A larger number of students are part-time; therefore in number of completers is lower.
07.0903 INHALATION THERAPY		07.0903
<u>PS</u> Enrollment 135 % of projection completers 288% of projection.		<u>PS</u> The demand for this program was larger than anticipated. The number of completers was greater than anticipated.
07.0904 MEDICAL ASSISTANT		07.0904
<u>PS</u> Enrollment 189% of projection completers 65% of projection.		<u>PS</u> The enrollment increased by 58 in one year. The data for FY 1981 was not used in making the projection.
<u>ADULT</u> Enrollment 212% of projection completers 33% of projection.		<u>ADULT</u> The enrollment increase in FY 1981 was not used in making the projection. The number of completers was less than anticipated.

TABLE 2 b
 PROGRAM AREA: HEALTH OCCUPATIONS
 ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
 POSTSECONDARY AND ADULT

DEVIATIONS	SUMMARY AND IMPLICATIONS
07.0907 MEDICAL EMERGENCY TECHNOLOGY <u>PS</u> Enrollment 313% of projection.	07.0907 <u>PS</u> The projection was low. There were 195 enrolled in FY 1981. FY 1981 data was not used in making the projection.
07.9900 OTHER <u>PS</u> Completers 47% of projection.	07.9900 <u>PS</u> There were fewer completers from the Pharmacy Technology program than was anticipated.

TABLE 2 b
 PROGRAM AREA: OCCUPATIONAL HOME ECONOMICS
 ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
 POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS
09.0201 CARE AND GUIDANCE OF CHILDREN		
<u>PS</u> Completers 56% of projection.		09.0201 <u>PS</u> The completer data indicates a larger number of part-time students and a fewer number of returning-second year students were enrolled.
<u>ADULT</u> Enrollment 48% of projection completers 12% of projection.		<u>ADULT</u> Enrollment in long-term adult declined 187 from FY 1981. The remaining decline occurred in short-term adult courses because of declining demand. The number of completers was less, partially, because of the decline in enrollment.
09.0203 FOOD MANAGEMENT PROJECTION AND SERVICES		09.0203
<u>ADULT</u> Enrollment 44% of projection.		<u>ADULT</u> The enrollment in short-term adult courses declined because of lack of demand.
09.0204 HOME FURNISHINGS, EQUIPMENT, SERVICES		09.0204
<u>PS</u> Enrollment 346% of projection.		<u>PS</u> The projection of enrollment was low. The enrollment in a program of Interior Design has been fairly consistent for three years.
09.0205		09.0205
<u>ADULT</u> Enrollment 31% of projection completers 20% of projection.		<u>ADULT</u> The demand for short-term adult courses was less than anticipated. The number of completers was less than anticipated.

TABLE 2 b
 PROGRAM AREA: BUSINESS AND OFFICE
 ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
 POSTSECONDARY AND ADULT

DEVIATIONS	SUMMARY AND IMPLICATIONS
14.0100 ACCOUNTING AND COMPUTING <u>PS</u> Enrollment 162% of projection completers 65% of projection.	14.0100 <u>PS</u> The demand for this program was greater than anticipated. The completer data indicates a larger number of part-time students and fewer number second year students were enrolled.
14.0201 COMPUTER AND CONSOLE OPERATORS <u>ADULT</u> Enrollment 202% of projection completers 17% of projection.	14.0201 <u>ADULT</u> The demand for long-term adult courses was greater than anticipated. The completer data indicates a larger number of part-time students were enrolled.
14.0203 PROGRAMMERS <u>PS</u> Enrollment 352% of projection.	14.0203 <u>PS</u> The demand for knowledge of computers has skyrocketed.
14.0299 OTHER BUSINESS DATA PROCESSING <u>ADULT</u>	14.0299 <u>ADULT</u> The demand for short-term adult courses was greater than anticipated.
14.0300 FILING OFFICE MACHINES, CLERICAL <u>PS</u> Completers 53% of projection.	14.0399 <u>PS</u> The completer data indicates a larger number of part-time students and a fewer number of second year students enrolled.
<u>ADULT</u> Enrollment 55% of projection.	<u>ADULT</u> The demand for short-term adult courses was less than anticipated.

TABLE 2 b

PROGRAM AREA: BUSINESS AND OFFICE

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS

POSTSECONDARY AND ADULT

DEVIATIONS	SUMMARY AND IMPLICATIONS
14.0400 INFORMATION/COMMUNICATIONS	14.0400
<u>PS</u> Enrollment 129% of projection completers 64% of projection.	<u>PS</u> The demand for this program was greater than anticipated. The completer data indicates a larger number of part-time students and a fewer number of second year students were enrolled.
<u>ADULT</u> Enrollment 397% of projection completers 230% of projection.	<u>ADULT</u> The demand for long-term adult courses was greater than anticipated. The number of completers was greater than anticipated.
14.0600 PERSONNEL TRAINING AND RELATED	14.0600
<u>PS</u> Completers 14% of projection.	<u>PS</u> The number of completers was less than anticipated.
<u>ADULT</u> Enrollment 66% of projection.	<u>ADULT</u> The demand for short-term adult courses was less than anticipated.
14.0700 STENO, SECRETARIAL AND RELATED	14.0700
<u>PS</u> Completers 61% of projection.	<u>PS</u> The number of completers was less than anticipated.
14.0800 SUPERVISORY AND ADMINISTRATION MANAGEMENT	14.0800
<u>PS</u> Completers 47% of projection.	<u>PS</u> The number of completers was less than anticipated.
<u>ADULT</u> Enrollment 242% of projection.	<u>ADULT</u> The demand for short-term adult courses was greater than anticipated.

TABLE 2 b
 PROGRAM AREA: TECHNICAL EDUCATION
 ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
 POSTSECONDARY AND ADULT

DEVIATIONS	SUMMARY AND IMPLICATIONS
16.0103 ARCHITECTURAL TECHNOLOGY <u>PS</u> Enrollment 167% of projection Completers 43% of projection.	16.0103 <u>PS</u> There was a greater demand for this program than was anticipated. The completer data indicates a larger number of part-time students and a fewer number of returning second year students.
16.0105 CHEMICAL TECHNOLOGY <u>PS</u> Enrollment 151% of projection <u>ADULT</u> Enrollment 49% of projection.	16.0105 <u>PS</u> The demand for this program was greater than anticipated. <u>ADULT</u> The demand for this program was less than anticipated.
16.0108 ELECTRONIC TECHNOLOGY <u>PS</u> Enrollment 192% of projection. <u>ADULT</u> Enrollment 48% of projection.	16.0108 <u>PS</u> The demand for this program has increased because of additional job opportunities. <u>ADULT</u> The demand for short-term adult courses was less than anticipated.
16.0109 ELECTROMECHANICAL TECHNOLOGY <u>PS</u> Enrollment 186% of projection.	16.0109 <u>PS</u> The demand for this program was greater than anticipated.
16.0111 INDUSTRIAL TECHNOLOGY <u>PS</u> Completers 49% of projection.	16.0111 <u>PS</u> The number of completers was less than anticipated.

TABLE 2b

PROGRAM AREA: TECHNICAL EDUCATION

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
<u>ADULT</u>	Enrollment 192% of projection.	<u>ADULT</u>	The demand for short-term adult courses was greater than anticipated.
16.0112	INSTRUMENTATION TECHNOLOGY	16.0112	
<u>PS</u>	Enrollment 247% of projection completers 293% of projection.	<u>PS</u>	The demand for this program was greater than anticipated. The number of completers was greater than anticipated.
16.0602	FIRE/FIRE SAFETY TECHNOLOGY	16.0602	
<u>PS</u>	Completers 13% of projection.	<u>PS</u>	The number of completers was less than anticipated.
16.0604	OCEANOGRAPHIC TECHNOLOGY	16.0604	
<u>PS</u>	Enrollment 131% of projection.	<u>PS</u>	The demand for this program was greater than anticipated.
16.9902	WATER/WASTEWATER TECHNOLOGY	16.9902	
<u>PS</u>	Enrollment 38% of projection.	<u>PS</u>	The demand for this program was less than anticipated.
16.9900	OTHER	16.9900	
<u>PS</u>	Enrollment 38% of projection.	<u>PS</u>	The demand for this program was less than anticipated.

TABLE 2 b
PROGRAM AREA: TRADE AND INDUSTRY

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
POSTSECONDARY AND ADULT

DEVIATIONS	SUMMARY AND IMPLICATIONS
17.0700 COMMERCIAL ART OCCUPATIONS	
<u>PS</u> Enrollment 378% of projection completers 58% of projection.	17.0700 <u>PS</u> The demand for this program increased. The enrollment projection was low when compared with FY 1981 data. The number of completers was less than anticipated.
17.1001 CARPENTRY	17.1001
<u>ADULT</u> Enrollment 128% of projection completers 48% of projection.	<u>ADULT</u> The increase was primarily because of an increase in apprenticeship related instruction. The number of completers was less than anticipated.
17.1002 ELECTRICITY	17.1002
<u>ADULT</u> Completers 64% of projection.	<u>ADULT</u> The number of completers was less than anticipated.
17.1004 MASONRY	17.1004
<u>ADULT</u> Completers 27% of projection	<u>ADULT</u> The number of completers was less than anticipated.
17.1007 PLUMBING AND PIPEFITTING	17.1007
<u>ADULT</u> Enrollment 178% of projection completers 54% of projection.	<u>ADULT</u> The demand for this program was greater than anticipated. The number of completers was less than anticipated.
17.1099 OTHER CONSTRUCTION AND MAINTENANCE	17.1099
<u>ADULT</u> Enrollment 196% of projection.	<u>ADULT</u> The demand for this program was greater than anticipated.

TABLE 2 b

PROGRAM AREA: TRADE AND INDUSTRY

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
POSTSECONDARY AND ADULT

DEVIATIONS	SUMMARY AND IMPLICATIONS
17.1200 DIESEL MECHANIC	17.1200
<u>ADULT</u> Enrollment 132% of projection.	<u>ADULT</u> The demand for this program was greater than anticipated.
<u>PS</u> Enrollment 170% of projection completers 62% of projection.	<u>PS</u> The demand for this program was greater than anticipated. The number of completers was less than anticipated.
<u>ADULT</u> Completers 65% of projection.	<u>ADULT</u> The number of completers was less than anticipated.
17.1400 ELECTRICAL OCCUPATIONS	17.1400
<u>ADULT</u> Enrollment 2-4% of projection completers 43% of projection.	<u>ADULT</u> The demand for this program was greater than anticipated. The number of completers was less than anticipated.
17.1500 ELECTRONIC OCCUPATIONS	17.1500
5 <u>PS</u> Completers 23% of projection.	<u>PS</u> The number of completers was less than anticipated.
<u>ADULT</u> Enrollment 132% of projection completers 50% of projection.	<u>ADULT</u> The demand was greater than anticipated. The number of completers was less than anticipated.
17.1700 FOREMANSHIP/MANAGEMENT DEVELOPMENT	17.1700
<u>ADULT</u> Enrollment 10% of projection.	<u>ADULT</u> The demand for short-term adult courses has declined.

TABLE 2 b

PROGRAM AREA: TRADE AND INDUSTRY

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS
17.1900 GRAPHIC ARTS OCCUPATIONS		17.1900
<u>PS</u>	Enrollment 195% of projection completers 173% of projection.	The demand for this program was greater than anticipated. The number of completers was greater than anticipated.
<u>ADULT</u>	Enrollment 340% of projection completers 13% of projection.	The demand for this program was greater than anticipated. The number of completers was less than anticipated.
17.2100 INSTRUMENT MAINTENANCE		17.2100
<u>ADULT</u>	Enrollment 63% of projection completers 27% of projection.	The demand was less than anticipated. The number of completers was less than anticipated.
17.2302 MACHINE SHOP		17.2302
<u>ADULT</u>	Enrollment 166% of projection.	The demand for this program was greater than anticipated.
17.2307 TOOL AND DIE MAKING		17.2307
<u>ADULT</u>	Enrollment 221% of projection completers 160% of projection.	The demand for this program was greater than anticipated. The number of completers was greater than anticipated.
17.2399 OTHER METALWORKING		17.2399
<u>ADULT</u>	Enrollment 150% of projection completers 27% of projection.	The demand for this program was greater than anticipated. The number of completers was less than anticipated.

TABLE 2 b
PROGRAM AREA: TRADE AND INDUSTRY

ENROLLMENT AND COMPLETERS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
POSTSECONDARY AND ADULT

DEVIATIONS	SUMMARY AND IMPLICATIONS
17.2699 OTHER PERSONAL SERVICES <u>ADULT</u> Enrollment 70% of projection.	17.2699 <u>ADULT</u> The demand was less than anticipated.
17.2700 PLASTICS OCCUPATIONS <u>ADULT</u> Enrollment 149% of projection.	17.2700 <u>ADULT</u> The demand for short-term courses was greater than anticipated.
17.2900 QUANTITY FOOD OCCUPATIONS <u>ADULT</u> Enrollment 225% of projection completers 19% of projection.	17.2900 <u>ADULT</u> The demand for this program was greater than anticipated. The number of completers was less than anticipated.
17.3100 SMALL ENGINE REPAIR <u>ADULT</u> Enrollment 144% of projection completers 12% of projection.	17.3100 <u>ADULT</u> The demand for this program was greater than anticipated. The number of completers was less than anticipated.
17.3500 UPHOLSTERING <u>ADULT</u> Enrollment 153% of projection completers 40% of projection.	17.3500 <u>ADULT</u> The demand for this program was greater than anticipated. The number of completers was less than anticipated.
17.9900 OTHER <u>PS</u> Enrollment 158% of projection completers 170% of projection. <u>ADULT</u> Enrollment includes New and Expanding Industry data.	17.9900 <u>PS</u> The demand was greater than anticipated. The number of completers was greater than anticipated. <u>ADULT</u> The number of New and Expanding Industry trainees (3,783) had not been projected.

TABLE 3: ENROLLMENTS IN CONSUMER AND HOME MAKING PROGRAMS FOR FY1982

OE Code	Instructional Program Level and Type of Institution	Level	C C	T I	Enrollment		
					Projected	Actual	Difference
09.0101	Comprehensive Homemaking	Sec.			29,950	28,133	1,817
		Adult					
09.0102	Child Development	Sec.			2,800	1,580	1,220
		Adult			2,000	1,657	-343
09.0103	Clothing and Textiles	Sec.			2,250	1,550	700
		Adult			31,500	29,427	-2,073
09.0104	Consumer Education and Management	Sec.			1,500	1,256	244
09.0106	Family Relationships	Sec.			7,250	5,641	1,609
09.0107	Foods and Nutrition	Sec.			2,850	2,749	101
		Adult			9,300	8,032	-1,268
09.0108	Home Management	Sec.			300	170	130
		Adult					
09.0109	Housing and Home Furnishings	Sec.			1,325	658	667
		Adult			7,000	7,352	+352
09.0199	Other, Personal Management for Wages and Careers	Sec.			4,700	6,985	2,285
TOTAL		Sec.			52,925	48,722	4,203
		Sec.					
		Tot.Sec.			XXX		
		Adult			49,800	46,468	-3,332

Table 4a ENROLLMENTS AND COMPLETIONS FOR CONSUMER AND HOME MAKING PROGRAMS IN FY1982 - DEVIATIONS, SUMMARY
AND IMPLICATIONS - SECONDARY

PROGRAM AREA: CONSUMER AND HOME MAKING

Deviation	Summary and Implications
09.0109 Housing and Home Furnishings SEC. Deviations between "projected" and "actual" is -50 percent for enrollment	- reflection of the general decline in secondary school aged students - reflection of the decline in secondary aged student enrollment in vocational education - actual enrollments for this semester course taught during the second semester were not reported; only first semester enrollments were reported - increase in number of electives - program expansion to include increased numbers of yearlong comprehensive courses - program expansion to include occupational home economics instruction, thus decreasing number of Consumer and Home-making education courses possible in program offerings - decreased interest of teachers and students in area of housing and home furnishings

ENROLLMENTS FOR FY 1982 - DEVIATIONS, SUMMARY AND IMPLICATIONS
ADULT

TABLE 4b

PROGRAM AREA: CONSUMER & HOME MAKING

DEVIATIONS		SUMMARY AND IMPLICATIONS	
09.0102	CHILD DEVELOPMENT	09.0102	
<u>ADULT</u>	enrollment 83% of projection.	<u>ADULT</u>	The demand for these courses was less than anticipated.
09.0103	CLOTHING AND TEXTILES	09.0103	
<u>ADULT</u>	Enrollment 93% of projection.	<u>ADULT</u>	The demand for these courses was less than anticipated.
09.0107	FOODS AND NUTRITION	09.0107	
<u>ADULT</u>	Enrollment 86% of projection.	<u>ADULT</u>	The demand for these courses was less than anticipated.
09.0109		09.0109	
<u>ADULT</u>	Enrollment 105% of projection.	<u>ADULT</u>	The demand for these courses was greater than anticipated.

Chapter Three

FUNDING BY PURPOSE

First this chapter shows how North Carolina has complied at the state level with requirements of the Vocational Education Act concerning particular purposes that are enumerated in the Act (Tables 5-10). Second, the chapter shows that the state has ensured that federal funds have not displaced state and local funds with respect to particular purposes of the Act (Tables 11-13). Third, the chapter shows that the state has ensured fair and equitable distribution of funds to local educational agencies and postsecondary institutions by purpose of the Vocational Education Act (Tables 14-18).

Funding in North Carolina for the respective purposes itemized in the Vocational Education Act is shown in Table 5 for the secondary level and in Tables 7, and 8 for the postsecondary and adult level. Following Table 8 are comments in Table 9 regarding projected benefits and actual accomplishments at the secondary level by purposes of the Vocational Education Act. Table 7 separates data for technical education from data for vocational and adult education. Table 8 summarizes this separate data for the postsecondary level. Table 10 summarizes data for both the secondary and postsecondary levels.

Tables 11, 12, and 13 present data relevant to state maintenance of effort as required under federal regulations. Table 13 shows minimum percentages of the basic grant which have been expended for the respective purposes of the Vocational Education Act.

Table 14 shows how the state's estimated allotments at the secondary level compared with actual allotments based on months of employment for local educational agencies. Table 15 shows how the state's estimated set-aside allotments at the secondary level compared with actual set-aside allotments for local educational agencies.

Tables 16 and 17 show the state's estimated and actual allotments to postsecondary institutions.

Tables 18 and 19 relate to the State Board of Educations' Evaluation at the secondary level.

Tables 20 and 21 relate to the composition and utilization of Local Advisory Councils at the secondary level.

TABLE 5

1981-82
FUNDING BY PURPOSE WITH FEDERAL, STATE,
AND LOCAL FUNDS - SECONDARY LEVEL

P R O G R A M S E R V I C E	P R O J E C T E D			A C T U A L			A C T U A L F E D E R A L G R A N T	U N E X P E N D E D B A L A N C E	
	F E D E R A L	S T A T E	L O C A L	F E D E R A L	S T A T E	L O C A L		F E D E R A L	S T A T E / L O C A L
DISADVANTAGED	2,669,776	1,067,910	1,601,866	1,548,101	616,028	927,484	2,465,495	917,394	921,983
Limited English Speaking	546	218	328	510	204	306	510		
HANDICAPPED	1,335,161	534,064	801,097	966,524	387,784	580,418	1,233,002	266,478	264,800
SUBPART 2 (Section 120) SUBTOTAL	6,890,793	37,650,000	16,800,000	6,294,767	38,147,786	17,160,913	6,723,946	429,179	150,708
A. Vocational Education	6,262,620	31,500,000	15,400,000	6,081,735	31,048,406	15,094,352	6,081,737	2	
B. Work-Study	300,000		125,000				351,651	351,651	150,708
C. Cooperative Education		[6,132,000]	[2,743,000]			[3,194,000]			
D. Energy Education									
E. Construction									
F. Sex Bias Office Personnel	45,000			24,684			33,335	8,651	
I. Industrial Arts		1,500,000	600,000		2,761,613	1,172,619			
J. Support Services for Women									
K. Day Care Services									
L. Programs/Homemakers, Head-House.									
102 a Administration State	283,173	2,400,000		188,348	2,132,984		257,223	68,875	
Local		2,250,000	675,000		2,204,783	893,942			
SUBPART 3 (Section 130) SUBTOTAL	2,455,332	274,080	248,005	1,208,643	2,339,038	1,378,731	1,907,069	698,426	
1. Research	171,317	28,485			33,182		75,000	75,000	
2. Exemplary	150,000			156,251			175,000	18,749	
3. Curriculum Development	150,000						150,000	150,000	
4. Guidance and Counseling	611,632	174,503	248,005	983,933	2,305,640	1,378,731	983,933		
5. Preservice and Inservice Training	1,308,531			35,809	216		477,017	441,208	
6. Grants (Overcome Sex Bias)									
102 a Administration State	63,852	71,092		32,650			46,119	13,469	
Local									
SUBPART 4 (Section 140) Special Program for Disadvantaged	388,730		38,800	191,627		7,006	301,239	109,612	5,769
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services									
Program Instruction	110,000	650,000	350,000		1,083,453	483,401			
Depressed Areas	1,158,081	6,502,000	2,738,500	916,936	8,483,942	3,754,803	916,936		
SUBPART 1 (Section 102 d)	97,182			12,651			75,300	62,649	
TOTAL	15,105,601	46,678,272	22,578,596	11,139,759	51,065,135	24,293,062	13,623,497	2,483,738	1,343,260

[] Non Add

Table 5

DEVIATIONS, COMMENTS, SUMMARY AND IMPLICATIONS

SECONDARY

DEVIATIONS*	SUMMARY AND IMPLICATIONS
Disadvantaged Handicapped	*Note: The amounts projected were revised to reflect the funds available since a decrease of \$1,482,104 was realized for the 1981-82 fiscal year. Disadvantaged Handicapped The large unexpended balances in these categories are due to the planned carry-over of unallotted funds and the fact that local education agencies did not expend all of their FY 1982 allocations.
Subpart 2	Subpart 2
B. Workstudy	B. Workstudy - FY 1982 grant funds were not expended for workstudy purposes due to the fact that LEA requests for workstudy funds were satisfied with carry-over funds from FY 1981.
F. Sex Bias Office Personnel	F. Sex Bias Office Personnel - These funds were unexpended due to the fact that certain planned activities for which funds had been reserved did not materialize.
I. Industrial Arts	I. Industrial Arts - The significant increase in state and local funds for Industrial Arts is due primarily to the fact that the amount projected was based on factors that did not take into account the growth potential of this program.
102 (a) State Administration	State Administration - The reduction shown is based on the fact that costs for personnel and related expenditures were less than originally projected, plus the fact that certain expenditures were delayed due to such factors as the inability to fill vacant staff positions as quickly as desired.

DEVIATIONS, COMMENTS, SUMMARY AND IMPLICATIONS
SECONDARY

Table 5 (cont'd)

DEVIATIONS	SUMMARY AND IMPLICATIONS
<u>Subpart 3</u> 1. Research 2. Exemplary 3. Curriculum Development 5. Pre-Service and In-Service Training	<u>Subpart 3</u> 1. Research - these funds were not expended due primarily to the fact that emphasis was concentrated on exemplary projects by Research Coordinating Unit staff. 2. Exemplary - these funds were unexpended because project costs were less than projected. 3. Curriculum Development - delays in contracting procedures plus the use of carry-over funds from the prior year caused these funds to go unexpended. 5. Pre-Service and In-Service Training - the large amount unexpended was due primarily to 3 factors: (1) carry-over funds from FY 1981 were utilized for much of the training provided, (2) actual costs for workshops conducted were less than projected, (3) a number of projected activities were canceled or postponed due to changes in demand, priority, etc.
102 (a) State Administration	102 (a) State Administration - Refer to 102 (a) - Subpart 2
<u>Subpart 4</u> Special Program for Disadvantaged	<u>Subpart 4</u> Special Program for Disadvantaged - Local education agencies did not expend all of the funds allocated to them during this fiscal year.
<u>Subpart 1 - Section 102 (d)</u>	102 (d) - the major costs for planning, data collection, evaluation, etc. were taken care of through state and/or 102(a) resources.

Table 6: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>DISADVANTAGED (Subpart 2)</u> Funds appropriated under the basic grant for vocational education for the disadvantaged shall be used to pay up to 50% of the "excess cost" to extend, improve and, where necessary, maintain existing classroom, shop, laboratory, or field instruction in public secondary vocational education programs. 1. Provide learning experiences and special services for disadvantaged youth to enable them to further pursue vocational education or to achieve entry-level employment. 2. Provide state level leadership and state/federal resources to local units to serve disadvantaged students. 3. Diagnostic procedures will be developed by each LEA for appropriate screening and identification of disadvantaged students, mainstreaming where possible, and establishing special programs where necessary.	1. Approximately 9,350 disadvantaged students in grades 7-12 will be benefitted from special programs, services, and activities to enable them to succeed in vocational education. 2. Improvement in programs, instruction, and services will result from state leadership, services, and allotted funds. 3. Students will be identified and placed where they can benefit most from instruction and services. Special services and activities such as special learning aids, tutors, and additional time from regular teachers will be provided beyond the regular classroom instruction.	1. During FY82, 9,426 students identified as academically or economically disadvantaged were enrolled in either special programs or modified regular vocational programs. A total of \$3,749,909 in state/federal funds was allotted to LEAs to support these programs. 2. The consultant for Disadvantaged/Handicapped programs assisted local units through regional planning sessions to plan ways to better utilize allotted funds and through program evaluations designed to improve programs and services for disadvantaged students. 3. Disadvantaged students were identified by a committee composed of school guidance counselors, vocational teachers, the principal, and school social workers. After reviewing the students' academic records and past performance in regular vocational programs, program modifications and remediation strategies were designed and provided to ensure the students' success in various areas of job preparation.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
DISADVANTAGED (Subpart 2) continued	Special classes, with modified curriculum and teaching methods will be provided for the severely disadvantaged who cannot be mainstreamed.	These modifications included reduced class size, individualized instruction, special tutoring, modified reading materials, and special counseling. Special cooperative vocational programs were continued as were special vocational programs if determined that the disadvantaged students could not succeed in regular vocational programs even with supportive services.
4. Provide in-service for teachers of disadvantaged and special materials for instruction.	4. Teachers and disadvantaged students will benefit from special in-service programs for teachers and special teaching aids to more adequately serve the students. In-service for teachers may be provided from several sources of funds.	4. State and locally sponsored in-service activities were conducted to assist teachers and supportive personnel in their efforts to improve instruction for disadvantaged students.
5. Render those necessary support services over and above those needed by regular students.	5. Support services may be in the form of special diagnostic and evaluative services, special tutors, teacher aids, counseling, and adapted teaching materials.	5. During FY82, 7,188 of the 9,426 students served received supportive services.
6. Identify dropouts and potential dropouts among disadvantaged students and provide alternative opportunities to enable them to succeed in regular programs or obtain employment.	6. Optional or extended day programs will be provided where needed to serve disadvantaged students.	6. Optional or extended programs were offered in 82 of the 143 LEAs.
7. Provide programs for limited English speaking students.	7. Special services such as tutoring and providing learning aids will assist these students to learn English as a second language which will enable them to be more successful in vocational programs.	7. During FY82, 260 limited English-speaking students were provided additional assistance which enabled them to succeed in vocational education. Special programs were provided for 34 of the 260 students served.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>HANDICAPPED (Subpart 2)</u> Provide statewide leadership and federal/state/local resources to provide learning experiences in vocational education for handicapped students according to their special needs and abilities through 144 local education agencies.	1. Handicapped students will be identified by criteria and provided with special vocational education programs and services.	1. Students identified by the Division for Exceptional Children were provided vocational opportunities in accordance with a written individualized education plan. To the maximum extent possible, students were served in the regular vocational environment. When appropriate, special programs were designed to meet the needs of students.
	2. Approximately 3,900 students will receive special vocational education and services.	2. During FY82, \$2,162,200 in state/federal funds was expended to provide for 6,562 handicapped students. An additional 3,148 students were provided vocational education through regular vocational programs and did not require supportive services in order to succeed.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
HANDICAPPED (Subpart 2) continued		
SUBPART 2 (Section 120)		
Vocational Education		
To maintain, extend, and improve programs of vocational education and develop new programs of vocational education through 144 local education agencies in the state.	3. Students will be made employable to the extent of their abilities through special programs.	3. Special programs were designed for those students who could not be successful in modified regular vocational programs. In many cases, supportive services were provided to further enhance progress.
	1. Approximately 281,000 students in grades 7-12 will receive vocational education through cooperative use of federal, state, and local funds.	1. A total of 273,089 students in grades 7-12 participated in vocational education programs, services, and activities through cooperative use of federal, state, and local funds in each of the 143 LEAs in the state.
	2. Target groups receiving vocational education at secondary level will consist of Pre-vocational, Vocational Skill Development, Disadvantaged, Handicapped, and Limited English-Speaking students.	2. All target groups identified in the State plan were recipients of vocational education programs, services, and activities.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>Work Study</u> Work study funds will be allocated to local education agencies by criteria established in the State Plan. <u>Cooperative Education</u> 1. Cooperative Vocational Education will be conducted through program areas at skill development levels in 144 local education agencies. 2. Cooperative education programs will be funded with state and local funds and will be conducted by criteria established in the Five Year State Plan.	Approximately 1,000 disadvantaged vocational students per year will receive financial assistance through work study, enabling them to remain in school. 1. Approximately 22,000 students per year will have opportunity to participate in cooperative education at skill development level through several program areas. 2. Students will have opportunity to experience specialized occupations with remuneration from part-time employment.	During FY82 a total of 806 vocational educational students were provided financial assistance through the work study program. 1. The estimated enrollment for cooperative programs was approximately 22,000 students and the actual number served as 20,046. The difference in projected and actual can be attributed to economic conditions causing prospective employers to make a lower number of training stations available. The major benefits derived have been a total of \$59,548,553 wages earned by the 20,064 students. The contributions of these students through taxes more than offset the expenses of operating these programs. In addition, students are able to learn and earn much needed income and establish connections through business/industry which may continue in many instances producing a favorable follow up involving cooperative students.
<u>Industrial Arts</u> Provide state level leadership and state resources to Industrial Arts programs which comply with requirements of the Act.	1. Industrial Arts instructional program will improve in quality through state leadership, in-service for teachers, curriculum development, and additional materials and equipment.	1. In-service education was provided for the following groups during FY1982 - local vocational directors, teachers, teacher educators, and selected science/math teachers in Region 5. In-service was provided through North Carolina Industrial Arts Association, Summer Workshop, Teacher Education Winter Consortium, and a Region 5

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Industrial Arts - continued	2. Approximately 13,000 Industrial Arts students per year will benefit from programs designed to assist them in making meaningful occupational choices and/or prepare them for entry into advanced trade and industrial or technical education programs.	workshop. Workshop topics included: 1) The Year 2000: Technology and Industrial Arts, 2) Toxic Substances: Effects on the Society, 3) Micro-Computers in Industrial Arts, 4) Technical Update in Jigs & Fixtures, Gaming as an Instructional Technique, 5) Program of Studies update, 6) Standards for IA Programs, 7) Solar Energy Workshop, 8) Curriculum Development Process Applied to Local Units. 2. Curriculum work included round robins with local directors in 8 educational regions, specific curriculum-work with principals in High Point City Schools. 3. Program reviews and on-site visits were accomplished in 20% of the state LEA's. 4. Technical assistance visits were provided to LEA's upon request.

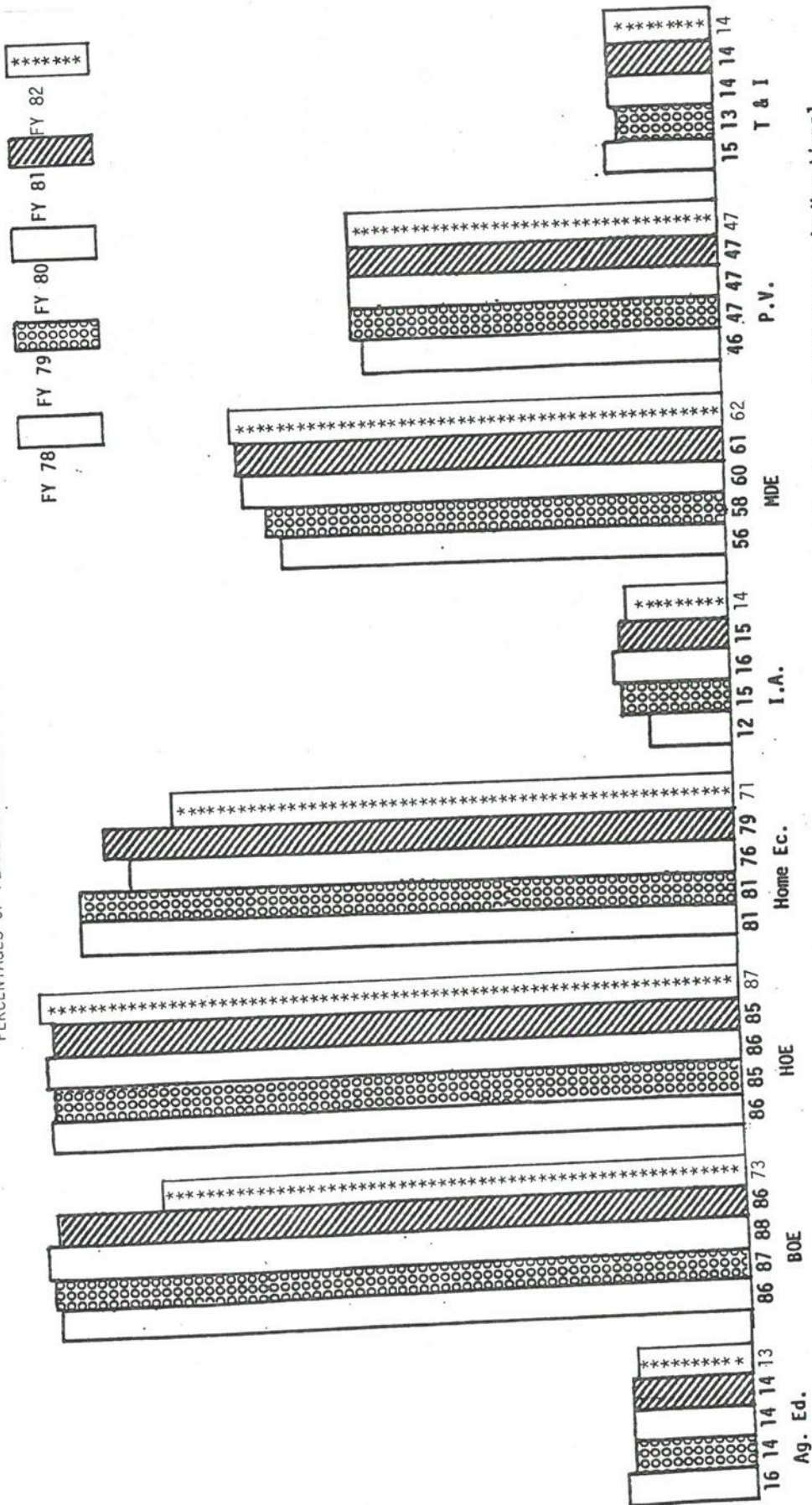
Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>Sex Bias Office Personnel</u> 1. Employ full-time person to eliminate sex bias and discrimination in vocational programs. Establish office to fulfill requirements of the Act as stated in the State Plan.	1. Full-time person will provide leadership in vocational education opportunities to persons of both sexes. 2. Progress will be made toward eliminating sex bias and sex stereotyping in vocational programs.	1. This was achieved. This person did all of the things shown in 2 below. 2. Held inservice workshop for local education agency vocational staff on goals and objectives of vocational equity as it pertains to the 1976 Vocational Education Amendments and the requirements of Title IX. Held vocational equity visits in Burlington City, Guilford County, and Chatham County. Participated in two civil rights reviews. Acted as team leader on one visit. Conducted two major statewide workshops that served vocational teachers and teacher educators. Disseminated sex equity curriculum modules and other sex-fair information materials. Disseminated 1982 Annual Status Report on Female and Male Students and Employees in Vocational Education to the U. S. Office of Education, the State Board of Education, the State Advisory Council, state vocational staff, local education agency vocational administrators, sex equity personnel in each state, and the N. C. Council on the Status of Women.* Participated as a panel speaker for sub-committee on "What Impact Vocational Education is Making on Female Students."

*See following table on percentages of enrolled females for a summary of outcomes.

Table 6: (cont'd) Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PERCENTAGES OF FEMALES ENROLLED IN SECONDARY VOCATIONAL PROGRAMS



FOR MORE DETAILED ANALYSIS PLEASE SEE The Annual Status Report on Male and Female Students and Employees in Vocational Education (N. C. Department of Public Instruction). This is submitted each June to the OVAE.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>102(a) ADMINISTRATION</u> 1. State Administration Provide state staff for administration and supervision of vocational education. 2. Local Administration a. Provide resources and consultant help to 144 local education agencies for local administration, supervision, and evaluation of local programs. b. State and local funds support a local director/planner for each local education agency.	1. Maintenance of state vocational education staff and activities to ensure direction and quality of programs within state. 2. Local planning, administration, and supervision will be coordinated at the local level to maintain, expand, and initiate new programs of vocational education which will be relevant to student and labor market needs.	1. These resources were utilized to supplement and expand vocational education state staff activities. 2. State and local funds were used to provide local leadership and administration of vocational education programs in each of the 143 LEAs.
<u>SUBPART 3 (Section 130)</u> <u>Research</u> Continue the Program Improvement Unit (which includes the Research Coordination Unit) which will provide state leadership in research and development, evaluation, and information collection and dissemination. Included will be activities to: (a) Continue the development and implementation of Vocational Education Statewide Evaluation System.	1. Program improvement will result from improved practices in research, evaluation, and the provision of information. (a) Planning and operation of programs will improve as a result of the provisions of evaluative data.	1. The program improvement unit was reconstituted into the Research Coordinating Unit responsible for research, exemplary program development, evaluation, and accountability reporting. (a) Each local education agency has prepared and is implementing a plan for program improvement. Each plan and progress report are included in their local application for federal funds the year following their review.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
(b) Evaluate and assist in refinement of an improved personnel development model.	(b) Teachers will have greater opportunity to meet their in-service needs through an improved personnel development delivery system.	(b) The delivery system has been revised, and is in another revision based on reductions of staff. See section on personnel development.
(c) Develop a model for the provision of exploratory vocational education.	(c) Students will be provided a more comprehensive curricular offering through which they can explore vocational education and the world of work.	(c) A new program of studies was culminated and disseminated, with concomitant training.
(d) Collect, analyze, and disseminate information concerning vocational enrollments, teacher-staff, and follow-up of completers and leavers.	(d) State, federal, and local level administration will have a way of drawing informed conclusions in planning, evaluating and managing vocational education.	(d) Data based reports have been developed and disseminated. Pertinent research has been gathered, synthesized and distributed. State and local information/data have been increasingly.
(e) Implementation of a vocational education statewide curriculum study to identify an expanded data base from which vocational offerings can be projected through June 30, 1990.	(e) With an improved data base, future vocational offerings can be determined within local school systems according to job needs determined not only by local market data base but consideration of trends in fields of medicine, transportation, production, construction, and business.	(e) A resource notebook on trends was developed and 600 copies were distributed statewide. Additionally, periodic mailings are made with newer/better data.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
2. <u>Exemplary</u> New vocational programs may be implemented on an exemplary basis in vocational education areas which are not currently being offered. Attention will be focused on offerings which would be inter-disciplinary among vocational areas and involving general education offerings. <u>Guidance and Counseling</u> 1. Provide state leadership through adequate staff for Vocational Guidance, Counseling, and Placement.	2. Program offerings would improve in that the base of competencies would be broadened thereby making graduates of programs more employable. 1. A statewide system of Vocational Guidance, Counseling, and Placement will be maintained and expanded.	2. No exemplary programs were funded. 1. (a) A task force comprising representatives from higher education, business, industry, labor and constituent groups met as a continuing method to receive input from the community and strengthen linkages with the secondary vocational program. Program Reviews were conducted in 20% of the LEAs across North Carolina. (b) The revised Program of Studies was disseminated. A section on Vocational Development was included. (c) A group of Vocational Development personnel along with the staff of the Vocational Development Unit developed competency-based employability skills units along with a test item bank. (d) A program of work including goals for the year and a monthly calendar of activities was developed by individual Vocational Development personnel.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Guidance and Counseling continued		
2. Provide resources and consultant services to local education agencies.	2. Vocational Guidance funds will be allocated to local education agencies to provide local staff to serve needs of students.	2. Counselors and administrators were insured for improved guidance services for the total vocational education program. (1) A four-day Vocational Development Section was held at the Annual Vocational Summer Workshop. (2) 2-day inservice workshops in the eight educational regions for counselors, job placement and follow-up personnel involved numerous people from business and industry and Armed Services personnel. (3) A five day Resource Counselors' Workshop was conducted to train a cadre of master counselors from each of the eight educational regions in order to establish regional leadership people to maintain and improve vocational guidance/job placement programs across the state. (4) Sessions were held with the Division of Guidance for supervisors and directors of guidance services.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Curriculum Development (a) Provide state leadership and coordination for: - research on curriculum content, development, and evaluation procedures - determination and validation of exit competencies expected of students in vocational education - the articulation of effort by secondary and postsecondary personnel in the development and implementation of valid and sequentially sound vocational curricula. - the search, acquisition, and dissemination of curriculum information and materials - the in-service of teachers on curriculum development, implementation, and instructional methodology (b) Provide for the acquisition and/or development of bias free curriculum materials including course guides, units of instruction, individualized materials for student use, modified materials for use by disadvantaged/handicapped students, and banks of student assessment measures, per curriculum area.	- Content and competencies in curriculum will more nearly relate to present and future job needs. A greater percentage of completers should find employment with success. - Teachers will have access to current information for planning and managing the teaching/learning process. - Students will have access to learning experiences and supplemental learning resources commensurate with their learning styles, needs, and level of development. - Local and state personnel will have access to formative and summative data on student achievement and program success for planning and reporting purposes. - Students exiting from the program will have access to a competency-based skill record of proficiency levels achieved through the instructional program. - Initial steps will have been taken to diminish duplicative curriculum efforts in-state and nationally.	(a) & (b) Priorities and long-range plans for curriculum development were established by each of the eight program areas. Eighty percent of curriculum funds were allocated for program area curriculum development according to a formula plus a base amount of \$5,000 per program. Twenty percent of the curriculum monies were used (1) for the printing and dissemination of 6,000 copies of the Vocational Education Program of Studies, Revised, 1982 to local administrators and guidance personnel and vocational education teachers; the Curriculum Management In-Service Kits continue to be used as a vehicle. (2) In addition, the services of Ralph Tyler, noted curriculum leader, were obtained for the in-service of departmental program and curriculum specialists in preparation for the projected Comprehensive Curriculum Study of Vocational Education in North Carolina. Development/acquisition of selected components of the vocational education curriculum packages was continued by the eight program areas with specific pieces of curriculum materials being adopted and purchased or developed for programs representing approximately 6,000 teachers and 200,000 junior and senior high prevocational and vocational education students.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Curriculum Development continued (c) Provide state leadership and coordination for the development and implementation of a competency-based student assessment component as part of the comprehensive evaluation system.		(a) & (b) continued Workshops and workshop sessions were conducted with local teachers and teacher educator classes by the program area staffs to disseminate curriculum materials and to provide in-service on how to plan for and conduct a competency-based, individualized approach to instruction. State staff members, teacher educators, local teachers, and/or selected postsecondary instructors cooperated in the development of materials for specific purposes and groups. Among these materials were competency listings, test-item banks, and/or curriculum guides for selected courses in each of the eight program areas in the division. In addition, assistance was provided to individual teachers on selection of bias-free materials through specific techniques of the program review process. Departmental guidelines governing modified curriculum for disadvantaged students were developed by the Modified Curriculum Committee. (c) In addition, (1) The guidelines for collecting student achievement data in terms of competencies attained by students which have been incorporated in the Vocational Program Assessment Instrument for State Accreditation as part of APA were implemented by 14 LEAs, (2) Six LEAs continued implementation of pre-post assessment system for collecting data, with the first multiyear data being available for analysis, and (3) Commonalities across traditional program lines were identified and used as a foundation for program planning in the revised Vocational Education Program of Studies.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>Pre-Service and In-Service Training</u> Continue the Personnel Development Unit, which will provide state leadership for in-service and coordination of pre-service programs in vocational education.	Administration and quality of instruction will improve as a result of the direction and coordination.	
(a) Participate in the development of the North Carolina Quality Assurance Program for all public school educators.	(a) The pre-service program for vocational personnel will be identified as a high priority need.	(a) Vocational education personnel were involved in the continued development of the Quality Assurance Program (pre-service)
(b) The framework for a Master Plan for Vocational Education Personnel Development will be completed.	(b) Both the pre-service and in-service programs for vocational education will have direction set.	(b) The framework for a master plan for vocational education personnel development was incorporated as part of the overall Division of Vocational Education's Master Plan for Vocational Education.
(c) Continue the development and implementation of the Vocational Education Personnel Development Training Process.	(c) Planning and operating of in-service activities will improve as a result of an organized training process.	(c) The Vocational Education Personnel Development Training Process (an in-service process) was completed and serves as the process for implementing in-service activities for vocational education personnel. Revisions have been made as needed. Priorities were identified involving representative groups of vocational personnel. Final reports reflect a positive response to the activities by the participants.
(d) State directed in-service activities will give specific attention to program area needs with high priority going to such areas as disadvantaged/handicapped, sex equity, new and emerging occupational areas, and vocational administration.	(d) Vocational education personnel will be given special training related to the respective program area and programs will show improvement in the areas of working with disadvantaged/handicapped, overcoming sex bias and sex stereotyping. Evidence will be seen in training personnel for new and emerging occupations and improved vocational administration.	(d) A high priority for state-directed in-service was given to vocational administration, Disadvantaged/Handicapped, and new and emerging occupational areas with special emphasis in the high technology areas.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
(e) Develop, adapt, and implement a model for the providing of in-service training of vocational personnel on a regional basis. <u>102 (a) Administration</u> Provide for administration of Subpart 3 activities.	(e) Planning and operating of in-service training of vocational personnel on a regional basis will improve with emphasis on needs assessment, planning, implementation, and evaluation. Improve the quality of programs and activities under this Subpart.	(e) Regional in-service training for vocational personnel was included in each Regional Vocational Education Plan. Priority was given to vocational administration. Improvement in the quality of programs was accomplished as a result of activities conducted under this Subpart.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>SUBPART 4 (Section 140)</u> <u>Special Program for Disadvantaged</u> Provide state leadership and resources to qualified local education agencies to serve needs of special disadvantaged.	The most severely disadvantaged in areas of greatest need will receive specialized instruction and services to enable them to succeed in vocational education and become employable.	During FY82, specialized programs and services were provided for 532 of the most severely disadvantaged students in areas of greatest need. A total of \$319,381 in state/federal funds was expended to support these programs.
<u>SUBPART 5 (Section 150)</u> Consumer Homemaking Ancillary Programs Educational Programs a. Provide state leadership in administration and supervision and commit resources to local education agencies for programs in Consumer and Homemaking Education. b. Provide resources up to 90% of cost of programs in depressed areas. c. Programs will be responsive to needs of both male and female students and will provide leadership in eliminating sex bias and stereotyping and will be responsive to changing patterns of men and women in home and world of work.	a. Provide for approximately 900 Consumer/Homemaking teachers in 144 local education agencies. b. Approximately 53,000 students will benefit from Consumer/Homemaking Education. c. Both male and female students will have benefitted from instructional methods, curriculum, materials and activities which are designed to eliminate sex bias and stereotyping and are responsive to changing roles of men and women in the home and the world of work.	a) . Provided state staff of five consultants and three secretaries for the state level administration of the program. b) . Conducted a new directions conference for home economics teacher educators and representative administrators and teachers from each of the eight educational regions. c) . Conducted a four day summer conference for approximately 500 of the 900 home economics teachers. d) . Conducted staff development "weekenders" for representative teachers from each LEA in each of the eight educational regions on the use of competency-based curriculum packages.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART 5 (Section 150) Continued Consumer Homemaking Ancillary Programs Educational Programs		e) . Conducted program reviews in 20% of the LEAs utilizing selected teacher educators, retired home economics teachers, home economics trained vocational directors and a member of the state advisory committee in addition to state staff members as members of on-site review teams. f) . Initiated regional home economics steering committees in all eight regions conducting organizational meetings and planning sessions. g) . Initiated FHA/HERO competitive events at the regional level in all eight educational regions using approximately 300 judges from the home and business community and involving some 900 students members as participants. h) . Provided instruction at four of the eleven universities for prospective home economics teachers. i) . Conducted regional and local inservice activities for groups of home economics teachers in two regions and seven LEAs. j) . Assisted three LEAs in the review of educational specifications and plans for facilities renovation. k) . Assisted with Southern Association Accreditation of three individual schools. l) . Assisted with State Accreditation of four school systems. m) . Provided assistance to the eight regional FHA/HERO Leaders in the planning and conducting of Fall Leadership rallies for approximately 8500 students. n) . Assisted with Leadership Workshops for selected FHA/HERO members in three of the eight regions. o) . Disseminated curriculum guides for Energy Conservation, Consumer Education and Management and Advanced Interpersonal Relationship to approximately 900 teachers in eight regional level workshop.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART 5 (Section 150) Continued Consumer Homemaking Ancillary Programs Educational Programs		p) . Completed a revision of the Scope and Sequence of Home Economics curriculum as part of the Revised Vocational Education Program of Studies. q) . Reviewed instructional materials and made recommendations regarding the selection of nonbiased materials for use in home economics programs. r) . Analyzed enrollment statistics for Home Economics program for trends in enrollment relating to sex, race, and occupational stereotypes. s) . Approximately 16,500 students participated in local FHA/HERO activities as an integral part of the program. t) . Approximately 2000 students participated in a state leadership conference for FHA/HERO.

Table 6 continued: Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITY	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART I (Section 102d) 1. Planning, evaluation and follow-up	1. (a) Improvement in planning process and plans.	1. (a) One of the major thrusts of the Division is effective planning. Some of the results of this effort are: The development of the FY1983-87 Five Year State Plan and the FY1981 Accountability Report. The Plan and Accountability Report received U.S. Department approval on The State Plan and Accountability Report are being developed through assignments to several staff members under the supervision of the director of vocational education. The Division developed program area plans, staff development plans and descriptive functions for each section and unit within the Division as well as other program improvement plans. Increased emphasis has been placed on planning at the local level with state staff assistance as needed. A Division plan was developed which meets all requirements of the state's Administrative Procedures Act. Much of the total planning effort was coordinated with other agencies. The planning process is changed as needs indicate.

PROJECTED AND ACTUAL FUNDING BY PURPOSE
FY 1982
POSTSECONDARY AND ADULT

TABLE 7a

P R O G R A M S E R V I C E	PROJECTED - POSTSECONDARY			ACTUAL - POST SECONDARY			PROJECTED - ADULT			ACTUAL - ADULT		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
DISADVANTAGED	1,326,254	1,326,254		839,631	785,598	4,601						
Limited English Speaking	8,706	8,706		8,706	8,706							
HANDICAPPED	667,480	667,480		202,037	239,820	4,721						
SUBPART 2 (Section 120) SUBTOTAL	2,073,681	69,719,950	9,134,750	1,608,539	83,941,890	3,010,218	1,371,200	41,432,700	7,235,500	1,271,130	50,136,136	11,544,362
A. Vocational Education	1,740,766	44,522,700	2,867,500	1,528,016	52,013,567	1,447,697	1,371,200	34,601,400	7,207,500	1,271,130	41,610,045	10,678,036
B. Work-Study	11,250		11,250	0	0							
C. Cooperative Education												
D. Energy Education	[4,596]											
E. Construction	225,000	0	4,000,000									
F. Sex Bias Office Personnel	41,665			23,909								
I. Industrial Arts												
J. Support Services for Women	[17,068]											
K. Day Care Services	[12,500]											
L. Programs/Homemakers, Head-House.	[5,366]			6,500	6,500							
102 a Administration	55,000	1,659,350		50,114	1,552,311			571,400			559,286	
Local		23,537,900	2,256,000		30,369,512	1,562,521		6,259,900	28,000		7,966,805	866,326
SUBPART 3 (Section 130) SUBTOTAL	1,227,482	8,665,066	123,000	899,828	9,240,586	103,114		1,693,000			2,826,040	62,111
1. Research	135,000	30,366		55,858	21,699							
2. Exemplary												
3. Curriculum Development	64,000	379,700		61,864	431,627							
4. Guidance and Counseling	1,000,000	6,752,500	123,000	771,500	7,132,959	103,114		1,693,000			2,826,040	62,111
5. Preservice and Inservice Training	13,682			2,886								
6. Grants (Overcome Sex Bias)	800											
102 a Administration	14,000			7,720								
Local		1,502,500			1,654,301							
SUBPART 4 (Section 140) SUBTOTAL	194,336			18,131								
Special Program for Disadvantaged												
SUBPART 5 (Section 150) SUBTOTAL												
Consumer/Homemaking												
Program Instruction												
Depressed Areas												
SUBPART 1 (Section 102 d) SUBTOTAL	5,546,523	80,387,456	9,257,750	3,576,872	94,216,600	3,122,654	1,371,200	44,978,200	7,238,500	1,271,130	54,994,028	11,610,411
TOTAL												

DEVIATIONS, COMMENTS SUMMARY AND IMPLICATIONS

POSTSECONDARY AND ADULT

TABLE: 7 b

DEVIATIONS	COMMENTS, SUMMARY AND IMPLICATIONS
DISADVANTAGED	
P-SEC. <u>ADULT</u> Actual expenditures larger than projected	P-SEC. <u>ADULT</u> In addition to the \$1,629,290 expended from FY 1982 funds, the unexpended federal balance of \$513,109 from FY 1981 and an equal amount of State or local matching funds were also expended.
HANDICAPPED	
P-SEC. <u>ADULT</u> Actual expenditures lower than projected	P-SEC. <u>ADULT</u> In addition to the \$446,578 expended from FY 1982 funds, the unexpended federal balance of \$378,918 from FY 1981 and an equal amount of State or local matching funds were also expended.
SUBPART 2	
P-SEC. <u>ADULT</u> Actual expenditures lower than projected	P-SEC. <u>ADULT</u> The State Legislature appropriated a larger level of funding than had been estimated. Local level expenditures were larger than had been estimated. The unexpended FY 1981 balance of \$167,655 was expended.
SUBPART 3	
P-SEC. <u>ADULT</u> Actual expenditures larger than projected	P-SEC. <u>ADULT</u> The funds appropriated were larger than those which had been estimated. The unexpended FY 1981 balance of \$96,571 was expended.
SUBPART 4	
P-SEC. <u>ADULT</u> Actual expenditures lower than projected	P-SEC. <u>ADULT</u> In addition to the \$18,131 expended from FY 1982 funds, the unexpended balance from FY 1981 of \$176,846 was also expended.
SUBPART 1 (102d)	
P-SEC. <u>ADULT</u> Actual expenditure lower than projected	P-SEC. <u>ADULT</u> The unexpended balance of \$48,584 from FY 1981 was expended.

TABLE 8

PROJECTED AND ACTUAL FUNDING BY PURPOSE
SUMMARY FOR POSTSECONDARY AND ADULT FY 1982

P R O G R A M S E R V I C E	PROJECTED			ACTUAL		ACTUAL FEDERAL GRANT	UNEEXPENDED BALANCE	
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	ST/LOCAL
DISADVANTAGED								
Limited English Speaking	1,326,254	1,326,254		839,631	785,598	4,601	1,224,111	384,480
HANDICAPPED	8,706	8,706		8,706	8,706		8,706	0
	667,480	667,480		202,037	239,820	4,721	616,409	414,372
SUBPART 2 (Section 120) SUBTOTAL	3,444,881	111,152,650	16,370,250	2,879,669	134,078,026	14,554,580	3,361,469	481,800
A. Vocational Education	3,111,966	79,124,100	10,075,000	2,799,146	93,623,612	12,125,733	3,055,946	256,800
B. Work-Study	11,250		11,250	-0-		-0-		
C. Cooperative Education		[722,000]						
D. Energy Education	[4,596]							
E. Construction	225,000	0	4,000,000				225,000	225,000
F. Sex Bias Office Personnel	41,665			23,909			23,909	
I. Industrial Arts								
J. Support Services for Women	[17,068]							
K. Day Care Services	[12,500]							
L. Programs/Homemakers, Head-House.	[5,366]							
102 a Administration	55,000	2,230,750		6,500	6,500		6,500	
Local		29,797,800	2,284,000	50,114	2,111,597		50,114	
SUBPART 3 (Section 130) SUBTOTAL	1,227,482	10,350,066	123,000	899,828	12,066,626	165,225	953,392	62,231
1. Research	135,000	30,366		55,858	21,699		109,422	53,564
2. Exemplary								62,231
3. Curriculum Development	64,000	379,700		61,864	431,627		61,864	
4. Guidance and Counseling	1,000,000	8,445,500	123,000	771,500	9,958,999	165,225	771,500	
5. Preservice and Inservice Training	13,682			2,886	-0-		2,886	
6. Grants (Overcome Sex Bias)	800							
102 a Administration	14,000			7,720			7,720	
Local		1,502,500			1,654,301			
SUBPART 4 (Section 140) Special Program for Disadvantaged	194,336			18,131			150,597	132,466
SUBPART 5 (Section 150) Consumer/Homemaking								-0-
Ancillary Services								
Program Instruction		1,852,500	3,000		2,031,852	3,938		
Depressed Areas								
SUBPART 1 (Section 102 d)	48,584			-0-			37,644	
TOTAL	6,917,723	125,365,656	16,496,250	4,848,002	149,210,628	14,733,065	6,352,328	1,342,883

TABLE 9 FUNDING BY PURPOSE AT THE POSTSECONDARY LEVEL--PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>DISADVANTAGED AND LIMITED ENGLISH SPEAKING</u> Provide tutorial assistance, remedial education, skill development, consumer education, guidance, motivational training, job orientation and placement which will assist these target groups to succeed in vocational education.	Provide instruction and program services which will assist 38,000 postsecondary and adult disadvantaged and 3,000 limited English speaking individuals to succeed in vocational education and to develop employment skills.	There were 28,282 postsecondary and adult students and 403 limited English speaking students which were provided programs, services on activities paid for from these funds. An additional 21,509 disadvantaged and 2,308 limited English speaking were enrolled but did not require additional assistance.
<u>HANDICAPPED</u> Provide counseling, remedial education, tutorial assistance, reader services, interpreter services, work evaluation, skill training, consumer education, motivational training, job orientation and placement which will assist this group to succeed in vocational education.	Provide instruction and program services to assist 5,500 postsecondary and adult handicapped to succeed in vocational education and to develop employment skills.	There were 4,131 handicapped students which received programs, services, and activities paid for from these funds. An additional 3,148 handicapped students were enrolled but did not require additional assistance.
<u>SUBPART 2</u> <u>Vocational Education</u> Provide vocational/technical programs of less than baccalaureate level. Expand, where possible, new and emerging occupational programs.	Vocational and technical education will be provided for 68,755 full- and part-time students so that they can qualify for employment or upgrade job skills.	There were 80,273 part-time and full-time postsecondary students enrolled and 33,094 part-time and full-time long term adults (vocational) students enrolled.
<u>Work-Study</u> Provide work-study programs to assist selected individuals to continue their vocational programs.	Provide income to 125 students who work for a public or non-profit agency.	No students were assisted with vocational work-study funding. There were 331 postsecondary students who were assisted with college work-study funding.

TABLE 9 (Con'd) FUNDING BY PURPOSE AT THE POSTSECONDARY LEVEL--PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>Cooperative Education</u> Provide work experience related to program of study through cooperating businesses and industries.	Provide work experience through cooperating businesses and industries for 3,000 students.	There were 3,559 postsecondary and long term adult students enrolled in cooperative education.
<u>Energy Education</u> Provide vocational programs to train individuals to install and maintain solar energy equipment.	Incorporate training skills for energy education with air conditioning, heating and refrigeration curriculum.	Four energy curriculum are in operation. Solar energy concepts and skill training have been added to existing curriculum such as Architectural Technology, Air Conditioning, Refrigeration and Heating, Carpentry and Light Construction.
<u>Construction</u> Expand facilities.	Added space will be available to provide additional program options.	There were 25 uncompleted construction projects at the end of FY 1981. During FY 1982, 13 of these projects were completed and 19 new projects were started. At the end of FY 1982, there were 31 construction projects in the design or construction phase.
<u>Sex Equity Personnel</u> Full-time individual will assist in monitoring equal educational opportunity in vocational education and eliminating sex discrimination and sex stereotyping in vocational education programs.	Provide opportunity for prospective students to become informed of the wide variety of jobs and to thereby make a more informed selection of a vocational/technical program.	The activities for FY 1982 of sex equity personnel are listed in the FY 1982 Accountability Report.
<u>Support Services for Women</u> Provide counseling, job development and job follow-up services for women seeking employment in non-traditional areas.	Assist 100 women to seek training and employment in non-traditional areas.	There were 141 women who received services that would lead to gainful employment in addition to the women receiving services in the Human Resource Development Program.
<u>Day Care Services</u> Provide day care services for children of vocational/technical students, while they are enrolled in vocational education programs.	Provide care for 150 young children so that a parent may participate in a vocational/technical education program.	There were 26 children of students who received day care services which allowed the parent to attend classes.

TABLE 9 (Con'd) FUNDING BY PURPOSE AT THE POSTSECONDARY LEVEL--PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>Program for Homemakers - Heads of Household</u> Provide vocational programs orientation in how to seek employment and job placement services.	Provide instruction and program services which will assist 300 homemakers and heads of households to develop employment skills and become employable.	There were 367 displaced homemakers or heads of households that were provided services directed toward developing employment skills. In addition to this effort, a state funded program of Human Resource Development served 3,801 individuals; 2,657 or 69.9% of this group were women and 1,482 or 39% were welfare recipients.
<u>Administration</u> Provide for the administration and supervision of vocational education.	Improve the quality of programs, services, and activities.	An expenditure of \$33,586,334 was used to provide for the administration and supervision of post-secondary education programs.
<u>Research</u> There will be a continued effort to initiate, coordinate and support research efforts to improve occupational education in one or more of these eight priority areas: articulation, assessment and evaluation, curriculum development, dissemination, guidance, instructional methodology, planning, and staff development.	Continued search for new ideas and techniques will improve the quality of programs offered.	Five projects were granted funding continuation and four projects were completed.
<u>Curriculum Development</u> Support the continued development and revision of curriculum materials. <u>Guidance and Counseling</u> Provide counseling and guidance services for all students.	Curriculum content and job competencies learned will be related to present and future job needs. Assistance to students in selecting program and preparing for entrance into the labor market.	Expenditures of \$493,491 were used to support the development and revision of curriculum and instructional materials. Expenditures of \$7,236,073 were made to provide guidance and counseling for post-secondary students.

SUBPART 3

TABLE 9 (Con'd) FUNDING BY PURPOSE AT THE POSTSECONDARY LEVEL--PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED ACTIVITIES	ACTUAL ACCOMPLISHMENTS
<u>Pre-Service and In-service Training</u> Provide in-service training for instructors and administrators. <u>Grants (Overcome Sex Bias)</u> Provide support for activities that are directed toward reducing sex discrimination and sex stereotyping. <u>Administration</u> Provide for administration and supervision of vocational education.	Improve quality of instruction and administration. Elimination of references to sex bias or sex stereotyping in materials and provision of training to counselors, administrators and instructors in effectively overcoming sex bias and stereotyping. Improve the quality of programs, services, and activities.	Ninety inservice training sessions were provided to 4,615 instructors and administrators. Data was not collected to indicate the purposes for which expenditures were made.
<u>SUBPART 4</u> <u>Special Programs for the Disadvantaged</u> Provide programs, services, and activities for the disadvantaged in areas of high youth employment or in areas with high dropout rates to assist them to succeed in vocational programs.	Provide instruction and program services to 2,000 young adults to assist them in succeeding in vocational education and becoming employable.	Information is included as a part of the data in Subpart 2. There were 4,662 young adults who were provided programs, services and activities which were funded from these funds.
<u>SUBPART 1</u> <u>102(d) Plans, Reports, and Evaluation</u> Funds will be used as needed to support the development of State Plans, Accountability Reports, data collection and evaluation of vocational education programs.	Activities will be directed toward the improvement of vocational education programs.	Funding has been used to do a follow-up of 65,500 graduates and leavers. Expenditure of funds occurred after July 1, 1982.

TABLE 9 (Con'd) FUNDING BY PURPOSE AT THE ADULT LEVEL--PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
<u>SUBPART 2</u> <u>Vocational Education</u> Provide preparatory and supplemental vocational education programs for adults who can profit from such instruction.	Provide preparatory or upgrading training for 30,303 long-term and 205,785 short-term adults to develop or increase employment competencies. a. Ambulance Attendant (12,900) b. Apprenticeship Related (2,000) c. Corrections (3,000) d. Human Resource Development (4,450) e. New and Expanding Industry (3,450) f. Remedial (800)	There were 33,094 long term adults (vocational) included in the total of 225,344 adults. Included also in the group total were the enrollments in the following specific categories: a. Ambulance Attendant 14,680 (+1,780) b. Apprenticeship Related 3,776 (+1,776) c. Corrections* d. Human Resource Development 3,801 (-649) e. New and Expanding Industry 3,783 (+333) f. Remedial 916 (+116). *Our data does not provide the number of correctional inmates which have received training in adult extension. There were 49 inmates enrolled in post-secondary curriculum programs and 950 enrolled in long-term adult (vocational) programs.
<u>Administration</u> Provide for the administration and supervision of vocational education.	Improve the quality of programs, services, and activities.	An expenditure of \$8,833,131 was used to provide the administration and supervision of adult programs.
<u>SUBPART 3</u> <u>Guidance and Counseling</u> Provide counseling and guidance services for all students.	Assistance to students in selecting program and preparing for entrance into the labor market.	An expenditure of \$2,888,151 was made to provide administration and supervision for the short-term adult programs.
<u>SUBPART 5</u> <u>Consumer/Homemaking</u> Provide consumer and homemaking programs and activities.	Provide instruction and program services to assist 33,500 adults to become better consumers and homemakers.	There were 46,468 individuals enrolled in consumer and homemaking courses.

TABLE 9

Results of Activities of Sex Equity Personnel/Post-Secondary

1. As a result of the report, Participation by Minorities and Women in the North Carolina Community College System 1976-77 - 1980-81, postsecondary officials have a better understanding of the progress women have been making. The report shows that women increased in nontraditional fields in a six-year period; for example, full-time curriculum women increased 59% in engineering and science and 72% in trades and industry. Part-time curriculum women increased even faster: 191% in engineering and science and 140% in trades and industry.
2. Awareness campaign
 - a. As a result of the circulation of a newsletter (three times annually), the sex equity office handled inquiries about laws, program and training materials, and workshops.
 - b. As a result of a sound/slide presentation (Bringing Home the Bread - a history of North Carolina working women with emphasis on the nontraditional), institutions, community groups and state government agencies have kept the film in continuous circulation since its production by the sex equity office.
3. Resulting from the formation of an ad hoc sex equity committee was the presentation of a statewide workshop (November, 1981) emphasizing older women returning to campus. Other institutions and the State Department duplicated a portion of the workshop locally.

As a result of local support of the sex equity office a third statewide workshop (on sexual harassment) was presented (in November, 1982). An outgrowth is a workbook on sexual harassment prevention and treatment that is being developed by a committee of local officials under the supervision of the sex equity coordinator.
4. Technical assistance has resulted in:
 - a. Compilation and referral of resources upon request for use at institutions.
 - b. Dissemination of program and training materials to institutions and to general public upon request.
5. As a result of the Methods of Administration (MOA) the sex equity coordinator assisted the MOA team in its compliance review of institutions.
6. Contact with the Council on the Status of Women and with the Employment Security Commission resulted in a joint pilot program for displaced homemakers in six regions of the state.
7. Incentives for exemplary programs were awarded to two institutions. Incentives were a) certificate of recognition and b) a book on women's issues.

STATE SUMMARY OF FUNDING BY PURPOSE - 1981-82
SECONDARY, POST-SECONDARY & ADULT

TABLE 10

P R O G R A M S E R V I C E	PROJECTED			ACTUAL			ACTUAL FEDERAL GRANT	UNEXPENDED BALANCE	
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL		FEDERAL	STATE/LOCAL
DISADVANTAGED	3,996,030	2,394,164	1,601,866	2,387,732	1,401,626	932,085	3,689,606	1,301,874	1,306,463
Limited English Speaking	9,252	8,924	328	9,216	8,910	306	9,216		
HANDICAPPED	2,002,641	1,201,544	801,097	1,168,561	627,604	585,139	1,849,411	680,850	679,172
SUBPART 2 (Section 120) SUBTOTAL	10,335,674	148,802,650	33,170,250	9,174,436	172,225,812	31,715,493	10,085,415	910,979	632,508
A. Vocational Education	9,374,586	110,624,100	25,475,000	8,880,881	124,672,018	27,220,085	9,137,683	256,802	256,800
B. Work-Study	311,250		136,250				351,651	351,651	150,708
C. Cooperative Education	[4,596]	[6,854,000]	[2,743,000]		[7,142,000]	[3,194,000]			
D. Energy Education	225,000		4,000,000				225,000	225,000	225,000
E. Construction	86,665			48,593			57,244	8,651	
F. Sex Bias Office Personnel		1,500,000	600,000		2,761,613	1,172,619			
I. Industrial Arts	[17,068]								
J. Support Services for Women	[12,500]								
K. Day Care Services	[5,366]			6,500	6,500		6,500		
L. Programs/Homemakers, Head-House.	338,173	4,630,750		238,462	4,244,581		307,337	68,875	
102 a Administration State		32,047,800	2,959,000		40,541,100	3,322,789			
Local		10,632,146	371,005		14,405,664	1,543,956	2,860,461	751,990	62,231
SUBPART 3 (Section 130) SUBTOTAL	3,682,814	58,851		2,108,471	54,881		184,422	128,564	62,231
1. Research	306,317			156,251			175,000	18,749	
2. Exemplary	150,000			61,864	431,627		211,864	150,000	
3. Curriculum Development	214,000	379,700							
4. Guidance and Counseling	1,611,632	8,620,003	371,005	1,755,433	12,264,639	1,543,956	1,755,433		
5. Preservice and Inservice Training	1,322,213			38,695	216		479,903	441,208	
6. Grants (Overcome Sex Bias)	800								
102 a Administration State	77,852	71,092		40,370			53,839	13,469	
Local		1,502,500			1,654,301				
SUBPART 4 (Section 140) Special Program for Disadvantaged	583,066		38,800	209,758		7,006	451,836	242,078	5,769
SUBPART 5 (Section 150) Consumer/Homemaking									
Auxiliary Services									
Program Instruction	110,000	2,502,500	353,000		3,115,305	487,339			
Depressed Areas	1,158,081	6,502,000	2,738,500	916,936	8,483,842	3,754,803	916,936		
SUBPART 1 (Section 102 d)	145,766			12,651			112,944	100,293	
TOTAL	22,023,324	172,043,928	39,074,846	15,987,761	200,268,763	39,026,127	19,975,825	3,988,064	2,686,143

[] Non Add

TABLE: 11
LEVEL: STATE

STATE MAINTENANCE OF EFFORT

		<u>Expenditures - FY 1981</u>		<u>Expenditures - FY 1982</u>	
		<u>Federal</u>	<u>State</u>	<u>Federal Unexpended</u>	<u>State</u>
Disadvantaged		[3,998,455]	[3,998,455]	-0-	[2,387,732]
Limited English Speaking		[6,827]	[6,827]	-0-	[9,216]
Handicapped		[2,002,641]	[2,002,641]	-0-	[1,168,561]
Sub-Part 2		16,343,597	186,891,196	-0-	12,739,945
Sub-Part 3		3,682,814	11,870,417	-0-	2,108,471
Sub-Part 4		583,066	7,818	-0-	209,758
Sub-Part 5		1,268,081	12,432,104	-0-	916,936
Section 102 (d)		145,766	-0-	-0-	12,651
TOTAL		22,023,324	211,201,535	-0-	15,987,761
Federal Grant		22,023,324			19,975,825
					3,988,064
					100,293
					-0-
					242,078
					751,990
					2,893,703
					[680,850]
					-0-
					[1,301,874]

TABLE: 12

SUMMARY OF FY 1981 UNEXPENDED FEDERAL FUNDS EXPENDED IN FY 1982

	Secondary					Post-Secondary				
	Federal Funds			State/ Local Match		Federal Funds			State/ Local Match	
	Balance Forward	Expended	Unexpended			Balance Forward	Expended	Unexpended		
Disadvantaged	[688,648]	[688,648]	-0-	[693,963]		[513,109]	[513,109]	-0-	[503,741]	
Limited English Speaking	[4]	[4]	-0-	[4]		-0-	-0-	-0-	-0-	
Handicapped	[145,402]	[145,402]	-0-	[143,955]		[378,918]	[378,918]	-0-	[376,437]	
Subpart 2	1,269,408	1,269,408 ⁽¹⁾	-0-	948,622		1,059,682	1,059,682	-0-	880,662	
Subpart 3	460,716	460,716 ⁽²⁾	-0-	9,800		96,571	96,571	-0-	484	
Subpart 4	127,305	127,305 ⁽³⁾	-0-	-0-		122,329	122,329	-0-	-0-	
Subpart 1	77,000	77,000 ⁽⁴⁾	-0-	-0-		48,584	48,584	-0-	-0-	
TOTAL	1,934,429	1,934,429	-0-	958,422		1,327,166	1,327,166	-0-	881,146	

(1) 85,778 was spent in the 25-27 month (July 1 - September 30, 1982)

(2) 199,953 was spent in the 25-27 month (July 1 - September 30, 1982)

(3) 54,517 was spent in the 25-27 month (July 1 - September 30, 1982)

(4) 8,349 was spent in the 25-27 month (July 1 - September 30, 1982)

TABLE: 13

MINIMUM PERCENTAGES OF BASIC GRANT 1981-82

	Basic Grant	Sex Bias	Disadvantaged 20%	Handi capped 10%	Post-Secondary 15%	Sub-Part 2 80%	Sub-Part 3 20%
Total Grant	\$18,494,109	\$50,000	\$3,698,822	\$1,849,411	\$2,774,116	\$7,261,299	\$2,860,461
Post-Secondary	6,164,087	16,665	1,232,817	616,409	2,774,116	570,688	953,392
Secondary	12,330,022	33,335	2,466,005	1,233,002	-0-	6,690,611	1,907,069
<u>Special Disadvantaged (Sub-Part 4)</u>							
Total Grant	\$ 451,836						
Post-Secondary	150,597						
Secondary	301,239						
<u>Consumer and Homemaking (Sub-Part 5)</u>							
Total Grant	\$ 916,936						
Post-Secondary	-0-						
Secondary	916,936						
<u>Limited English Speaking (To be expended from Disadvantaged Funds)</u>							
Total Grant	\$ 8,544						
Post-Secondary	8,040						
Secondary	504						

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1981-82
FOR SUB-PARTS 2, 3, & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 14

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT						
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5			
					EDC COUNTIES	OTHER COUNTIES				EDC COUNTIES	OTHER COUNTIES		
70	Alamance	500	23.5	2.5	7		727,510	33,300	3,540	9,919		331,830	
70	Burlington	287	26	2.5	6		417,591	36,843	3,540	8,502		199,918	
74	Alexander	164.5	29.5	3	6		239,351	41,802	4,247	8,502		103,263	
70	Alleghany	68.5	33	3	5		99,669	46,762	4,247	7,085		67,613	
72	Anson	212	30	3	7		308,464	42,511	4,247	9,919		141,999	
70	Ashe	255.5	33	3.5	6		371,758	46,762	4,955	8,502		185,133	
72	Avery	102.5	30.5	3	7		149,140	43,219	4,247	9,919		80,315	
70	Beaufort	165.5	29	3	6.5		240,806	41,093	4,247	9,211		126,582	
70	Washington	133	28	3	6		193,518	39,677	4,247	8,502		105,405	
74	Bertie	191.5	35	3.5	7		278,636	49,596	4,955	9,919		120,551	
74	Bladen	254.5	30	3	7		370,303	42,511	4,247	9,919		150,020	
68	Brunswick	288.5	25.5	2.5	6.5		419,773	36,134	3,540	9,211		220,545	
68	Buncombe	941	23.5	2.5	6		1,369,174	33,300	3,540	8,502		665,655	
68	Asheville	211.5	27.5	3	6		307,737	38,968	4,247	8,502		169,155	
68	Burke	500	23	2.5	6.5		727,510	32,591	3,540	9,211		363,695	
70	Cabarrus	346.5	23	2.5	6.5		504,164	32,591	3,540	9,211		235,503	
70	Concord	111	31.5	3	5		161,507	44,636	4,247	7,085		93,204	
70	Kannapolis	175	28	3	6		254,628	39,677	4,247	8,502		131,595	
74	Caldwell	501	24.5	2.5	6.5		728,965	34,717	3,540	9,211		272,801	
74	Camden	32	34.5	3.5	7		46,561	48,887	4,955	9,919		38,762	
70	Carteret	265	29.5	3	7		385,580	41,802	4,247	9,919		189,235	
74	Caswell	146.5	31.5	3	6		213,160	44,636	4,247	8,502		95,056	
68	Catawba	474.5	22	2	6		690,407	31,174	2,832	8,502		344,901	
68	Hickory	157	28.5	3	5		228,438	40,385	4,247	7,085		131,838	
68	Newton	89	29.5	3	5		129,497	41,802	4,247	7,085		85,944	
68	Chatham	241.5	27	2.5	6		351,387	38,260	3,540	8,502		189,030	
74	Cherokee	124.5	34	3.5	7		181,150	48,179	4,955	9,919		85,801	

TABLE: 14

96

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1981-82
FOR SUB-PARTS 2, 3, & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 14

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT						ESTIMATED REIMBURSEMENT					
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5			
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES		
72	Chowan	85	34.5	3.5	5.5		123,677	48,888	4,955	7,793		72,066	
72	Clay	43.5	35.5	3.5	7.5		63,293	50,304	4,955	10,628		50,237	
72	Cleveland	345.5	23	2.5	6.5		502,709	32,591	3,540	9,211		213,131	
72	Kings Mountain	141.5	30	3	5		205,885	42,511	4,248	7,085		101,006	
72	Shelby	151	28.5	3	5.5		219,708	40,386	4,248	7,793		105,830	
74	Columbus	411.5	31.5	3	7		598,741	44,636	4,248	9,919		231,029	
74	Whiteville	83	34.5	3.5	5.5		120,767	48,888	4,955	7,793		64,088	
70	Craven	260	29	3	6		378,305	41,094	4,248	8,502		185,207	
70	New Bern	210	28.5	3	6.5		305,554	40,385	4,248	9,211		154,028	
74	Cumberland	1,386	26.5	3	8		2,016,658	37,551	4,248	11,336		727,225	
74	Fayetteville	395.5	26	2.5	7		575,460	36,842	3,540	9,919		219,862	
72	Currituck	60	34	3.5	6		87,301	48,179	4,955	8,502		57,920	
68	Dare	56	32.5	3	5.5		81,481	46,054	4,248	7,793		65,683	
70	Davidson	609	23.5	2.5	6		886,107	33,300	3,540	8,502		399,192	
70	Lexington	116	28	3	6		168,782	39,677	4,248	8,502		94,804	
70	Thomasville	92	31	3	5		133,862	43,928	4,248	7,085		81,053	
68	Davie	183.5	20.5	2	6		266,996	29,049	2,832		8,502	144,649	
72	Duplin	361	28.5	3	8.5		525,262	40,385	4,248	12,045		226,310	
68	Durham County	645	23.5	2.5	6		938,488	33,300	3,540	8,502		462,979	
68	Durham City	352.5	24.5	2.5	5.5		512,895	34,716	3,540	7,794		263,033	
72	Edgecombe	237.5	31.5	3	7		345,567	44,636	4,248	9,919		157,255	
72	Tarboro	112	33.5	3.5	5.5		162,962	47,471	4,955	7,793		86,793	
68	Forsyth	1,721.5	23.5	2.5	6		2,504,817	33,300	3,540	8,502		120,075	
74	Franklin	172.5	33.5	3.5	7.5		250,991	47,470	4,955	10,628		110,340	
74	Franklinton	40.5	34.5	3.5	5.5		58,928	48,888	4,955	7,793		42,360	
72	Gaston	1,228.5	24	2.5	7		1,787,492	34,008	3,540	9,919		713,595	
72	Gates	50	37.5	3.5	6		72,751	53,138	4,955	8,502		54,190	
72	Graham	65	36	3.5	7		94,576	51,013	4,955	9,919		62,402	
74	Granville	265.5	32.5	3.5	7.5		386,308	46,053	4,955	10,628		157,386	

TABLE: 14

98

TABLE: 14

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		LOCAL
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES	
72	Greene	111.5	35	3.5	7		162,235	49,596	4,955	9,919		88,163
68	Guilford	1,000.5	25	2.5	5.5		1,455,748	35,425	3,540	7,794		707,062
68	Greensboro	1,030	23.5	2.5	6		1,498,671	33,300	3,540	8,502		726,594
68	High Point	347	24	2.5	5.5		504,892	34,008	3,540	7,794		258,934
74	Halifax	302	35	3.5	7		439,416	49,596	4,955	9,919		177,041
74	Roanoke Rapids	89	35.5	3.5	5.5		129,497	50,304	4,955	7,794		67,653
74	Weldon	46.5	36	3.5	7		67,658	51,013	4,955	9,919		46,921
74	Harnett	442	28.5	3	7		643,119	40,385	4,247	9,919		245,127
72	Haywood	352.5	30.5	3	6.5		512,895	43,219	4,247	9,211		221,500
70	Henderson	317.5	27.5	3	6		461,969	38,968	4,247	8,502		220,151
70	Hendersonville	46	31.5	3	5		66,931	44,636	4,247	7,085		52,671
72	Hertford	189.5	31.5	3.5	7.5		275,726	44,636	4,955	10,628		130,645
74	Hoke	147.5	35.5	3.5	7		214,615	50,304	4,955	9,919		98,304
70	Hyde	30	34.5	3.5	7		43,651	48,887	4,955	9,919		46,034
70	Iredell	388.5	23.5	2.5	6		565,275	33,300	3,540	8,502		261,693
70	Mooreville	73	31	3	5.5		106,216	43,927	4,247	7,794		69,507
70	Statesville	123	29	3	5		178,967	41,094	4,247	7,085		99,168
68	Jackson	136.5	33	3.5	6		198,610	46,762	4,955	8,502		121,802
72	Johnston	578	27.5	3	7		841,002	38,968	4,247	9,919		347,720
72	Jones	95	36	3.5	5.5		138,227	51,012	4,955	7,794		78,551
72	Lee/Sanford	268	29	3	6		389,945	41,094	4,247	8,502		172,584
70	Lenoir	376	32	3	6		547,088	45,345	4,247	8,502		259,364
70	Kinston	180.5	32	3	5.5		262,631	45,344	4,247	7,794		137,150
72	Lincoln	312	28.5	3	6		453,966	40,385	4,247	8,502		197,206
68	Macon	124.5	32	3	5.5		181,150	45,344	4,247	7,794		112,252
74	Madison	122.5	33	3.5	6		178,240	46,762	4,955	8,502		83,783
70	Martin	210.5	33	3.5	7		306,282	46,762	4,955	9,919		157,679
70	McDowell	250	29	3	6		363,755	41,094	4,247	8,502		178,971
68	Mecklenburg	2,855	28	3	6.5		4,154,082	39,676	4,247	9,211		1,979,866
70	Mitchell	84.5	36	3.5	5.5		122,949	51,012	4,955	7,794		80,019

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENT FOR FEDERAL MONTHS OF EMPLOYMENT FOR 1981-82
FOR SUB-PART 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE: 14

RRIM. RATE	LEA	ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT				
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5	
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES
72	Greene	112	34.5	5.5	5		127,963	51,336	8,151	7,440	68,540
68	Guilford	1,018	25	4	4		1,097,944	35,125	5,600	5,620	522,936
68	Greensboro	1,069	24	4	3.5		1,152,949	33,720	5,600	4,918	547,565
74	High Point	364	24	4	3.5		392,585	33,720	5,600	4,918	196,785
74	Halifax	311.5	34.5	5.5	5		365,555	52,751	7,092	6,649	144,582
74	Roanoke Rapids	89.5	33.5	5.5	5		105,031	47,222	7,092	6,649	54,142
74	Weldon	47	35	5.5	5.5		55,156	49,515	7,092	8,410	37,717
74	Harnett	442.5	29	4.5	4.5		519,288	40,341	6,858	6,881	194,872
72	Haywood	350.5	32	5	5		400,457	47,616	7,410	7,440	171,350
70	Henderson	318	27.5	2.5	4		353,149	39,765	3,603	5,784	164,581
70	Hendersonville	46.5	26.5	5	4		51,640	38,319	7,205	7,784	38,340
72	Hertford	190	32	5	5		217,081	47,616	7,410	7,440	101,282
74	Hoke	156.5	41.5	7.5	6.5		183,658	63,454	11,430	9,939	85,979
70	Hyde	30.5	34	5.5	5		33,871	49,164	7,926	7,230	35,067
70	Iredell	394.5	24	4	3.5		438,104	34,704	5,764	5,061	199,181
70	Mooreville	68	21.5	0	3.5		75,516	31,089	-0-	5,061	43,483
68	Statesville	130	28	4.5	4		144,369	40,488	6,485	5,784	77,849
72	Jackson	137	32	8	5		147,759	44,960	11,200	7,025	90,556
72	Johnston	578.5	28.5	4.5	4		660,954	42,408	6,669	5,952	268,703
72	Jones	95.5	34	5.5	5		109,112	50,592	8,151	7,440	61,118
72	Lee/Sanford	288.5	28.5	4.5	4.5		329,620	42,408	6,669	6,696	142,319
70	Lenoir	376.5	31	5	4.5		418,115	44,826	7,205	6,507	194,973
70	Kinston	181	30.5	5	4.5		201,006	44,103	7,205	6,507	103,331
72	Lincoln	312.5	28	4.5	4.5		357,041	41,664	6,669	6,696	152,578
68	Macon	124.5	31	5	4.5		134,277	43,555	7,000	6,323	82,097
74	Madison	123	32	5	5		144,344	44,928	7,620	6,649	66,917
70	Martin	211.5	32.5	5.5	5		234,877	46,995	7,926	7,230	118,994
70	McDowell	259	28	4	4		287,627	40,488	5,764	5,784	137,930
68	Mecklenburg	2,913.5	28	7	4.5		3,142,326	39,340	9,800	6,323	1,469,286
70	Mitchell	85	34	5.5	5		94,395	49,164	7,926	7,230	60,549

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1981-82
FOR SUB-PARTS 2, 3, & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 14

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		LOCAL
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES	
72	Montgomery	145.5	28.5	3		5.5	211,705	40,385	4,248		7,794	102,718
68	Moore	398	23	2.5		6.5	579,098	32,592	3,540		9,210	293,854
70	Nash	388.5	26	2.5	7		565,275	36,843	3,540	9,919		263,819
70	Rocky Mount	232	28.5	3	6		337,565	40,385	4,248	8,502		167,443
68	New Hanover	783	23.5	2.5	7		1,139,281	33,300	3,540	9,919		558,136
74	Northampton	196.5	32.5	3.5	7.5		285,911	46,053	4,955	10,628		122,111
68	Onslow	601	27.5	3	7		874,467	38,968	4,248	9,919	7,085	436,519
68	Orange	167	30	3		5	242,988	42,511	4,248		7,794	139,686
68	Chapel Hill	183.5	26.5	2.5		5.5	266,996	37,550	3,540			148,649
74	Pamlico	82	37.5	3.5	7.5		119,312	53,138	4,955	10,628		66,066
72	Pasquotank	193.5	33	3.5	7		281,546	46,762	4,955	9,919		133,460
72	Pender	183.5	30.5	3	7		266,996	43,219	4,248	9,919		126,149
72	Perquimans	50	39	3.5	6		72,751	55,264	4,955	8,502		55,017
68	Person	221.5	26	2.5	6		322,287	36,842	3,540	8,502		174,669
70	Pitt	436	26	2.5	7		634,389	36,843	3,540	9,919		293,439
70	Greenville	188	27.5	3	6		273,544	38,968	4,248	8,502		139,398
68	Polk	74.5	31.5	3	5		108,399	44,636	4,248	7,085		77,350
68	Tryon	7.5	31.5	3	5		10,913	44,636	4,248	7,085		31,474
70	Randolph	498	23.5	2.5	6		724,600	33,300	3,540	8,502		329,975
70	Asheboro	146.5	29	3	5		213,160	41,094	4,248	7,085		113,823
74	Richmond	358.5	28.5	3	7		521,625	40,385	4,248	9,919		202,441
74	Robeson	548	31.5	3.5	8.5		797,351	44,636	4,955	12,045		301,806
74	Fairmont	74.5	38	3.5	7		108,399	53,847	4,955	9,919		62,231
74	Lumberton	157.5	33	3.5	6		229,166	46,762	4,955	8,502		106,676
74	Red Springs	40.5	37	3.5	6		58,928	52,430	4,955	8,502		43,854
74	St. Pauls	37	37	3.5	6		53,836	52,430	4,955	8,502		42,065
70	Rockingham	178	23.5	2.5		5	258,994	33,300	3,540		7,085	129,822
70	Eden	162.5	28	2.5		5	236,441	39,677	3,540		7,085	122,890
70	Madison Mayodan	89.5	28	2.5		5	130,224	39,677	3,540		7,085	77,368

TABLE: 14

102

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1981-82
FOR SUB-PARTS 2, 3, & 5
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 14

REIM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT						ESTIMATED REIMBURSEMENT					
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5			STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		
					ED A COUNTIES	OTHER COUNTIES					ED A COUNTIES	OTHER COUNTIES	LOCAL
70	Reidsville	159.5	25.5	2.5	6	5		232,076	36,134	3,540	8,502	7,085	119,501
68	Rowan	521.5	23.5	2.5				758,793	33,300	3,540			378,416
68	Salisbury	92	31	3	5			133,862	43,928	4,247	7,085		88,999
72	Rutherford	410	26	2.5	7			596,558	36,843	3,540	9,919		251,557
72	Sampson	330	28	3	7			480,157	39,677	4,247	9,919		207,667
72	Clinton	100	34.5	3.5	5.5			145,502	48,887	4,955	7,794		80,554
74	Scotland	248	28.5	3	6.5			360,845	40,385	4,247	9,211		145,701
70	Stanly	303.5	26.5	2.5	5.5			441,599	37,550	3,540	7,794		210,207
70	Albemarle	64	32	3	4.5			93,121	45,345	4,247	6,376		63,895
68	Stokes	249	24.5	2.5		5.5		362,300	34,716	3,540		7,794	192,165
70	Surry	317.5	28.5	3	6.5			461,969	40,385	4,247	9,211		221,062
70	Elkin	18.5	35	3.5	5			26,918	49,596	4,955	7,085		37,952
70	Mount Airy	64.5	33.5	3	5			93,849	47,470	4,247	7,085		65,422
72	Swain	68	38	3.5	7			98,941	53,847	4,955	9,919		65,202
68	Transylvania	160.5	27.5	3	6.5			233,531	38,968	4,247	9,211		134,568
74	Tyrrell	17.5	41.5	4	6.5			25,463	58,806	5,663	9,211		34,834
70	Union	437.5	23	2.5	6.5			636,571	32,591	3,540	9,211		292,248
70	Monroe	97	29	3	5			141,137	41,094	4,247	7,085		82,956
74	Vance	284.5	31.5	3	6.5			413,953	44,636	4,247	9,211		165,854
68	Wake	2,063	20	2		7		3,001,706	28,340	2,833		9,919	1,431,905
74	Warren	124	36.5	3.5	7.5			180,422	51,721	4,955	10,628		87,039
74	Washington	118.5	32	3.5	7			172,420	45,345	4,955	9,919		81,738
68	Watauga	165	29.5	3	6			240,078	41,802	4,247	8,502		138,649
70	Wayne	558	23.5	2.5	7.5			811,901	33,299	3,540	10,628		368,301
70	Goldsboro	191	31	3	6.5			277,909	43,927	4,247	9,211		143,697
72	Wilkes	434	27.5	3	6.5			631,479	38,968	4,247	9,211		265,963
70	Wilson	521.5	26.5	2.5	6.5			758,793	37,551	3,540	9,211		346,755
70	Yadkin	222.5	30	3	6.5			323,742	42,510	4,247	9,211		162,733
74	Yancey	93	36	3.5	5.5			135,317	51,012	4,955	7,794		69,946
	TOTAL	42,704	4,282	432	822.5	72.5		62,135,174	6,067,680	611,630	1,165,499	102,734	29,651,586

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENT FOR FEDERAL MONTHS OF EMPLOYMENT FOR 1981-82
FOR SUB-PART 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE: 14

RKM. RATE	LEA	ACTUAL MONTHS OF EMPLOYMENT						ACTUAL REIMBURSEMENT				
		STATE	SUB-PART 2	SUB-PART 3	SUB-PART 5		STATE	SUB-PART 2	SUB-PART 3	SUB-PART 5		LOCAL
					EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES	
70	Reidsville	159.1	25	4		4	176,685	36,150	5,764		5,784	89,818
68	Rowan	529	24	4	3.5		570,542	33,720	5,600	4,918		278,882
68	Salisbury	92	29.5	5	4.5		99,225	41,448	7,000	6,323		65,180
72	Rutherford	378.5	27	4.5	4		432,448	40,176	6,669	5,952		180,756
72	Sampson	339	28.5	4.5	4.5		387,318	42,408	6,669	6,696		164,365
72	Clinton	97.5	8.5	0	1		111,397	12,648	-0-	1,488		46,712
74	Scotland	239	28.5	4.5	4.5		280,474	39,577	6,858	6,881		112,137
70	Stanly	308.5	28	6	4.5		342,598	40,488	8,646	6,507		162,243
70	Albemarle	61	29.5	5	4.5		67,742	42,657	7,205	6,507		46,756
68	Stokes	253.5	25	4		3.5	273,407	35,125	5,600		4,918	142,302
70	Surry	331	28.5	7	4.5		367,585	41,211	10,087	6,507		173,465
70	Elkin	20	32.5	8.5	5		22,211	46,995	12,249	7,230		30,859
70	Mount Airy	64.5	36	5	5.5		71,629	52,056	7,205	7,953		51,899
72	Swain	68.5	36.5	6	5.5		78,263	54,312	8,892	8,184		50,860
68	Transylvania	161	28	4.5	4		173,643	39,340	6,300	5,620		98,268
74	Tyrrell	17.5	39.5	6.5	6		20,537	60,396	9,906	9,174		28,186
70	Union	464	24	4	3.5		515,286	34,704	5,764	5,061		231,676
70	Monroe	97.5	28	4.5	4		108,277	40,488	6,485	5,784		62,653
74	Vance	299.5	31	5	4.5		351,473	43,399	7,620	6,881		137,890
68	Wake	2,157.5	22.5	5.5		3.5	2,326,928	31,613	7,700		4,918	1,089,159
74	Warren	123.5	36.5	6	5.5		144,931	51,809	9,144	8,410		69,554
74	Washington	128.5	32	5	5		150,799	44,928	7,620	6,649		69,148
68	Watauga	172.5	29	4.5	4.5		186,046	40,745	6,300	6,323		104,736
70	Wayne	584.5	29	4	4.5		649,105	41,934	5,764	6,507		290,822
70	Goldsboro	205.5	31	5	4.5		228,214	44,826	7,205	6,507		115,020
72	Wilkes	452.5	28	4.5	4		516,995	41,664	6,669	5,952		213,478
70	Wilson	526.5	27	4.5	4		584,694	39,042	6,485	5,784		262,769
70	Yadkin	223	29.5	5	4.5		247,648	42,657	7,205	6,507		122,501
74	Yancey	92.5	22.5	5.5	3.5		108,552	34,403	7,092	5,352		50,289
	TOTAL	43,787.6	4,203	683	585	49	48,793,726	6077,821	983,933	847,120	69,816	22,777,848

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1981-82
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 15

	S U B - P A R T 2										S U B - P A R T 4	
	DISADVANTAGED			HANDICAPPED			WORK - STUDY				SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED				ESTIMATED FUNDS ALLOTTED	
	Federal/State	Local		Federal/State	Local		Federal/State	Local			Federal/State	Local
LEA												
Alamance	22,124	9,482		11,062	4,741		2,045	876				
Burlington	22,943	9,833		11,471	4,916		1,909	818				
Alexander	25,810	9,068		12,905	4,534		2,079	730				
Alleghany	27,448	11,763		13,724	5,882		1,943	833				
Anson	26,629	10,356		13,314	5,178		2,079	809				
Ashe	28,270	12,116		14,135	6,058		2,216	950				
Avery	27,040	10,516		13,520	5,258		2,182	849				
Beaufort	25,810	11,061		12,905	5,531		2,011	862				
Washington	24,580	10,534		12,290	5,267		1,704	730				
Bertie	30,315	10,651		15,158	5,326		2,522	886		14,448		-0-
Bladen	26,629	9,356		13,314	4,678		2,216	779				
Brunswick	22,943	10,797		11,471	5,398		1,977	930				
Buncombe	21,305	10,026		10,653	5,013		1,841	866				
Asheville	24,173	11,376		12,086	5,688		2,011	946				
Burke	21,305	10,026		10,653	5,013		2,045	962				
Cabarrus	21,305	9,131		10,653	4,566		1,909	818				
Concord	26,221	11,238		13,111	5,619		1,841	789				
Kannapolis	24,580	10,534		12,290	5,267		2,045	876				
Caldwell	22,532	7,917		11,266	3,958		2,147	754				
Camden	29,910	10,509		14,954	5,254		2,079	730				
Carteret	26,221	11,238		13,111	5,619		2,250	964				
Caswell	27,040	9,501		13,520	4,750		2,182	767				
Catawba	20,075	9,447		10,038	4,724		1,738	818				
Hickory	24,173	11,376		12,086	5,688		1,875	882				
Newton	24,992	11,761		12,496	5,880		1,807	850				
Chatham	23,762	11,182		11,881	5,591		1,977	930		13,277		-0-
Cherokee	29,496	10,363		14,748	5,182		2,318	814				

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1981-82
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 15

	S U B - P A R T 2												S U B - P A R T 4		
	DISADVANTAGED				HANDICAPPED				WORK - STUDY				SPECIAL DISADVANTAGED		
	ACTUAL FUNDS ALLOTTED				ACTUAL FUNDS ALLOTTED				ACTUAL FUNDS ALLOTTED				ACTUAL FUNDS ALLOTTED		
	Federal	State	Local		Federal	State	Local		Federal	State	Local		Federal	State	Local
L E A															
Alamance	28,080	11,232	16,848		19,519	7,807	11,711		2,205		945				
Burlington	16,494	6,597	9,896		10,035	4,014	6,021		5,314		2,277				
Alexander	13,752	6,601	7,151		1,000	480	520		1,836		645				
Alleghany	15,463	6,185	9,278		7,735	3,093	4,641		5,829		2,498				
Anson	14,584	6,416	8,167		7,295	3,209	4,085		-0-		-0-				
Ashe	8,780	3,512	5,268		7,965	3,185	4,779		3,945		1,691				
Avery	15,328	6,744	8,584		8,345	3,671	4,673		930		362				
Beaufort	14,538	5,815	8,723		7,272	2,908	4,363		-0-		-0-				
Washington	28,845	11,538	17,307		6,925	2,770	4,155		1,477		633				
Bertie	6,757	3,243	3,514		8,080	3,878	4,201		2,152		756				
Bladen	27,703	13,297	14,405		13,854	6,650	7,204		-0-		-0-		14,448		5,076
Brunswick	22,126	7,965	14,160		9,963	3,586	6,376		843		397				
Buncombe	38,088	13,711	24,376		8,385	3,018	5,366		3,785		1,781				
Asheville	19,979	7,192	12,786		8,636	3,108	5,527		1,719		809				
Burke	13,823	4,976	8,847		10,002	3,601	6,401		3,672		1,728				
Cabarrus	31,000	12,399	18,600		14,431	5,772	8,658		12,814		5,492				
Concord	18,056	7,222	10,833		7,388	2,955	4,433		2,585		1,108				
Kannapolis	13,845	5,538	8,307		6,925	2,770	4,155		872		374				
Caldwell	12,006	5,763	6,243		6,006	2,882	3,123		916		322				
Camden	11,072	5,314	5,757		7,971	3,826	4,145		1,774		623				
Carters	24,770	9,908	14,862		12,745	5,098	7,647		1,459		625				
Caswell	14,407	6,915	7,492		7,207	3,459	3,748		930		327				
Catawba	30,550	10,997	19,552		13,813	4,972	8,840		4,153		1,954				
Hickory	14,016	5,045	8,970		7,011	2,523	4,487		799		376				
Newton	14,491	5,217	9,274		9,455	3,403	6,051		770		362				
Chatham	22,602	8,137	14,465		6,892	2,481	4,411		2,807		1,321		13,277		
Cherokee	-0-	-0-	-0-		7,862	3,774	4,088		988		347				4,665

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1981-82
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 15

IEA	S U B - P A R T 2										S U B - P A R T 4	
	DISADVANTAGED			HANDICAPPED			WORK - STUDY				SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED				ESTIMATED FUNDS ALLOTTED	
	Federal/State	Local		Federal/State	Local		Federal/State	Local			Federal/State	Local
Chowan	28,678	11,153		14,339	5,576		1,977	769				
Clay	31,138	12,109		15,569	6,055		2,182	849				
Cleveland	21,305	8,285		10,653	4,143		1,841	716				
Kings Mountain	25,403	9,879		12,701	4,939		1,909	742				
Shelby	24,580	9,559		12,290	4,779		1,772	689				
Columbus	27,859	9,788		13,929	4,894		2,318	814		13,277		-0-
Whiteville	28,678	10,076		14,339	5,038		2,114	743				
Craven	25,403	10,887		12,701	5,443		2,182	935				
New Bern	25,403	10,887		12,701	5,443		2,250	964				
Oumberland	24,992	8,781		12,496	4,390		2,147	754				
Fayetteville	23,762	8,349		11,881	4,174		1,977	695				
Currituck	28,678	11,153		14,339	5,576		2,318	901		13,277		699
Dare	27,448	12,917		13,724	6,458		2,011	946				
Davidson	21,305	9,131		10,653	4,566		1,841	789				
Lexington	24,580	10,534		12,290	5,267		1,977	847				
Thomasville	26,221	11,238		13,111	5,619		1,772	759				
Davie	19,257	9,062		9,628	4,531		1,466	690				
Duplin	26,629	10,356		13,314	5,178		2,216	862				
Durham County	21,305	10,026		10,653	5,013		1,909	898				
Durham City	21,713	10,218		10,856	5,109		2,079	978				
Edgecombe	27,859	10,834		13,929	5,417		2,454	954		14,057		740
Tarboro	28,270	10,994		14,135	5,497		2,216	862				
Forsyth	21,305	10,026		10,653	5,013		1,772	834				
Franklin	29,496	10,363		14,748	5,182		2,318	814		13,277		-0-
Franklinton	28,678	10,076		14,339	5,038		1,977	695				
Gaston	22,532	8,762		11,266	4,381		2,147	835				
Gates	31,545	12,268		15,773	6,134		2,352	915		13,472		709
Graham	31,138	12,109		15,569	6,055		2,454	954		14,057		740
Granville	28,678	10,076		14,339	5,038		2,386	838		13,667		-0-

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1981-82
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 15

	S U B - P A R T 2										S U B - P A R T 4	
	DISADVANTAGED			HANDICAPPED			WORK - STUDY				SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED				ESTIMATED FUNDS ALLOTTED	
	Federal/State	Local		Federal/State	Local		Federal/State	Local			Federal/State	Local
LEA												
Greene	30,319	11,791		15,159	5,895		2,522	981			14,448	760
Guilford	22,124	10,411		11,062	5,206		1,909	898				
Greensboro	21,305	10,026		10,653	5,013		1,909	898				
High Point	21,305	10,026		10,653	5,013		2,045	962				
Halifax	30,319	10,653		15,159	5,326		2,590	910			14,838	-0-
Roanoke Rapids	29,496	10,363		14,748	5,182		2,114	743				
Weldon	31,138	10,940		15,569	5,470		2,318	814			13,277	-0-
Harnett	25,810	9,068		12,905	4,534		2,216	779				
Haywood	26,629	10,356		13,314	5,178		2,284	888			13,081	689
Henderson	24,173	10,360		12,086	5,180		2,011	862				
Hendersonville	26,221	11,238		13,111	5,619		1,772	759				
Hertford	28,270	10,994		14,135	5,497		2,284	888			13,081	689
Hoke	30,726	10,796		15,363	5,398		2,625	922			15,034	-0-
Hyde	29,908	12,818		14,954	6,409		2,011	862				
Iredell	21,305	9,131		10,653	4,566		1,977	847				
Mooreville	26,221	11,238		13,111	5,619		1,977	847				
Statesville	24,580	10,534		12,290	5,267		1,909	818				
Jackson	28,270	13,304		14,135	6,652		2,216	1,043				
Johnston	24,992	9,719		12,496	4,860		2,079	809				
Jones	29,908	11,631		14,954	5,815		2,147	835				
Lee/Sanford	25,399	9,877		12,700	4,939		1,977	769			13,472	1,497
Lenoir	27,448	11,763		13,724	5,882		2,352	1,008				
Kinston	27,040	11,589		13,520	5,794		2,182	935				
Lincoln	24,992	9,719		12,496	4,860		2,079	809				
Macon	27,040	12,725		13,520	6,362		1,977	930				
Madison	28,270	9,933		14,135	4,966		2,147	754				
Martin	28,678	12,291		14,339	6,145		2,318	993			13,277	1,475
McDowell	25,399	10,885		12,700	5,443		2,182	935				
Mecklenburg	24,992	11,761		12,496	5,880		2,284	1,075				
Mitchell	29,908	12,818		14,954	6,409		2,284	1,979				

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1981-82
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 15

	S U B - P A R T 2												S U B - P A R T 4			
	DISADVANTAGED						HANDICAPPED						WORK - STUDY			
	ACTUAL FUNDS ALLOTTED						ACTUAL FUNDS ALLOTTED						ACTUAL FUNDS ALLOTTED			
	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local	Local
L E A																
Greene	13,129	5,777	7,352	8,304	3,654	4,650	1,076	901	418	14,448		5,619				
Guilford	12,829	4,618	8,210	20,000	7,200	12,800	1,814	854								
Greensboro	17,352	6,247	11,105	6,179	2,224	3,954	814	383								
High Point	35,556	12,800	22,756	6,179	2,224	3,954	3,000	1,412								
Halifax	29,666	14,240	15,426	8,080	3,878	4,201	2,104	739								
Roanoke Rapids	15,042	7,142	7,900	6,646	3,190	3,456	901	317								
Weldon	6,125	2,940	3,185	5,450	2,615	2,834	2,123	746								
Harnett	21,860	10,493	11,367	11,608	5,572	6,036	2,000	703								
Haywood	15,481	6,811	8,669	8,438	3,712	4,725	974	379								
Henderson	13,615	5,446	8,169	8,953	3,581	5,372	1,716	735								
O Hendersonville	11,422	4,568	6,853	3,572	1,428	2,143	756	324								
Hertford	29,370	12,922	16,447	28,577	12,573	16,003	1,974	768								
Hoke	29,886	14,345	15,541	9,879	4,741	5,137	13,619	4,785								
Hyde	9,244	3,697	5,546	4,355	1,742	2,613	858	368								
Iredell	9,391	3,756	5,634	3,496	1,398	2,097	-0-	-0-								
Mooreville	9,026	3,610	5,415	-0-	-0-	-0-	843	361								
Statesville	17,956	7,182	10,773	2,815	1,125	1,689	814	349								
Jackson	13,450	4,842	8,608	8,346	3,004	5,341	945	445								
Johnston	24,103	10,605	13,498	17,263	7,595	9,667	1,887	734								
Jones	16,378	7,206	9,172	8,193	3,604	4,588	-0-	-0-								
Lee/Sanford	20,854	9,176	11,678	8,347	3,672	4,674	2,043	795								
Lenoir	15,463	6,185	9,278	7,735	3,093	4,641	-0-	-0-								
Kinston	15,230	6,092	9,138	7,619	3,047	4,571	1,430	613								
Lincoln	14,042	8,418	5,623	7,025	3,091	3,934	887	345								
Macon	15,678	5,644	10,034	7,843	2,823	5,019	1,686	793								
Madison	21,758	10,444	11,314	7,534	3,616	3,918	11,229	3,945								
Martin	16,153	6,461	9,692	8,080	3,232	4,848	988	423								
McDowell	14,307	5,723	8,584	7,157	2,863	4,294	930	399								
Mecklenburg	43,903	15,805	28,098	14,712	5,296	9,416	3,974	1,870								
Mitchell	16,846	6,738	10,107	7,355	2,942	4,413	974	417								

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1981-82
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 15

	S U B - P A R T 2										S U B - P A R T 4	
	DISADVANTAGED				HANDICAPPED				WORK - STUDY		SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED				ESTIMATED FUNDS ALLOTTED				ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED	
	Federal/State	Local	Federal/State	Local	Federal/State	Local	Federal/State	Local	Federal/State	Local	Federal/State	Local
IEA												
Montgomery	24,580	9,559	12,290	4,779	1,909	742						
Moore	21,305	10,026	10,653	5,013	1,909	898						
Nash	23,762	10,184	11,881	5,092	2,114	906						
Rocky Mount	24,992	10,711	12,496	5,355	2,079	891						
New Hanover	22,124	10,411	11,062	5,206	1,977	930						
Northampton	29,089	10,220	14,544	5,110	2,284	802						
Onslow	24,992	11,761	12,496	5,880	2,079	978						
Orange	25,399	11,952	12,699	5,976	2,114	995						
Chapel Hill	22,943	10,797	11,471	5,398	1,704	802						
Panlico	32,368	11,373	16,184	5,686	2,352	826						
Pasquotank	28,678	11,153	14,339	5,576	2,590	1,007			13,472	-0-		
Pender	27,040	10,516	13,520	5,258	2,114	822			14,838	781		
Perquimans	32,368	12,588	16,184	6,294	2,420	941			13,862	730		
Person	22,943	10,797	11,471	5,398	1,772	834						
Pitt	23,762	10,184	11,881	5,092	2,045	876						
Greenville	24,173	10,360	12,086	5,180	1,875	804						
Polk	26,221	12,339	13,111	6,170	1,841	866						
Tryon	26,221	12,339	13,111	6,170	1,704	802						
Randolph	21,305	9,131	10,653	4,566	2,045	876						
Asheboro	24,580	10,534	12,290	5,267	1,909	818						
Richmond	25,810	9,068	12,905	4,534	2,352	826			13,472	-0-		
Robeson	28,678	10,076	14,339	5,038	2,590	910			14,838	-0-		
Fairmont	32,368	11,373	16,184	5,686	2,625	922			15,034	-0-		
Lumberton	28,270	9,933	14,135	4,966	2,216	779						
Red Springs	31,138	10,940	15,569	5,470	2,250	791						
St. Pauls	31,138	10,940	15,569	5,470	2,318	814			13,277	-0-		
Rockingham	20,483	8,778	10,241	4,389	1,772	759						
Eden	23,762	10,184	11,881	5,092	1,772	759						
Madison Mayodan	23,762	10,184	11,881	5,092	1,636	701						

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1981-82
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 15

	S U B - P A R T 2												S U B - P A R T 4			
	DISADVANTAGED				HANDICAPPED				WORK - STUDY				SPECIAL DISADVANTAGED			
	ACTUAL FUNDS ALLOTTED				ACTUAL FUNDS ALLOTTED				ACTUAL FUNDS ALLOTTED				ACTUAL FUNDS ALLOTTED			
	Federal	State	Local		Federal	State	Local		Federal	State	Local		Federal	State	Local	
L E A																
Montgomery	16,933	7,450	9,482		6,733	2,962	3,770		1,814		705					
Moore	12,352	4,447	7,905		6,179	2,224	3,954		8,160		3,840					
Nash	16,242	6,497	9,745		13,124	5,249	7,874		1,901		815					
Rocky Mount	14,720	5,888	8,832		7,577	3,031	4,546		1,687		723					
New Hanover	12,167	4,380	7,787		6,777	2,440	4,337		-0-		-0-					
Northampton	35,770	17,169	18,600		7,753	3,721	4,031		974		342					
Onslow	36,565	13,163	23,401		14,027	5,050	8,977		2,104		990					
Orange	14,728	5,302	9,426		7,367	2,652	4,715		1,700		800					
Chapel Hill	13,302	4,789	8,513		6,654	2,395	4,258		4,227		1,989					
Farmico	17,246	8,277	8,968		7,275	3,492	3,783		4,103		1,442					
Pasquotank	15,704	6,910	8,794		7,856	3,456	4,399		2,204		857		13,472			4,733
Pender	14,807	6,515	8,292		7,407	3,259	4,148		901		350		14,838			5,770
Perquimans	17,725	7,798	9,926		8,866	3,901	4,965		3,032		1,179		13,862			5,391
Person	13,302	4,789	8,513		6,654	2,395	4,258		1,556		732					
Pitt	21,957	8,782	13,174		9,910	3,963	5,946		872		374					
Greenville	19,077	7,630	11,446		25,547	10,218	15,328		2,800		1,200					
Polk	14,517	5,226	9,291		7,261	2,614	4,647		2,785		1,311					
Tryon	15,205	5,473	9,731		-0-	-0-	-0-		727		342					
Randolph	12,000	4,799	7,200		6,002	2,101	3,901		4,072		1,745					
Asheboro	13,845	5,538	8,307		6,925	2,770	4,155		814		349					
Richmond	10,573	5,075	5,498		8,668	4,160	4,507		1,003		352					
Robeson	25,415	12,199	13,216		10,008	4,804	5,204		-0-		-0-		13,472			4,733
Fairmont	17,246	8,277	8,968		8,627	4,140	4,486		-0-		-0-		14,838			5,213
Lumberton	15,062	7,230	7,832		7,534	3,616	3,918		1,945		683		15,034			5,282
Red Springs	1,050	504	546		1,570	753	816		959		337					
St. Pauls	16,590	7,963	8,627		8,299	3,983	4,315		1,988		698					
Rockingham	11,537	4,615	6,922		5,771	2,308	3,462		-0-		-0-		13,277			4,665
Eden	13,385	5,354	8,031		6,695	2,678	4,017		756		324					
Madison Mayodan	13,385	5,354	8,031		6,695	2,678	4,017		1,498		642					

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1981-82
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 15

	S U B - P A R T 2						S U B - P A R T 4		
	DISADVANTAGED			HANDICAPPED			WORK - STUDY		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	Federal/State	Local		Federal/State	Local		Federal/State	Local	
LEA									
Reidsville	22,124	9,482		11,062	4,741		1,772	759	
Rowan	21,305	10,026		10,653	5,013		1,909	898	
Salisbury	26,221	12,339		13,111	6,170		1,909	898	
Rutherford	23,761	9,240		11,881	4,620		2,250	875	
Sampson	25,399	9,877		12,699	4,939		2,045	795	
Clinton	28,678	11,153		14,339	5,576		1,977	769	
Scotland	25,399	8,924		12,699	4,462		2,386	838	
Stanly	22,943	9,833		11,471	4,916		1,909	818	
Albemarle	26,221	11,238		13,111	5,619		2,114	906	
Stokes	21,713	10,218		10,856	5,109		1,807	850	
Surry	25,399	10,885		12,699	5,442		2,114	906	
Elkin	28,678	12,291		14,339	6,145		1,909	818	
Mount Airy	27,859	11,940		13,929	5,970		1,841	789	
Swain	32,364	12,586		16,182	6,293		2,420	941	
Transylvania	24,580	11,567		12,290	5,784		1,841	866	
Tyrrell	34,824	12,235		17,412	6,118		2,693	946	
Union	21,305	9,131		10,653	4,566		1,977	847	
Monroe	24,580	10,534		12,290	5,267		2,045	876	
Vance	27,448	9,644		13,724	4,822		2,216	779	
Wake	19,664	9,254		9,832	4,627		1,772	834	
Warren	31,956	11,228		15,978	5,614		2,386	838	
Washington	28,270	9,933		14,135	4,966		2,147	754	
Watauga	25,810	12,146		12,905	6,073		1,875	882	
Wayne	22,532	9,657		11,266	4,828		1,875	804	
Goldsboro	27,040	11,589		13,520	5,794		1,909	818	
Wilkes	24,580	9,559		12,290	4,779		2,250	875	
Wilson	23,761	10,183		11,881	5,092		2,045	876	
Yadkin	26,221	11,238		13,111	5,619		2,114	906	
Yancey	29,908	10,508		14,954	5,254		2,147	754	
TOTAL	3,738,451	1,526,661		1,869,225	763,325		300,000	122,603	
							388,730		10,239

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1981-82
PREPARED ON LATEST AVAILABLE DATA
SECONDARY

TABLE: 15

	S U B - P A R T 2												S U B - P A R T 4			
	DISADVANTAGED						HANDICAPPED						WORK - STUDY			
	ACTUAL FUNDS ALLOTTED						ACTUAL FUNDS ALLOTTED						ACTUAL FUNDS ALLOTTED			
	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Local	Local
L E A																
Reidsville	2,252	900	1,351	6,234	2,493	3,740	10,740			10,740		4,603				
Rowan	12,352	4,447	7,905	-0-	-0-	-0-	814			814		383				
Salisbury	17,145	6,172	10,973	7,605	2,738	4,867	814			814		383				
Rutherford	13,013	5,726	7,287	6,509	2,864	3,645	2,959			2,959		1,151				
Sampson	26,410	11,620	14,789	10,430	4,589	5,841	1,072			1,072		417				
Clinton	12,424	5,466	6,957	-0-	-0-	-0-	843			843		328				
Scotland	14,210	6,820	7,389	7,108	3,411	3,696	6,018			6,018		2,114				
Stanly	15,351	6,140	9,210	11,464	4,585	6,878	-0-			-0-		-0-				
Albemarle	14,770	5,908	8,862	7,388	2,955	4,433	-0-			-0-		-0-				
Stokes	12,590	4,532	8,057	6,297	2,267	4,030	770			770		362				
Surry	17,879	7,151	10,727	25,014	10,005	15,008	2,401			2,401		1,029				
Elkin	19,725	7,889	11,835	10,580	4,232	6,348	2,814			2,814		1,206				
Mount Airy	15,693	6,277	9,416	7,850	3,139	4,710	1,500			1,500		643				
Swain	14,771	6,499	8,272	5,007	2,203	2,804	11,828			11,828		4,600				
Transylvania	16,458	5,925	10,533	7,129	2,566	4,562	3,285			3,285		1,546				
Tyrrell	18,556	8,906	9,649	9,282	4,455	4,827	1,148			1,148		403				
Union	12,000	4,799	7,200	6,181	2,472	3,708	1,105			1,105		474				
Monroe	13,845	5,538	8,307	6,925	2,770	4,155	3,872			3,872		1,659				
Vance	14,627	7,021	7,606	9,600	4,607	4,992	1,445			1,445		508				
Wake	149,605	53,857	95,747	49,919	17,970	31,948	10,205			10,205		4,802				
Warren	21,893	10,508	11,384	8,517	4,088	4,429	1,318			1,318		463				
Washington	15,062	7,230	7,832	7,534	3,616	3,918	2,278			2,278		800				
Watauga	14,966	5,387	9,578	7,486	2,695	4,790	799			799		376				
Wayne	15,550	6,219	9,330	6,349	2,539	3,809	-0-			-0-		-0-				
Goldsboro	15,230	6,092	9,138	7,619	3,047	4,571	1,094			1,094		469				
Wilkes	27,350	12,033	15,316	6,733	2,962	3,770	2,959			2,959		1,151				
Wilson	13,385	5,354	8,031	6,695	2,678	4,017	872			872		374				
Yadkin	36,199	14,479	21,719	7,388	2,955	4,433	6,901			6,901		2,958				
Yancey	12,678	6,085	6,592	4,165	1,999	2,166	916			916		322				
TOTAL	2,649,019	1,103,052	1,545,905	1,354,594	545,093	809,432	324,141			324,141		132,537				
													368,698			135,501

TABLE: 16

ESTIMATE OF ALLOTMENT OF FEDERAL AND REQUIRED
MATCHING FUNDS BY PURPOSE POST SECONDARY - FY 1982

		Disad- vantage	Handi- capped	Subpart 2	Subpart 3	Subpart 4	Total	Federal Percent Funds
Anson TC	010	47,604	23,896	107,542	35,800	4,003	218,845	48
Asheville-Buncombe TC	030	43,614	21,893	98,530	32,800		196,837	52
Beaufort County CC	040	42,285	21,226	95,526	31,800	3,459	194,296	45
Bladen TC	050	54,252	27,233	122,562	40,800	4,566	249,413	52
Blue Ridge TC	060	42,285	21,226	95,526	31,800	3,556	194,393	50
Brunswick TC	065	50,263	25,231	113,550	37,800	4,237	231,081	45
Caldwell CC & TI	070	42,817	21,493	96,727	32,200	3,615	196,852	52
Cape Fear TI	090	38,827	19,491	87,716	29,200	3,381	178,615	48
Carteret TC	110	42,285	21,226	95,526	31,800	3,556	194,393	50
Catawba Valley TC	130	38,827	19,491	87,716	29,200		175,234	45
Central Carolina TC	150	40,955	20,558	92,522	30,800	3,459	188,294	52
Central Piedmont CC	170	51,593	25,898	116,554	38,800	4,334	237,179	55
Cleveland TC	190	40,954	20,558	92,522	30,800	3,440	188,274	52
Coastal Carolina CC	200	44,944	22,561	101,534	33,800	3,790	206,629	45
College of Albemarle	210	41,487	20,825	93,724	31,200	3,498	190,734	55
Craven CC	230	47,604	23,896	107,542	35,800	4,003	218,845	55
Davidson County CC	250	39,624	19,891	89,518	29,800		178,833	50
Durham TI	270	42,817	21,493	96,727	32,200	3,615	196,852	48
Edgecombe TC	290	50,262	25,231	113,550	37,800	4,237	231,080	52
Fayetteville TI	310	52,125	26,165	117,755	39,200	4,392	239,637	55
Forsyth TI	330	42,817	21,493	96,728	32,200		193,238	45
Gaston College	350	49,465	24,830	111,747	37,200	4,178	227,420	52
Guilford TI	370	42,285	21,226	95,526	31,800		190,837	48
Halifax CC	390	55,582	27,901	125,566	41,800	4,684	255,533	55
Haywood TC	410	44,146	22,160	99,731	33,200	3,731	202,968	52
Isaiah TC	440	44,944	22,561	101,534	33,800	3,790	206,629	50
Isaiah TC	440	44,944	22,561	101,534	33,800	3,790	206,629	50
James Sprunt TC	460	44,944	22,561	101,534	33,800	3,498	190,734	50
Johnston TC	470	41,487	20,825	93,724	31,200	3,498	237,179	55
Lenoir CC	490	51,593	25,898	116,554	38,800	4,334	206,629	45
Martin CC	510	44,944	22,561	101,534	33,800	3,790	206,629	45
Mayland TC	520	46,806	23,495	105,739	25,200	3,945	215,185	48
McDowell TC	530	48,135	24,163	108,743	36,200	4,062	221,303	48
Mitchell CC	540	42,817	21,493	96,728	32,200	3,615	196,853	48
Montgomery TI	550	44,944	22,561	101,534	33,800		202,839	48
Nash TI	570	44,146	22,160	99,731	33,200	3,731	202,968	50
Pamlico TC	590	56,114	28,168	126,767	42,200	4,742	257,991	55
Piedmont TC	610	40,955	20,558	92,522	30,800	3,459	188,294	45
Pitt CC	630	46,806	23,495	105,739	35,200	3,945	215,185	52
Randolph TC	650	42,285	21,226	95,526	31,800	3,440	194,277	50
Richmond TC	670	45,476	22,828	102,735	34,200	3,848	209,087	55
Roanoke-Chowan TI	690	45,476	22,828	102,735	34,200	3,848	209,087	52
Robeson TC	710	56,911	28,568	128,570	42,800	4,781	261,630	55
Rockingham CC	730	40,157	20,158	90,720	30,200	3,401	184,636	45
Rowan TC	750	40,955	20,558	92,522	30,800	3,459	188,294	48
Sampson TC	770	54,784	27,500	123,763	41,200		247,247	50
Sandhills CC	790	39,625	19,891	89,518	29,800	3,440	182,274	45
Southeastern CC	810	50,263	25,231	113,550	37,800	4,237	231,081	55
Southwestern TC	820	47,604	23,896	107,542	35,800	4,003	218,845	48
Stanly TC	825	40,955	20,558	92,522	30,800	3,459	188,294	50
Surry CC	830	40,955	20,558	92,522	30,800	3,498	190,734	50
TC of Alamance	850	41,487	20,825	93,724	31,200	3,498	190,734	50
Tri-County CC	870	60,103	30,170	135,719	45,200	5,111	276,363	52
Vance-Granville CC	880	49,465	24,830	111,747	37,200	4,178	227,420	55
Wake TC	890	47,604	23,896	107,542	35,800		214,842	45
Wayne CC	930	48,933	24,563	110,546	36,800	4,119	224,961	50
Western Piedmont CC	950	47,604	23,896	107,542	35,800	4,003	218,845	45
Wilkes CC	970	42,816	21,493	96,727	32,200	3,614	196,850	52
Wilson County TI	990	47,604	23,896	107,542	35,800	4,003	218,845	48
TOTAL		2,659,416	1,334,960	6,007,924	2,000,000	194,336	12,196,636	

ALLOTMENT OF FEDERAL AND REQUIRED

TABLE: 17

MATCHING FUNDS BY PURPOSE POST SECONDARY - FY 1982

		Disad- vantage	Handi- capped	Subpart 2	Subpart 3	Subpart 4	Total
Anson TC	010	62,596	41,298	108,485	26,267	2,997	241,643
Asheville-Buncombe TC	030	48,406	24,133	99,394	24,066		195,999
Beaufort County CC	040	49,836	18,918	96,364	23,332	2,590	191,040
Bladen TC	050	48,544	24,272	123,636	29,936	3,419	229,807
Blue Ridge TC	060	47,336	21,618	96,364	23,332	3,313	191,963
Brunswick TC	065	44,975	22,488	114,546	27,735	3,172	212,916
Caldwell CC & TI	070	41,312	19,156	97,576	23,626	2,706	184,376
Cape Fear TI	090	34,743	17,371	88,485	21,725	4,032	166,056
Carteret TC	110	37,836	18,918	96,364	23,332	2,663	179,113
Catawba Valley TC	130	49,743	17,371	88,485	21,425		177,024
Central Carolina TC	150	36,647	18,323	93,333	22,599	2,590	173,492
Central Piedmont CC	170	46,165	106,937	117,576	28,469	3,244	302,391
Cleveland TC	190	56,647	18,323	93,333	22,599	2,575	193,477
Coastal Carolina CC	200	40,216	20,108	102,424	24,800	2,837	190,385
College of Albemarle	210	37,123	18,561	94,545	22,892	2,619	175,740
Craven CC	230	42,496	21,298	108,485	26,267	2,997	201,643
Davidson County CC	250	36,957	18,228	90,303	21,865		167,353
Durham TI	270	50,812	19,156	97,576	23,626	2,706	193,876
Edgecombe TC	290	69,975	32,488	114,546	27,735	8,172	252,916
Fayetteville TI	310	56,641	27,321	118,788	28,762	53,288	284,800
Forsyth TI	330	38,312	19,156	97,576	23,626		178,670
Gaston College	350	56,262	22,131	112,727	27,295	3,128	221,543
Guilford TI	370	37,836	18,918	96,364	23,332		176,450
Halifax CC	390	52,735	24,867	126,666	30,669	11,506	246,443
Haywood TC	410	46,302	23,251	100,606	24,360	2,793	197,312
Isothermal CC	440	60,216	20,108	102,424	24,800	2,837	210,385
James Sprunt TC	460	59,320	36,668	102,424	24,800	8,595	231,807
Johnston TC	470	37,123	18,561	94,545	22,892	2,619	175,740
Lenoir CC	490	66,165	23,083	117,576	28,469	7,244	242,537
Martin CC	510	50,216	20,108	102,424	24,800	2,837	200,385
Mayland TC	520	59,882	26,341	106,666	25,827	2,954	221,670
McDowell TC	530	43,072	21,536	109,697	26,561	3,041	203,907
Mitchell CC	540	38,312	19,156	97,576	23,626	14,706	193,376
Montgomery TI	550	65,216	20,108	102,424	24,800		212,548
Nash TI	570	42,142	21,070	100,606	24,360	2,793	190,971
Pamlico TC	590	50,211	25,105	127,878	30,963	3,550	237,707
Piedmont TC	610	84,147	18,323	93,333	22,599	18,478	236,880
Pitt CC	630	61,882	35,941	106,666	25,827	2,954	233,270
Randolph TC	650	37,836	18,918	96,364	23,332	2,575	179,025
Richmond TC	670	63,992	23,746	103,636	25,093	6,181	222,648
Roanoke-Chowan TC	690	40,692	20,346	103,636	25,093	66,036	255,803
Robeson TC	710	74,383	31,753	129,696	31,404	13,560	280,697
Rockingham CC	730	35,933	17,966	91,515	22,158	2,546	170,118
Rowan TC	750	46,647	28,323	93,332	22,595	2,591	193,488
Sampson TC	770	55,663	31,510	124,838	30,230		242,251
Sandhills CC	790	35,457	17,737	90,303	21,865	2,575	167,937
Southeastern CC	810	44,975	22,488	114,546	27,735	3,172	212,916
Southwestern TC	820	57,596	26,298	108,485	26,267	2,997	221,643
Stanly TC	825	36,647	18,323	93,333	22,599	2,590	173,492
Surry CC	830	36,647	18,323	93,333	22,599	2,590	173,492
TC of Alamance	850	37,123	18,561	94,545	22,892	2,619	175,740
Tri-County CC	870	58,700	30,170	136,970	33,165	3,826	262,831
Vance-Granville CC	880	44,262	22,130	112,727	27,295	3,128	209,542
Wake TC	890	140,914	30,549	108,485	26,267		306,215
Wayne CC	930	53,786	30,893	111,515	27,001	3,084	226,279
Western Piedmont CC	950	51,321	21,298	108,485	26,267	2,997	210,368
Wilkes CC	970	38,312	19,156	97,576	23,626	2,706	181,376
Wilson County TI	990	51,247	36,948	108,484	26,267	2,997	225,943
TOTAL		2,930,590	1,426,153	6,060,600	1,467,446	324,725	12,209,514

Chapter Four

EVALUATION

SUMMARY OF STATE BOARD EVALUATION - SECONDARY

The North Carolina evaluation system builds on and integrates evaluation and data collection activities into a cohesive information system. The total system eventually will be based on individual records of students and teachers, will incorporate student characteristics and in-school experiences, student achievement, follow-up information, program, planning and supportive services reviews.

Purposes of Evaluation

Evaluation is intended to document programs' summative short- and long-term effects on students' occupational experience. It also is to identify formative program improvement needs which should be met to assure quality in vocational education. This information will be used as a basis for program improvement and for accountability.

Description

The North Carolina evaluation system is described below in terms of each of its components: Student Enrollment, Teacher Data, Student Competency Assessment, Follow-up, Program Review, and Administrative Review.

Student Enrollment Component

The Student Enrollment Component consists of a cumulative record for secondary students from the time they enter a program until the time of exit. The individual student records contain information on student characteristics, course enrollment, teachers assigned, and competency levels for each course completed. The record will be updated each year until a student exits. At exit, each record will be completed by the school to show the reason for leaving and the most current mailing address. The individual file will then be removed from current enrollments and placed in a former student follow-up file.

Teacher Data Component

Two types of data are collected on individual teachers. One set of data is collected for the purposes of administration and funding. These data include such information as personal data, educational background, teaching experience, certificate rating, and salary by budget code, etc., which is updated annually. The other data is completed by each teacher annually for programmatic purposes and deals primarily with type of assignment and

class schedule and includes subject area taught (or non-teaching activities) and number of students for each period during the day. This Professional Personnel Activity Report enables program area staff to determine a possible need for providing technical assistance especially as it relates to the Program of Studies, for example, scope and sequence, student enrollment, number of classes, and length of course.

Student Competency Assessment Component

North Carolina's State Department of Public Instruction (SDPI) has put forth an intensive effort to develop a system for evaluating student achievement. Test items for many occupational areas have been developed by SDPI staff to test student competency levels, both during the course of their education and at the time of exit. As noted, a score for each course completed is added to the student's individual cumulative records. A final competency test score and teacher assessment of work readiness is also added to the individual cumulative files for every student completing the program. Testing procedures are carried out by instructors and other school staff.

Follow-Up Survey Component

The first year follow-up survey is based on all "program leavers" and all "program completers." The surveys conducted one year after student exit will request that former students provide information on employment and identify employers. Fifty percent of employers will then be surveyed. A 50% sub-sample of leavers and completers will be contacted again after three and five years of program exit. Responses to each survey will be recorded on the individual student records. When the fifth year follow-up has been completed, a complete history of each student in the sample will be available on individual records, including in-school course enrollment, competency scores, and a longitudinal report on employment experience. These files will be maintained in a central State Information Systems Division by school to indicate the students' occupational records in a detailed way.

Status of Students Followed-Up in FY82

Students followed up in FY 1982 were graduates or leavers during 1980-81. Data provided by the Information Systems Division of the State Department of Public Instruction for the federal follow-up report dated June 30, 1982, reflects the status of students; in Table 19, a more detailed status is given.

Area	Total	Military	Related Employment	Unrelated Employment	Pursuing Additional Education	Unemployed	Not in Labor Force	Status Unknown
Agri.	1,576	139	533	247	452	88	11	106
Ag. Non Farm	3,123	271	687	547	907	160	62	489
MDE	6,386	335	2,530	604	1,946	229	146	596
HO	2,595	76	216	358	1,529	100	109	207
OHE	2,969	104	629	444	935	346	195	316
BOE	7,234	143	1,573	768	3,597	319	240	594
T&I	15,514	1,663	4,623	2,716	4,419	664	179	1,250
Grand Total	39,397	2,731	10,791	5,684	13,785	1,906	942	3,558

TABLE: 18 Follow-Up Survey by Program Area and Overall Skill Development Areas

Results of Student Follow-Up from 1980-81, Collected in 1982. (Latest available data)*

	Ag. Production		Ag. - Non Farm		Marketing and Dist. Ed.		Health Occupations		Occupational Home Ec.		Business and Office Ed.		Trade and Industrial		ALL AREAS	
	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent	Number Students	Per-cent
Completions	1576	4	3123	8	6386	16	2595	7	2969	8	7234	18	15,514	39	39,397	100
Military	139	9	271	10	335	6	76	3	104	4	143	2	1,663	12	2,731	8
Employed in Related Field**	533	73	687	64	2530	83	216	45	629	62	1573	69	4,623	70	10,791	70
Employed in Un-related Field**	247	27	547	36	604	17	358	55	444	38	768	31	2,716	30	5,684	30
Pursuing Additional Education***	452	31	907	34	1946	34	1529	64	935	35	3597	54	4,419	31	13,785	38
Unemployed	88	10	160	11	229	7	100	15	346	29	319	13	664	7	1,906	10
Not Seeking Work	11	1	62	2	146	2	109	4	195	7	240	3	179	1	942	2
Status Unknown	106	7	489	16	596	9	207	8	316	11	594	8	1,250	8	3,558	9

*Source of Data: Federal Follow-Up Report by Course

**Percent of students in labor force in jobs related/unrelated to vocational training (includes military training).

***Percent of total completions excluding those shown in Status Unknown.

Vocational Student Follow-Up: Completer/Leaver Component
Vocational Education Information System (VEIS)
Field Test Data

HIGHLIGHTS

From eight school districts chosen to cumulatively represent the 143 in North Carolina, 1,406 persons responded to a survey sent to 4,135. These persons were asked to provide responses and judgments in April-June, 1982 about the high school vocational education programs they left the previous June, 1981. Following are some highlights of their responses.

- 55.5% were either working as their main activity or seeking work.
- 43.4% were pursuing further education as their main activity.
- 56% indicated that their main activity, whether occupational or educational, was directly or closely related to their field of vocational training.
- Friends, relatives or their vocational education teachers were the ones who most helped 77.6% of them after high school to become involved in their main activity.
- 75.6% of them rated their vocational education above average in preparation for their main activity.
- While at least 24.6% indicated participating in only the main activity, the majority were participating in a combination of occupational and educational activities.
- 1,075 of the 1,406 (76.5%) respondents were working full-time, part-time or in the military, if we assume they reported only one of these three activities.
- More than 2 out of every 3 respondents (68.3%) reported they selected their vocational programs because their programs were related to their career objectives.
- 7% indicated they enrolled in their vocational education programs because the ones they wanted either were not available or didn't have space for them.
- 84.6% of the respondents indicated that they were very satisfied or satisfied with their high school experiences in vocational education. Their average rating of their satisfaction with vocational education was a 4.2 on a five-point scale.
- 75.5% of the respondents indicated that they were very satisfied or satisfied with their high school experiences other than vocational education. Their average rating of their satisfaction with their other experiences was 3.8 on a five-point scale.

- ° 25.8% reported that vocational education was a main reason they stayed in school.
- ° From 95% to 70% (or, an average of 84%) of the respondents, were seemingly fully satisfied with what they had learned in high school about 14 items listed which are integral to or related to vocational education.
- ° The three items the fewest respondents indicated that they wished they had learned more about were (1) skills in getting along with others, (2) skills in problem solving in work tasks, and (3) skills they need in working with their hands.
- ° The three items they reported the most that they wished they had learned more about were (1) general information about a wide range of jobs, (2) math skills they need for work, and (3) knowledge about job requirements.

Comments

One should be hesitant about generalizing respondents' judgments to all persons who recently completed high school vocational programs. Sixty-six percent of the surveys were not returned; thus, we do not know if these results represent the majority of persons surveyed or are a representative sample of the entire population.

Further, the questionnaire was not a very simple one nor was it short, as mailed questionnaires go. Respondents may very well over represent persons who are more adept at the written word than are non-respondents. This judgment is reinforced by the fact that 43.4% of the respondents indicated that their main activity was further education, a higher percent than previous reports. If this judgment is true, then respondents whose primary activities were related to the labor market were under represented in the survey. This under representation could have made the ratings of the worth of vocational education conservative, and emphasized 20/20 hindsight regarding needs in further education.

Regardless of the biases of the data, however, they do represent the judgments of 1,406 persons out of high school and probably on their own for the first time. This was a trying time for all of us, and even more so in times of recession. We appreciate the time and thought these young adults provided in furnishing us with information to help improve our high school vocational education programs.

230 EMPLOYER RATINGS*
OF NEWLY HIRED SECONDARY VOCATIONAL EDUCATION COMPLETERS
FROM EIGHT REPRESENTATIVE SCHOOL DISTRICTS
IN NORTH CAROLINA

CATEGORIES	RATINGS		
	Above Average	Average	Below Average
Work Attitudes	81.3%	15.2%	3.5%
Work Quality	79.2%	18.1%	2.7%
Technical Knowledge	71.4%	27.3%	1.3%
Overall Rating of Prior Training	75.5%	21.4%	3.1%
Relative Preparation**	70.7%	28.2%	1.1%

Summary

From eight local education agencies (LEAs) representing large and small, rural and urban LEAs across the state in a geographical mix, 230 employer ratings from April of 1982 were received and compiled for employees who had finished secondary vocational programs the previous June. Each employee rated was relatively new, having been employed less than a year. The employees were rated in five categories related to their performance and vocational preparation. Across all categories, from about 71% to 81% of the employers rated these employees above average. Equally significant, between only 3.5% to 1.1% of these new employees were rated below average.

The 230 ratings came from supervisors of the 421 employees who provided supervisors' names and addresses. This number represents a 54.6% return rate for employers for whom names and addresses were available, and a 37% sample for all vocational completers in the field test who indicated that they were employed.

*Field test results from Buncombe, Durham City, Greensboro, Moore, Mooresville, Pitt, Union, and Wayne.

**Compared with the preparation of others doing the same kinds of jobs. Survey done in April, 1982 for June, 1981 completers of secondary vocational education programs.

Program/Administrative Review Component

The program review, conducted on a five-year cycle, is intended to expand on the statistical profiles and self-study findings to clarify the total picture of program operations.

What is Vocational Education Program Review?

Program review is a joint evaluation of the total vocational education delivery system by teachers, local administrators, State Staff consultants, and selected others. The purposes of the review are directed toward ensuring that vocational instruction (1) meets the needs, interests, and abilities of students; (2) satisfies the requirements of the occupation or occupational field in which the training is given; (3) adequately meets the training needs of the community; and (4) meets the requirements set forth by the State Board of Education for the operation of the vocational education programs.

Program review consists of three elements or emphasis areas. The three elements are (1) Planning, (2) Supportive Services, and (3) Instructional Program. Evaluation within each element is facilitated by a separate program review instrument.

The elements of Planning and Supportive Services provide an examination of the administrative and other support functions necessary for the delivery of vocational education instruction. Local personnel involved in these two elements of program review include superintendents, local directors of vocational education, principals, and guidance/counseling/placement personnel. The Instructional Program element of program review provides an examination of the actual delivery of vocational education instruction. Teachers of vocational education are directly involved in this element of program review.

The findings of program review are analyzed by the staff of the Division of Vocational Education, with the results of the analysis used to:

- ° Help local educators in reviewing and revising objectives, establishing priorities, and making plans for future improvements;
- ° Help satisfy the requirements for accountability to students, parents, community, and government;
- ° Identify program components which need additional emphasis or modification;
- ° Give visibility to innovative programs and practices;
- ° Provide an opportunity for exchange of ideas and information about vocational education program management; and

- ° Provide direction to the Division of Vocational Education in the allocation of resources and the development of products and services for the resolution of statewide programming problems.

In short, the purposes of program review are program improvement. Through a cooperative effort of self-assessment, review, and consultative assistance, positive steps can be taken toward the continuation of program aspects that are positive and the identification of solutions to overcome program deficiencies.

Why Is Program Review Being Conducted?

The primary purpose of the evaluation is program improvement. To accomplish this purpose, vocational education programs must be assessed in order to identify those areas where improvement can be most effectively implemented.

Both P. L. 94-482 (Vocational Education Amendments Act of 1976) and the North Carolina General Statutes provide mandates for program improvement through evaluation and accountability in vocational education. P. L. 94-482 requires states to evaluate programs (1) to assist LEAs in operating the best possible programs of vocational education and (2) to revise the state's programs of vocational education. North Carolina General Statutes, Chapter 115, require the State Board of Education to ensure that a system of continuing qualitative and quantitative evaluation of all vocational education programs, services, and activities shall be established, maintained, and utilized periodically. Legislative mandates, however, only lend added impetus to the notion long held by vocational educators that valid program evaluation is the only defensible ground on which rational program decision makers can operate.

Program review is one component of the overall plan to provide an evaluation of vocational education in North Carolina. By itself, program review is not a comprehensive evaluation. Other components of the overall plan for evaluation are necessary to provide information about vocational education programs in terms of characteristics of enrollees, characteristics of teachers and support personnel, employment success of former students, employer evaluation of former students, and proficiency levels of students.

How Does Program Review Work?

Program review is an on-site examination method--basically a process review of operational capabilities. It is a vocational education program review and not an institutional evaluation. Support services are viewed only as they impact on a specific program. The method is both quantitative and qualitative in nature, has moderate structure, is semi-formal in approach, and is considered an internal control. Key features include a self-study by local vocational education teachers, support personnel, and administrators, an on-site review by state staff and selected others, an exit

interview with local personnel responsible for the programs, and a written report of the findings including a narrative description of observed strengths and deficiencies and recommendations for improvement. Local education agency personnel will focus on strategies for program improvement which can be implemented immediately and those which need additional study and/or resources before improvement can be accomplished. A plan for program improvement and the progress to date will be reported in the Local Education Agency Vocational Education Annual Application for State/Federal Funding the year following the review.

Program Reviews for FY1982

During FY82, 27 local education agencies were involved in program review. As indicated earlier, instruments were provided for each person involved in the process. Each instrument consisted of relevant standards and criterion statements within each standard. During the four-week period of self-study, the local staff rated themselves on a scale of 1 to 4 for each criterion statement and then the overall standard. In each case, 1 = met, 2 = minimally met, 3 = not met, and 4 = does not apply.

Following the self-study, the reviewers, e.g. state staff, teacher educators, local administrators, and teachers, verified the ratings based on documentation of evidence found during the on-site review.

Results of the FY82 program review are reflected in quantitative terms for each standard within each element, plus the average rating of all criterion within the standard.

Findings from the FY1982 Program Review are shown in Table 19.

Table: 19a

PROGRAM REVIEW RESULTS FOR FISCAL YEAR 1982
BY VOCATIONAL PROGRAM AREAS

Based on overall mean scores on the Instructional Program - Regular element.

Scale: 1 = Adequately Met
2 = Minimally Met
3 = Not Met
4 = Not Applicable

<u>Program Area</u>	<u>Number Involved</u>
Prevocational Education	190
Agriculture Education	147
Business & Office Education	207
Marketing & Distributive Education	60
Health Occupations Education	24
Home Economics Education	345
Industrial Arts Education	73
Trade and Industrial Education	310

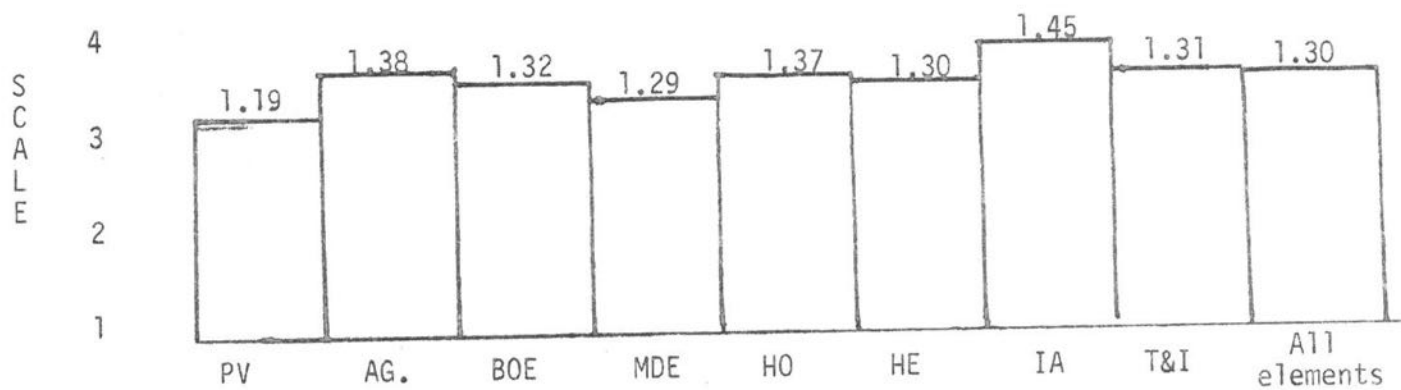


Table: 19b Results of the FY82 Program Review

Program Review Data Analysis by Standard and Criterion Statements
for EACH Element in the Program Review Process. Expressed by
mean scores - criteria/mean score/standard. 1981-82

Element	Mean Score	
	Criterion	Standard
<u>Administration Element</u>		
	(N=27)	
1. Planning	1.16	1.07
2. Advisory Groups/Relevant Others	1.21	1.15
3. Documentation of Policies/Procedures/Plans	1.20	1.03
4. Implementation of Policies/Procedures/Plans	1.20	1.07
5. Fiscal	1.05	1.00
6. Evaluation	1.47	1.48
7. Information Collection	1.12	1.07
8. Professional Development	1.11	1.07
9. Equity	1.23	1.22
OVERALL MEAN SCORE	1.21	
<u>Vocational Development Element</u>		
	(N=47)	
1. Student Eligibility, Enrollment	1.16	1.06
2. Guidance, Counseling, Placement	1.42	1.31
3. Equity	1.23	1.23
4. Job Placement Activities	1.51	1.52
OVERALL MEAN SCORE	1.34	
<u>Instructional Program: Disadvantaged/Handicapped</u>		
	(N=73)	
1. This program is based on current and projected occupational opportunities and student interests and needs.	1.09	1.08
2. Proper procedures are used to enroll only those students eligible for participation in this program.	1.21	1.20
3. Established program admission procedures are in evidence and facilitate accomplishment of program competencies.	1.08	1.07
4. Adequate provisions exist to promote sex equity and to eliminate sex bias, stereotyping, and discrimination.	1.12	1.08
5. Program competencies are used and encompass sufficient scope.	1.19	1.23
6. Organized learning experiences are provided to meet program competencies.	1.11	1.23
7. Organized cooperative learning experiences are provided to meet program competencies.	1.18	1.16
8. Adequate and appropriate provisions exist to accommodate disadvantaged students.	1.07	1.01
9. Adequate and appropriate provisions exist to accommodate handicapped students.	1.04	1.05
10. Instructional materials and consumable supplies are adequate and appropriate to meet program competencies.	1.12	1.12
11. Tools and equipment are fully operational and used to meet program competencies.	1.08	1.04
12. The facility provides space and learning stations to meet program competencies.	1.20	1.20
13. Adequate provisions exist for the safety and health of students and teachers.	1.18	1.17
14. The student-teacher ratio permits each student to attain program competencies.	1.15	1.13
15. Supervisory, administrative, and consultative personnel provide assistance for program improvement.	1.13	1.12
OVERALL MEAN SCORE	1.13	

Table: 19b (cont'd) Results of the FY82 Program Review

Program Review Data Analysis by Standard and Criterion Statements for EACH Element in the Program Review Process. Expressed by mean scores - criteria/mean score/standard. 1981-82 (continued)

Element	Mean Score	
	Criterion	Standard
Instructional Program: Regular	(N=1,438)	
1. This program is based on current and projected occupational opportunities and student interests and needs.	1.32	1.28
2. Curriculum relevance is maintained by advice and support from business, industry, and the community.	1.56	1.59
3. Courses within this program are offered in a sequence described in the Program of Studies or are offered according to an annually approved modification plan.	1.16	1.11
4. Students are provided necessary information and assistance to make occupational and educational decisions appropriate to their needs and interests.	1.30	1.28
5. Established program admission procedures are in evidence and facilitate accomplishment of program competencies.	1.23	1.21
6. The vocational student organization is maintained as an integral part of this program.	1.55	1.56
7. Adequate provisions exist to promote sex equity and to eliminate sex bias, stereotyping, and discrimination.	1.23	1.24
8. Program competencies are used and encompass sufficient scope.	1.17	1.16
9. Organized learning experiences are provided to meet program competencies.	1.12	1.11
10. Organized cooperative learning experiences are provided to meet program competencies.	1.20	1.18
11. Adequate and appropriate provisions exist to accommodate disadvantaged students.	1.19	1.22
12. Adequate and appropriate provisions exist to accommodate handicapped students.	1.32	1.34
13. Instructional materials and consumable supplies are adequate and appropriate to meet program competencies.	1.31	1.33
14. Tools and equipment are fully operational and used to meet program competencies.	1.30	1.31
15. The facility provides space and learning stations to meet program competencies.	1.33	1.35
16. Adequate provisions exist for the safety and health of students and teachers.	1.30	1.29
17. The student-teacher ratio permits each student to attain program competencies.	1.26	1.19
18. Supervisory, administrative, and consultative personnel provide assistance for program improvement.	1.22	1.21
OVERALL MEAN SCORE		1.30

Table: 19c Priority Areas for Program Improvement based on Program Reviews

Priority areas of standards assessed as needing most to least improvement based on overall mean scores.

<u>Standard No.</u>	<u>Standard Topic</u>	<u>Mean Score</u>
2	Advisory/craft committees	1.59
6	Student Organizations	1.56
15	Facilities	1.35
12	Handicapped	1.34
13	Supplies & Materials	1.33
14	Tools & Equipment	1.31
16	Safety & Health	1.29
1	Program Base...opportunities/interests	1.28
4	Information...for decision making	1.28
7	Equity	1.24
11	Disadvantaged	1.22
18	Assistance for program improvement	1.21
5	Program Admissions	1.21
17	Student/Teacher ratio	1.19
10	Co-op	1.18
8	Program Competencies...Scope	1.11
9	Learning Experiences	1.11
3	Course Sequence	1.11

Utilizing Results of Program Review
Local Administrative Units

Quantitative data and narrative reports are returned to local agencies through the regional vocational coordinator. Local units use the results of the data to improve the quality of vocational programs. Each local education agency has the prerogative of determining the dissemination process and how to utilize the data for program improvement.

Two local vocational education directors shared the procedures followed in utilizing the findings from the review as a basis for improvement. They are as follows:

In order to ensure maximum and prompt utilization of program review data, one local director utilized the following procedures:

1. Took specific notes during the exit conference at the conclusion of the on-site reviews.
2. Assessed identified needs and, as soon as possible thereafter, scheduled, in priority order, meetings by departments within each school. The principal was invited to attend these sessions; if there were sensitive areas, his/her attendance was essential. Whenever sensitive areas were applicable to only one teacher in the program area, it was suggested that general areas of concern and commendation be discussed during this meeting with all teachers. Immediately following, and as a part of this same meeting, individual teachers were conferenced privately. These school program area meetings are more effective if an informal atmosphere is maintained and an opportunity is provided for open discussion and assessment of the entire program review process. Planning to correct standards which were cited as "minimally met" or "not met" was also a part of the format of these sessions.
3. When the written "Program Review Evaluation Report" was received, copies of specific sections were made and distributed as follows:
 - a. Principals: All general sections and all data pertaining to his/her school.
 - b. Teacher/Vocational Guidance/Placement Personnel: All general sections and all data pertaining to the program area for the school to which the individual is assigned.

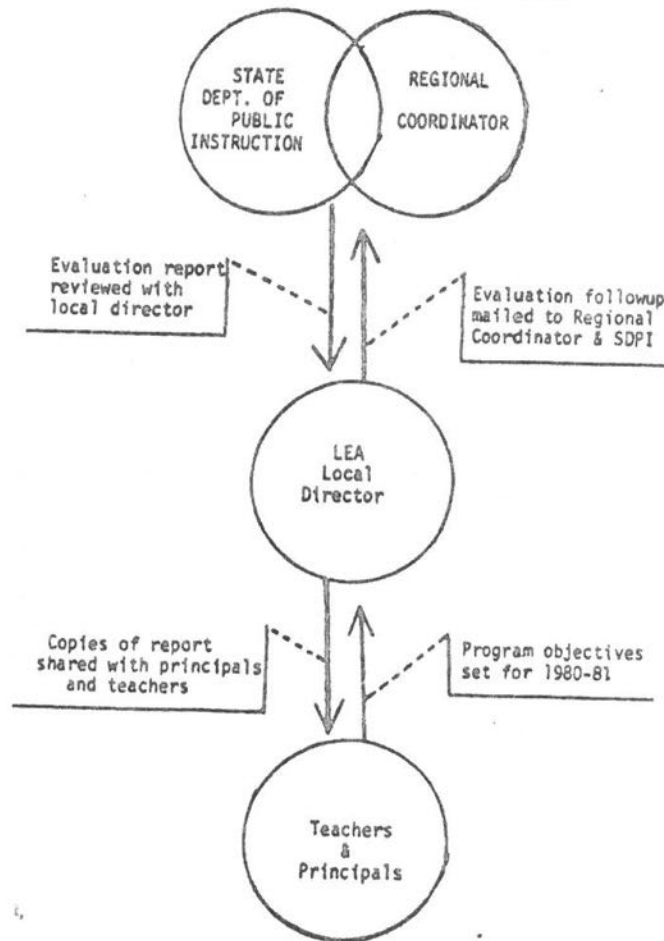
A cover letter stressing the importance of the report for immediate corrective action, whenever possible, for budgetary consideration and for long-range planning was included with the dissemination of copies. This letter also included the information that written responses to the recommendations by program areas by schools would be included in the "Annual Application" for the next school year and for ensuing years until all standards were met.

Follow-up conference with groups or with individuals was scheduled whenever it was believed such meetings would be helpful.

4. At the beginning of the next school year, the following activities occurred:
 - a. Inservice new vocational education personnel, principals, and administrators concerning the program review process and follow-up procedures.
 - b. Remind all personnel to pull the report data from their files, review the information, and utilize the needs cited in established priorities for equipment and material purchase requisitions as well as for other activities.
 - c. Distribute to all vocational educators copies of the format for the evaluation report response which would be included in the "Annual Application" for the next fiscal year.
 - d. Encourage all personnel to share the evaluation report with their respective advisory committees.
5. The local director reviewed all purchase requisitions and established purchasing priorities that were commensurate with needs which were cited in the evaluation report.
6. The local director ensured that principals and administrators were cognizant of the implications of the standards which comprised the review process and of the essentiality of using this information in current and long-range decision making.
7. Informal assessments were made continuously in order to determine progress toward correcting deficiencies and to establish procedures for the process.

The procedure used by another local director was as follows: The Program Review Evaluation Report was mailed in the spring and jointly reviewed by the regional vocational coordinator and the local director of vocational education. A copy of the information for each school was mailed to the principal with a request to discuss this information with each teacher and set objectives to accomplish the desired changes. A copy of the Program Area Evaluation Report was also mailed to each teacher again with the request to work with the principal in setting objectives. The local director met with each principal to finalize objectives for the school year. Following is a diagram of the procedure:

1980-81 FOLLOWUP PROCEDURES FOR
'79-80 VOCATIONAL EDUCATION PROGRAM REVIEW



NOTE: This procedure could be utilized in any LEA. It is an ongoing process in this county.

Examples of Improvements Reported in FY1982 Based on FY1981 Program Reviews

Following are examples of program improvements reported in the FY82 Annual Application for Vocational Education State/Federal funding.

- We have developed a proposed policy for satisfying non-discrimination requirements. This proposal will be submitted to our Board.
- Will have microcomputers by (next year).
- We are keeping a 1, 3 and 5 year follow-up report for graduates.
- Class size is being reduced for this course.
- All students identified as handicapped are provided an IEP.
- Have been working with the Employment Security Commission and receive weekly up-dates of area job competencies.
- Safety signs have been placed in the shop area. Safety is taught before each cluster and stressed throughout the course. Fire exit signs have been placed over the exit doors. Safety rules and regulations have been posted in the shop area.
- An annual instructional plan with objectives to reflect the competencies constitute the instructional program. Lesson plans are used.
- Unused equipment has been transferred to other school shops.
- Sex equity is taught to all students with films, illustrations, et cetera, to show non-traditional roles and work opportunities (this program area).
- An exhaust system for dust will be installed.
- Lesson plans stressing sex equity and non-traditional occupations are being used.
- All excess (equipment) have been removed.
- The program has been coordinated with guidance and (an introductory program) to encourage more female students during the current school year. Non-traditional guest speakers will be invited.
- Efforts will be made to involve all students enrolled in (a vocational student organization) during the coming year and proper procedures relative to activities will be followed.
- Contact has been made with the junior high vocational counselor to survey interest of current 9th grade students prior to orientation and registration.
- Previous follow-up form has been altered to address needs of students entering the labor market.
- Competency based curriculum guides being followed by new teachers.
- Materials have been up-dated for the special needs learner. Special staff development will be provided.
- (Program area) advisory committee has been named.
- Less emphasis has been put on the lecture method through the use of the state adopted curriculum, live projects, youth organization expansion, job placement supervision, and additional audio visual equipment.
- An advisory committee has been formed for all vocational education programs.

State Staff Utilization of Data From Program
Reviews for Vocational Program Improvement

Data from the program reviews is analyzed by the state staff and may be utilized in the improvement of vocational educational programs at the secondary level in the following manner:

- Providing technical assistance to teachers and/or administrators in areas of weakness
- Plan strategies for staff development
- Develop, adapt, and/or update curriculum materials for particular areas
- Develop new policies or procedures
- Determine and project needs for vocational personnel related to inservice and preservice
- Determine additional fiscal needs upon which to base request to State Legislature
- Provide different publics the State of the Art in vocational education
- Reduction, redirection, and/or expansion of particular programs
- Written reports and quantitative data serve as the needs assessment for vocational education in the state accreditation process
- Address some of the major weaknesses and plan programs at the Annual Summer Conference in an attempt to overcome recognized problem areas resulting from on-site reviews of programs.

Following are examples of sessions conducted at the FY1982 Annual Summer Workshop which addressed weaknesses in the 1981-82 program reviews:

- Finding Ways to Revitalize Supervised Occupational Experiences in Vocational Agriculture
- Program of Studies/Curriculum Directions
- Organizing an FBLA Chapter
- Working with Special Needs Students
- How Advisory Committees Can Help Business Departments
- Advisory Council
- Advisory Council in a Rural Setting
- Nontraditional Roles
- Public Awareness: A Key to Program Support
- Successful Examples of Getting the Cooperation and Support of Business and Industry
- Evaluating the Effectiveness of a Program
- Individual Student Reporting
- The New Completer and Leaver Follow-Up System
- Microcomputer Networking
- Managing by Objectives for Effective Advisory Council
- Implementing the 1982 Revision of Program of Studies
- Developing an Annual DECA Program of Work
- CECNC - An Integral Part of the Instructional Program
- Effective Use of Interest Inventories
- Civil Rights - How Does Your School Rate
- Coordinating the Prevocational Program with the Secondary Vocational Program
- Effective Use of Community Resources
- Vocational Assessment for Vocational and Job Placement

- Youth Organizations for Extended Day and Special Programs
- Reaching Special Needs Students
- Alternative Approaches to Vocational Opportunities for Special Needs Students.
- Vocational Enrollment Information Service - How it Should be Done
- Effective Use of Interest Inventories

A comparison of the sessions conducted with the results reflected in the quantitative data clearly indicates one way the state staff utilizes results from program reviews for improvement.

Additionally, it is the responsibility of each consultant to advise the appropriate section heads and director of vocational education of misuse of resources and/or violation of policies. Appropriate action is taken with the local agency, and the situation is usually corrected on a voluntary basis.

Each program area reviewer is responsible for follow-up in the local education agencies reviewed to determine the extent to which the recommendations have been implemented and/or whether additional technical assistance is needed. Limited resources necessitate that the regional vocational coordinator visit programs and advise appropriate consultants of additional assistance needed. Also, local directors may request further assistance from the state staff in the form of individual visits, staff development, curriculum materials or information.

Evaluation of Post-Secondary and Adult
Education - FY 1982

Curriculum Programs

The curriculum programs offered within the postsecondary institutions include 152 technical (associate degree) and 125 vocational (long-term adult) programs. In addition to the enrollment data listed in Table 1, a breakdown of fulltime and part-time enrollment and employment is shown below:

	Technical		Vocational		Total	
	No.	%	No.	%	No.	%
Enrollment						
Full-time	38,204	45.3	18,166	54.8	56,370	48.0
Part-time	46,093	54.7	14,996	45.2	61,089	52.0
	<u>84,297</u>	71.8	<u>33,162</u>	28.2	<u>117,459</u>	100.0
Employment						
Full-time	37,219	44.1	12,478	37.6	49,697	42.3
Part-time	17,341	20.6	5,289	15.9	22,630	19.3
Not employed	29,737	35.3	15,395	46.5	45,132	38.4
	<u>84,297</u>	71.8	<u>33,162</u>	28.2	<u>117,459</u>	100.0

In recent years, the number of students attending part-time has been increasing. To maintain competency and proficiency in their present job, many are enrolled to up-date their skills. Others are seeking skills to qualify for advancement or to qualify for a new job opportunity. The average age of a curriculum student is approximately 26. Approximately 62 percent are employed full or part-time and attend classes as their job or family status will permit.

In addition to students that are employed, there are other means of support to assist students to get an education, as listed below:

	Technical	Vocational
CETA	694	403
Scholarship	694	149
Survivor Education Benefits	1,429	457
Veterans Benefits	6,603	2,802
Vocational Rehabilitation	151	89
Work Study (College)	331	-
Other Subsidized Programs	3,814	1,467
Prison Inmate	49	950
	<u>13,765</u>	<u>6,317</u>

The completion data in Table 1 does not indicate a high rate of completers. There are several factors that influence this data. The postsecondary (PS) data includes those enrolled in each year of the two year program. The L-Adult (long-term vocational program) data is those enrolled in programs of one year in length. Since the enrollment data includes those enrolled part-time, completion of the program in either postsecondary or long-term adult may be from two to four years later for these individuals. For others that enrolled in a few courses seeking up-grading of skills, there may not be a completion of the program. The long term adult (vocational) programs start in September and graduation occurs the following August. Therefore, the number of completers is not directly related to the enrollment data because two reporting years are involved, since our reporting is scheduled from July to June of each year.

One measure of program effectiveness is based upon those who complete a program and become employed in an area related or closely related to the area of training. To measure the effectiveness of the training of those who enroll part-time or take courses to up-grade their skills is more difficult.

Short-term Adult (Extension) Programs

The enrollment data for short-term adult programs is listed in Table 1. These programs and courses are offered to individuals as supplemental training for a job presently held or in preparation for a new job. A variety of courses are offered to meet the needs of individuals.

In addition to the vocational courses which are offered, opportunities are provided in Adult Basic Education, high school completion, high school equivalency courses and testing to assist citizens to gain a high school education. Many individuals capitalize on this added educational attainment and enroll in vocational and technical courses and programs to increase their skill and qualify for employment or advancement.

Listed on the following chart is a distribution of enrollment by program by race for curriculum (associate degree and long-term vocational programs) and short-term adult (extension) programs. Longitudinal studies show that more women and minorities are entering non-traditional job training programs.

Accreditation

Institutional and program quality is assessed through the process of initial and periodic reaffirmation of accreditation through the Commission of Colleges of the Southern Association of Colleges and Schools. During 1981-82, seven institutions had visiting committees which assessed the institution and programs and were re-accredited. An additional 12 institutions were involved in a self study which is required in the reaffirmation of accreditation.

ENROLLMENT BY PROGRAM AREA BY RACE, 1981-82

CURRICULUM	INDIAN		ASIAN		BLACK		HISPANIC		WHITE	
	M	F	M	F	M	F	M	F	M	F
Agriculture	21	4	0	2	134	25	9	3	1,306	640
Marketing & Distribution	14	15	9	12	295	256	59	47	1,048	1,443
Health	17	81	3	15	290	1,917	21	95	991	8,453
Voc Home Economics	2	40	0	7	72	1,242	1	3	113	2,046
Business & Office	103	313	129	163	2,662	6,647	223	290	10,475	22,572
Technical	72	50	110	11	2,275	737	134	46	10,854	2,554
Trade & Industrial	357	94	101	32	6,010	1,334	252	101	18,602	5,151
SHORT-TERM ADULT (EXTENSION)										
Agriculture	7	7	0	1	202	113	2	5	1,754	1,135
Marketing & Distribution	153	253	20	22	1,940	1,583	76	78	6,001	7,426
Health	62	54	6	4	432	639	6	4	3,105	2,567
Voc Home Economics	2	35	2	34	93	1,699	3	36	387	7,622
Business & Office	59	118	159	153	2,199	4,223	112	121	8,009	15,097
Technical	16	5	7	2	374	127	36	3	2,036	511
Trade & Industrial	178	41	20	8	1,864	1,332	37	11	19,722	2,504
Consumer & Homemaking	15	415	13	161	543	9,471	38	292	2,737	32,783

Program Accreditation

In addition to accreditation by the Southern Association of Colleges and Schools, programs are subjected to additional third party evaluations by professional associations or agencies.

There are forty-two curriculum programs in the Community College System eligible for external accreditations or approvals. Twenty of these programs require accreditations or approval prior to implementation of the curriculum or prior to the first graduating class in order for the graduate to be eligible to sit for a license or certification exam or be eligible for certification in the field of work. All curriculums in the Community College System that have mandatory external accreditations or approval requirements have met the standards of the agency and are approved.

Twenty-two curriculum programs are eligible for optional accreditation or approval from professional associations and accrediting organizations. Many institutions in the System have received accreditation for individual curriculum programs to enhance the prestige of the program. The cost of seeking individual program accreditation has been the major obstacle in seeking optional program accreditation.

Results of Licensure Examinations

The Department of Community Colleges receives data from the North Carolina Board of Nursing on practical nursing examination scores and registered nursing scores, data from the North Carolina State Board of Cosmetic Art on cosmetology examination scores, and data from the North Carolina Real Estate Licensing Board on the real estate brokers and the real estate salesman licensing exams. Other agencies that conduct examinations of graduates provide this data to each individual institution.

In July, 1982, there were 935 graduates of the Associate Degree and Nursing Education Options programs that took the registered nursing examination. Eight hundred and twenty-eight or 89% passed the examination on the first taking of the exam. In 1982, 1,036 practical nursing education graduates took the examination for licensed practical nursing. Ninety-five percent (980 persons) passed the exam.

There are 52 community college institutions approved to offer courses for real estate salesman and real estate brokers. Five of these institutions have approved associate degree curriculums while the remainder are approved as continuing education courses. The data from the Real Estate Licensing Board on test takers is not separated between curriculum and continuing education. During 1981-82, 69% of those taking the salesman exam passed while 39% of those taking the brokers exam passed.

Information on students taking the cosmetology licensing exam was available for 1981-82. Five hundred and twenty-eight graduates took the examination and 436 (82.6%) passed.

Faculty and Staff Qualifications

One measure of program evaluation is the qualification of staff and faculty. An up-date of the qualifications of staff and faculty has not been done since the data reported in the FY 1981 Accountability Report. Since the personnel turnover has been low, the qualifications remain essentially the same as reported for FY 1981.

Guidance - Counseling Services

The Student Services personnel in each institution provide a variety of services to students and prospective students. These services include academic counseling, testing, financial aid, student activities, career planning and placement.

Each institution has assembled a competent staff. A strong effort is made for staff to maintain a high level of competency through conferences, workshops and staff development activities.

Cooperative Education

The development of additional cooperative education programs has produced a corresponding increase in enrollments in these programs. Cooperative education programs have been expanded to include cooperative work experience in agriculture, distribution, health, occupational home economics office, engineering technologies and trade and industrial curriculum programs. During 1981-82 3,559 students were enrolled in cooperative education experiences. Since a large percentage of curriculum students are employed on a full-time or part-time basis, we do not anticipate the number of students enrolled in cooperative education to vary appreciably.

Apprenticeship

Postsecondary institutions provide related instruction in the apprentice's area of work. During 1981-82 3,963 apprentices were enrolled in related instruction classes. This increase of approximately 1,500 over 1980-81 was possible because of the additional funds appropriated by the Legislature and the additional emphasis placed upon related instruction for apprentices.

Cooperative Skill Training Centers

In addition to the additional funding for apprenticeship training, the Legislature also provided additional funding to develop centers which would provide training in high cost priority and critical need programs. During 1981-82, 1,613 trainees were provided skill development classes. There were 182 industries served through this program conducted at 8 centers. Approximately 55 percent of the training was conducted at the 8 centers and 45 percent took place at the industrial site. This program has made a positive impact on the industries involved because customized training was provided without the constraints of regular budgeting.

Human Resource Development Program (HRD)

The Human Resources Development Program offered by the post-secondary institutions provides structured pre-vocational training, counseling, and assistance into permanent employment or further educational training for chronically unemployed or underemployed adults. Operating in 45 of the 58 community colleges and technical institutes during Fiscal Year 1981-82 with a state appropriation of \$2,636,987 HRD's objective is to reduce public assistance payments, unemployment, and underemployment by making it possible for the chronically unemployed to become and remain productive employees.

The program design calls for a re-orientation to the world of work through recognition of personal assets and limitations, understanding the effect of one's behavior on others, familiarization with problem-solving processes, and development of basic academic and communications skills which are prerequisite to securing and keeping employment.

	1981-82	Rate %
Number Enrolled	3,801	
Number Completed	2,594	76.9
Placed in Jobs	1,190	45.8
Placed in Training	370	14.2
Race - Black	2,143	56.4
White	1,626	42.8
Other Minority	32	0.8
Sex - Male	1,144	30.1
Female	2,657	69.9
Less than 12th Grade	2,303	60.0
H.S. Graduate	1,498	40.0

During 1981-82, HRD students were predominately female, black and had not graduated from high school. CETA stipends or other CETA benefits amounting to \$861,151 were provided to 2,214 (58%) students. Slightly more than 4 out of 10 HRD students, 1,500 (39%) had received public assistance during some or all of the year immediately preceding their enrollment in HRD.

A unique feature of the HRD program is to provide one year of counseling and follow-up services to all individuals completing the program. During 1981-82, 3,927 persons who had completed the program the previous year, were provided follow-up services. Of this group 2,774 (70.6%) had been placed in jobs and 835 (21.2%) had been placed in skill training.

As a result of the HRD program, the payment of public assistance to 1981-82 HRD graduates was reduced by \$1,023,882. The increase in the income of HRD graduates was \$7,368,166.

Displaced Homemakers

The State had been operating the Human Resource Development program prior to the passage of the Vocational Amendments Act of 1976. Since a large portion of the HRD trainees are displaced homemakers, the program funded with federal funds is designed to meet the needs of those not enrolled in HRD. In 1981-82 there were 141 women receiving support services and 367 enrolled in displaced

homemaker programs. This program is designed to assist the individual to assess latent talents, receive counseling and training and enter the work force.

In addition to these efforts, workshops and seminars are offered in cooperation with the State Council on the Status of Women. Some institutions have established Women's Centers to provide services to displaced homemakers.

Education for Correctional Inmates

The post-secondary institutions provide both curriculum and extension programs to those incarcerated in the correctional system. The variety of courses and programs offered include academic, adult basic education, preparation toward the completion of the General Education Development test and technical and vocational education courses and programs.

Educational programs are provided to inmates who are granted educational leave during the day to attend classes on a campus or through curriculum programs and extension courses that are offered at a prison subsidiary unit.

During 1981-82, there were 49 inmates that were enrolled in technical education and 950 that were enrolled in vocational education programs, either through educational release or programs offered on a full-time basis at a subsidiary unit. In addition to these curriculum programs, extension classes were offered in adult basic education and vocational-technical education at prison subsidiary units. There was an average of 2,207 (254 were women) inmates enrolled during each of the four quarters in adult basic education. There was an average of 2,540 (164 were women) inmates enrolled during each of the four quarters in vocational-technical education curriculum and extension (continuing education) courses.

In addition to these programs, approximately 1,137 inmates took the GED test in 1980-81. There were 891 individuals who passed the test.

CETA (Comprehensive Education & Training Act)

The State Board of Community Colleges is the recipient of the 6% CETA funds. These funds are used to provide the cost of training for CETA clients. Class size groups are provided training to meet existing job needs.

An alternate to class size groups is the single referral. Individuals are enrolled as any other curriculum student and the tuition fees and cost of books is paid from CETA funds.

In 1981-82 there were 336 CETA clients enrolled in class size programs and 1,097 single referrals enrolled in the community college system.

Industrial Services

Changes have occurred in the services provided to new and expanding industry. Ten years ago 61 percent of the training was provided to the textile, food and wood products industries. Approximately 22 percent of the training was provided for fabricated metals, machinery, electronic and transportation equipment industries.

In 1981-82, 60 percent of the training was provided in high technology areas and 20 percent to textile and related industries. There were 5,819 individuals trained during 1981-82 at an average cost of \$383.89 per individual of the training provided, 35 percent occurred in the coastal area, 42.5 percent in the piedmont and 22.5 percent in the mountains.

There were 40 institutions which provided training for 57 new industries and 23 expanding industries.

Advisory Committees

Emphasis has been placed upon the use of advisory committees since the beginning of the system. The results of advisory committee involvement are threaded throughout the development of curriculum and the establishment of programs. Federal requirements in the use of advisory committees did not impose anything new upon the community college system. Annually, each institution provides in its local application the membership and demographic data of its advisory committee. The pertinent, Federal rules and regulations are printed on the local application indicating the membership requirement and the duties of the committee. Our data indicates the committees are functioning.

In addition to a formal committee structure advice and suggestions are made to staff and faculty in informal ways. It is not possible to measure the impact that this form of information provides. Advice and suggestions for changes or improvements should not be limited to any one procedure or committee.

Programs for Target Groups

Federal law provides categorical funding to provide additional programs, services and activities to assist disadvantaged, handicapped and individuals with limited English proficiency to succeed in vocational education. A majority of these individuals are mainstreamed with other students for most of their classes. Regulations provide for separate classes when this method is considered in the best interest of the students. Included in the following are students, which met the criteria of one of the categorical groups, but did not require any additional programs, services or activities. Data is for the year 1981-82 and is listed below.

Disadvantaged	Curriculum	Extension	Total
No additional program assistance	15,492	13,435	28,927
With additional program assistance	17,948	6,141	24,089
Separate program	<u>840</u>	<u>3,632</u>	<u>4,472</u>
Total	34,280	23,208	57,488
Handicapped	Curriculum	Extension	Total
No additional program assistance	1,097	2,044	3,148
With additional program assistance	1,661	903	2,564
Separate program	<u>33</u>	<u>1,808</u>	<u>1,841</u>
Total	2,791	4,755	7,553

Limited English Proficiency	Curriculum	Extension	Total
No additional program assistance	1,586	2,132	3,718
With additional program assistance	57	78	135
Separate program	<u>0</u>	<u>197</u>	<u>197</u>
Total	1,643	2,407	4,050
Special Program - Disadvantaged	Curriculum	Extension	Total
With additional program assistance	2,766	1,087	3,853
Separate program	<u>75</u>	<u>734</u>	<u>809</u>
Total	2,841	1,821	4,662

Student Follow-up Survey

A follow-up survey was conducted of those enrolled in 1980-81. Surveys were mailed to 65,497 individuals. Of the 12,539 surveys mailed to completers, 4,760 (37.9%) returns provided useable data. Of the 52,958 surveys mailed to leavers and drop-outs, 12,445 (23.5%) returns provided useable data. The total number of surveys returned by completers and leavers is not presently available because of the work-load placed upon our computer system. This data has not been run.

The following information indicates the status of the 4,760 completers at the time of the survey:

28 - full-time military service
2,626 - employed in a field related to training
925 - employed in a field not related to training
465 - pursuing additional education
434 - unemployed - seeking employment
282 - not in labor force - not pursuing additional education
4,760

The following information indicates the status of the 12,445 leavers at the time of the survey:

270 - full-time military service
4,019 - employed in a field related to training
4,137 - employed in a field not related to training
1,404 - pursuing additional education
1,413 - unemployed - seeking employment
1,202 - not in labor force - not pursuing additional education
12,445

For completers, wage data was supplied by 2,052 (43.1%) respondents (856 male and 1,196 female). The range in wages for males was from \$3.46 to \$15.52 per hour with an average wage of \$7.29. The wage rate for females was from \$3.41 to \$9.69 per hour with an average of \$5.82. Caution should be exercised with this data because of the low number of respondents. In some cases, the wage rate is for one individual in a program area. Wage rates by program area were varied; in some instances wage rates were higher for females and in other instances male wages were higher for the same program area.

There was a large number of individuals that refused to supply wage information, hours worked per week, job title or job description name of employer or supervisor. Many indicated this was none of our business and inferred it was invasion of their privacy.

A follow-up of employers was not done because of lack of funds to do the survey, the lack of information on employers and the fact that this information was not required this year by the National Center for Educational Statistics.

Chapter Five

CONSIDERATION OF RECOMMENDATIONS FROM THE STATE ADVISORY COUNCIL

The recommendations are addressed by the respective state boards in the order listed by the State Advisory Council. The State Advisory Council recommends that the State Board of Education and the State Board of Community Colleges:

STATE BOARD OF EDUCATION: SECONDARY

RECOMMENDATION 1. Isn't it Time to Decide Who Pays for What in the Public Schools?

The State Board of Education has a commitment to full funding by the State of North Carolina for secondary vocational education. In its request to the General Assembly during the 1981-83 biennium, funds were solicited to increase state funding by an additional 5% each year of the biennium. This would have expanded state reimbursement to local education agencies from an average of 71% to 81% by the end of the biennium. The long-range plan calls for additional percents being assumed by the state in subsequent years. The Advisory Budget Commission did not recommend the State Board of Education request for increased funding. In establishing its 1983-85 biennial budget requests, the SBE again requested an additional 2½% each year of the biennium. This would expand state reimbursement to LEAs from an average of 71% to 76% by the end of the biennium. Again, this request was not recommended to the General Assembly by the Advisory Budget Commission. The SBE will continue to explore ways to provide vocational education resources to LEAs in the same manner as that for other education programs.

RECOMMENDATION 2. Isn't it Time to Develop a Different Organizational Arrangement for the Department of Public Education?

The State Board of Education continues to explore ways necessary to effectiveness and efficiency within the Department of Education organizational structure. The SBE has reiterated its belief in the current organizational structure. In January, 1983, a new Controller for the SBE was appointed. Also, a special assistant to the chairman of the SBE was hired. With these personnel changes and additions, it is felt that the current organizational arrangement is strengthened.

STATE BOARD OF COMMUNITY COLLEGES - POSTSECONDARY

Recommendation 1: Isn't it time to give more emphasis to the "non-curriculum" offerings of the Community College System?

The full-time equivalent (FTE) factor is used as a means of allocating funds. It would appear when other data is reviewed, the use of FTE data in the Council's report and recommendation caused incorrect conclusions to be drawn.

The following table indicates the instructional expenditures from 1974-75 to 1981-82.

INSTRUCTIONAL EXPENDITURES, 1974-75 TO 1981-82

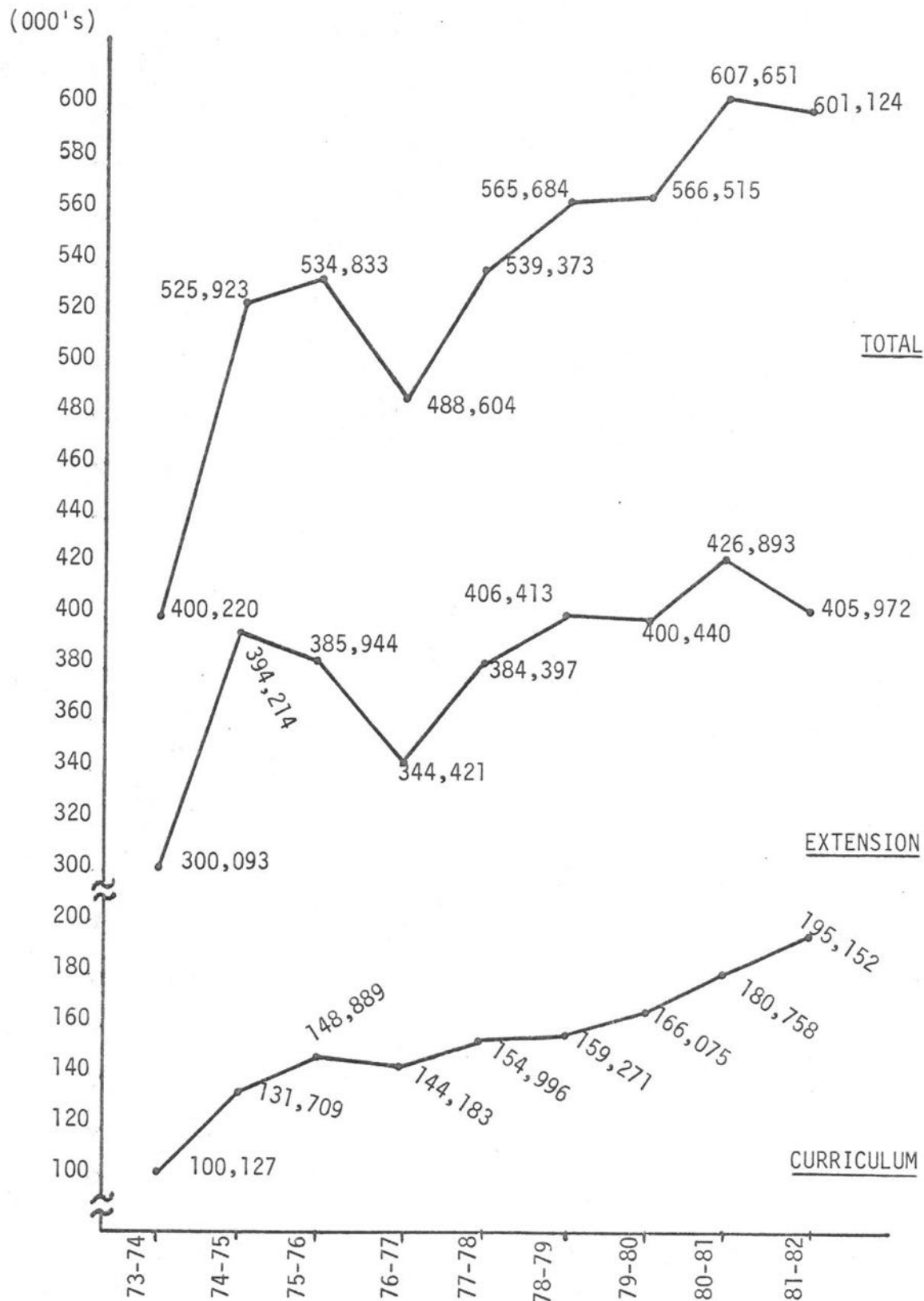
	Curriculum	Non-Curriculum	Adult Basic Education
1973-74	Data for this year is not compatible		
1974-75	\$49,155,748	\$18,397,825	\$1,748,052
1975-76	52,045,880	16,232,332	1,638,303
1976-77	57,565,631	17,200,724	2,008,179
1977-78	60,267,860	19,397,790	2,229,681
1978-79	67,259,153	22,658,545	2,377,151
1979-80	71,630,868	25,701,645	2,759,312
1980-81	82,383,505	29,654,102	3,181,226
1981-82	89,868,705	31,241,940	3,083,493*
% Increase			
1974-75 to	45.31%	41.12%	43.31%
1981-82			

*Expenditures made by three grantees of Federal ABE funds, which are not a part of the Community College System, are not included.

The above table listing actual expenditures from 1974-75 to 1981-82, shows that the increase in expenditures for curriculum programs was 45.31% and for non-curriculum, continuing education courses 41.12%. This indicates that there was a consistent emphasis and commitment to provide both curriculum programs and non-curriculum courses. It should be noted that during the 1975-76 recession there was a decrease in expenditures for non-curriculum courses because of a decline in enrollment.

On the next page is a table listing unduplicated enrollment from 1973-74 to 1981-82. This table shows an overall increase in enrollment for curriculum of 48.70% and for non-curriculum courses 26.08%.

UNDUPLICATED ENROLLMENT
CURRICULUM, EXTENSION, TOTAL
1973-74 to 1981-82



It should be noted that an increase in expenditures of 45.31% produced an increase in curriculum program enrollment of 48.70%. For non-curriculum courses, an increase in expenditures of 41.12% produced an increase in enrollment of 26.08%. The reasons for the smaller increase in non-curriculum enrollment is not readily apparent. Some of the factors which might have a bearing are these: in some of the smaller institutions, curriculum classes with small enrollment are offered late afternoon or evening and adults wanting that course are enrolled to make the course cost-effective; a number of non-curriculum courses were offered with an enrollment of approximately 10, which is considered a break-even point; lack of transportation to get to the class location and the lack of interest or demand for the courses offered.

A review of the courses offered in Occupational Extension will show a variation in enrollment each year. Emergency Medical Training (Ambulance Attendant) increased from 2,760 in 1973-74 to 14,776 in 1981-82. Real Estate courses declined in enrollment from 5,562 in 1973-74 to 2,872 in 1981-82. The largest decline occurred in Management Development course data (Supervisory Training) from 14,139 in 1973-74 to 1,041 in 1981-82. Part of this can be attributed to the deletion of the prefix for reporting Management Development courses. These courses are still offered but are reported under other prefixes. Additional industrial management related courses have been added to those previously offered.

A curriculum program, Industrial Management has been offered many years. The enrollment in this program in 1973-74 was 1,729; it increased to a high of 3,019 in 1975-76 and has declined to 1,384 in 1981-82. The enrollment data would suggest that over the years supervisory personnel in business and industry have been trained in curriculum and non-curriculum programs and the pool of supervisors to be trained has become a much smaller number.

The enrollment data, listed in the table, is an unduplicated count, which means that a student was counted only once during the year even if the student took more than one course. For the year 1981-82, a duplicate count shows the enrollment in non-curriculum courses was 549,421. This indicates that 143,449 students were enrolled in two or more courses during the year. Therefore, there were more individuals in classes than the unduplicated count would indicate. Data is not available which would indicate how many individuals would enroll in non-curriculum courses if funds were available to offer additional non-curriculum courses.

Additional information, which indicates the priority, emphasis or commitment to provide curriculum or non-curriculum courses is a break-down of all expenditures for the years 1974-75 to 1981-82 as shown in the following table.

STATE FUND EXPENDITURE DISTRIBUTION, BY CATEGORY - IN PERCENT
1974-75 TO 1981-82

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
General Administration		5.96%	6.04%	6.10%	5.93%	5.80%	5.78%	5.75%	5.69%
Curriculum Instruction		48.51	50.43	50.05	49.15	48.18	46.97	46.70	46.82
Non-Curriculum		18.16	15.73	14.96	15.82	16.22	16.86	16.81	16.28
Learning Resources		5.54	5.56	5.70	5.33	5.22	4.99	4.84	4.59
Student Services		6.65	6.60	6.80	6.79	6.71	6.67	6.73	6.67
Plant Operation/ Maintenance		.07	.07	.05	.05	.20	.05	.04	.04
General Expense		15.11	15.57	16.34	16.93	17.67	18.68	19.13	19.91
		100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00*

Data is not compatible

*Data for 1981-82 is being prepared and is therefore, tentative

The expenditures in the General Expense category, which includes fringe benefits such as health insurance, social security and state retirement and other items such as office machine maintenance, office supplies and materials, printing and binding has increased 4.80% from 1974-75 to 1981-82. This increase was off-set in a decline in the percentage of expenditures in all other categories except Student Services.

The factors which caused the decline in non-curriculum enrollment in 1981-82 are not known as yet. One factor which may have contributed to this decline is the recession and another factor was a short-fall in State revenue. Two percent of the State budget was withheld and not expended in 1981-82. This could have affected non-curriculum course offerings more than curriculum programs because there are more fixed costs involved in providing curriculum programs.

The allocation of funds by an FTE factor provides an institution with funds to operate for a fiscal year. Based upon this resource, an institution develops its budget and administers its funding according to State Board policy. During the year, certain budget line item transfers are permitted. These are some considerations that the Council's report and recommendation did not consider.

Based upon the data included in these pages it is not possible for the State Board of Community Colleges to draw the same conclusion as was reached by the Advisory Council.

Recommendation 2. Isn't it time to increase the tuition rate for out-of-state students?

The second session of the 1981 Legislature did increase the fees for Practical Skill or avocational non-curriculum courses from \$8.00 to \$15.00 per course. The Legislative action establishes a fee so that each student will pay about 90% of the direct instructional cost of providing these courses. The Legislature did not increase the fees and tuition for occupational or academic extension courses at that time.

The State Board of Community Colleges is reviewing the current tuition and fee structure with regard to a possible increase.

A bill has been introduced into the 1983 General Assembly calling for an increase of out-of-state tuition to 90% of cost by 1986-87 for both universities and community colleges.

Chapter Six

PART A

RESULTS OF COORDINATION BETWEEN VOCATIONAL EDUCATION AND CETA

Secondary

The Department of Public Instruction is heavily involved in three CETA funded programs. A short description follows.

Dropout Prevention/Job Placement

There are 82 Dropout Prevention Centers operating in various high schools during 1982-83 school year. Each center serves approximately 40 eligible students who have dropped out of school or who are potential dropouts. The thrust of the program includes:

- Counseling services.
- Developing an Education and Employability Plan (EDP) for each student which assesses needs, abilities, providing long and short range goals, referring to remediation, vocation and Extended Day Programs and other agencies as needed.
- Providing job readiness skills; i.e., filling out application forms, preparing for interviews, job etiquette, writing resumes, human relations.
- Assisting students in getting jobs, part-time or on weekends, if jobs are needed to remain in school.

Summary: These projects are doing an outstanding job of working with disadvantaged students who have dropped out of school or who are potential dropouts. Approximately 1800 of the 3280 students are working in part time jobs, including Saturdays and Sundays. The major goal is to assist all 3280 in receiving high school diplomas.

Extended School Day

There are 25 federally funded Extended School Day Programs operating in various high schools during 1982-83 school year. These programs serve approximately 600 students who have dropped out of school. The thrust of the program includes:

- Enrolling disadvantaged students who are dropouts.
- Providing afternoon or evening classes in remediation, vocational and other, guidance and counseling which assists them toward receiving a high school diploma.
- Assist students in job development skills and help them obtain full or part time jobs as they continue their education.

Summary: Of the 600 enrolled students, approximately 300 were placed in private sector jobs. The remaining 300 were placed in public service employment. The major goal is to assist all 600 in receiving high school diplomas.

Three-Tier Vocational Education Programs

This project was a joint effort between a local education agency, a technical institute and the employing community.

The prime purpose of this articulation project was to ensure that vocational competencies developed at the secondary level would not have to be repeated at the technical institute level, thus, enabling students earlier full time employment. The program included a strong counseling component. Counselors worked with the technical institute, the employing community, and their respective school to attain accurate knowledge in order to counsel students on marketable skills needed to assist in getting jobs, holding jobs, and job placement.

Summary: This project is in its final year of funding. It has paved the way for many other comparable programs which will be incorporated into various high schools across the State. It serves approximately 50 students and the goal is to graduate all 50 and place them in jobs or in higher education.

Postsecondary and Adult

The North Carolina Community College was involved in CETA activities during the 1982 fiscal year. Staff members held membership on the Employment and Training Council and sub-committees of the Council. Liaison activities and coordination included working with the 13 Prime Sponsors, private schools, city and county governments, other state agencies and Balance of State Prime Sponsor.

Activities

The purpose of the six percent (6%) grant as stated in the C.E.T.A. regulations 677.31 is to provide supplemental vocational assistance in areas served by prime sponsors through appropriate educational agencies and institutions.

Vocational education services provided to the prime sponsors included institutional training, basic and general education, support services and allowances. The typical vocational education participant during FY'82 was an individual referral student in a community college or technical institute (college) enrolled in a one (1) year or less occupational program.

In FY'82, a total of 6,148 participants were served through the 6% Vocational Education grant. Recruitment and selection was the responsibility of the Prime Sponsor. Program participants were enrolled in a Title II-B/C program prior to receiving services in the 6% Vocational Education grant.

Listed below are the type of services provided during FY'82:

Activity	Participants
Individual Referral	2,523
Class size training programs	336
Adult Basic Education/GED	755
Orientation and Motivation (Human Resource Development)	740
Counseling	937
Job Development	525
Allowances	1,389

During FY'82, the Department of Community Colleges subcontracted with all fifty-eight (58) schools within the system of community colleges, seventeen (17) private schools, six (6) county governments, one (1) city government, one (1) sheltered workshop, one (1) youth council, and one (1) Y.W.C.A.

Part B

LOCAL ADVISORY COUNCIL PARTICIPATION

1. All eligible recipients have been notified of the requirements to establish Local Advisory Councils. Furthermore, the State Board of Education certifies that eligible recipients have been notified of the responsibility to establish such councils.
2. Local directors and administrators have been informed of the requirements and functions of local advisory councils and that the council shall be composed of representatives of the general public including at least a representative of business, industry and labor. Other individuals representing consumer interests, parenting responsibilities and employment and training councils should be included also.
3. Local applications from eligible recipients indicate by name, race and sex the membership from each clientele group.
4. The certification of each local application attests that a local advisory council has been involved and has advised on (a) current labor market needs and the relevancy of proposed programs; and (b) development of the local application.

Changes reflected in local applications concerning program enrollment, program offerings and funding can be attributed, in part, to the involvement of local advisory councils.

5. An agreement between the State Board of Education and the State Advisory Council helps accomplish the purpose and objectives of local advisory councils.
6. State staff members work closely with eligible recipients in developing plans and applications prior to approval and in providing follow-up.
7. Joint advisory councils are being used by some local educational agencies and postsecondary institutions. In addition to this approach, representatives of local educational agencies serve on postsecondary advisory councils and postsecondary representatives serve on local educational agency advisory councils.

RESULTS OF PARTICIPATION OF LOCAL ADVISORY COUNCILS SECONDARY

The State Board has notified all eligible recipients of the requirements to establish local advisory councils. Furthermore, the State Board certifies in the State Plan that such eligible recipients have established such councils.

The local application for state/federal funding from eligible recipients indicates advisory council members by clientele group served, race and sex.

Based on a 30% random sample of LEA vocational education annual applications for state/federal funding submitted for FY82, the following is the composition of local advisory committees, (by clientele group represented) assuming the sample is representative of the state:

Table 20: Composition of local Vocational Advisory Councils

<u>Clientele Group Represented</u>	<u>Percent of Total</u>	<u>Projected Total for State</u>
Business	11.1	367
Industry	10.5	347
Labor	7.8	256
Trade	6.3	207
Technical	3.5	116
Office	5.0	163
Health	4.6	150
Home Economics	6.1	200
Agriculture	6.7	220
Marketing & Distribution	6.5	213
Education	13.1	430
Industry Hunters	1.5	50
Employment & Training Agencies	2.4	80
CETA & ESC	2.2	73
Parents	10.9	356
Other (specify)	1.7	57
Totals	100	3,285

Student
Law Enforcement
State Government
Homemaker
Manpower Representative
FHA
Community Schools

It should be noted that the count is unduplicated. Many persons represented more than one clientele group.

Projected Statewide Composition of Advisory Councils by Race and Sex

Based on the 30% sample, the projected statewide composition of advisory councils by race and sex is as follows:

<u>Race and Sex</u>									
White		Black		**American Indian		Other		Total	
M	F	M	F	M	F	M	F		
1626	813	427	397	17	3	3	0		3287

**American Indians are more concentrated in several geographical areas of the state, most of which did not fall within the random sample.

Projected Statewide Advisory Council Activities

Local planners and administrators have been informed of the requirements and functions of local advisory councils.

To determine whether advisory councils were meeting these requirements, the same 30% sample of FY82 local applications was examined. Assuming the sample to be representative, an extrapolation was made to project statewide advisory council activities.

Table 21: Projected Statewide Advisory Council Activities

Activities	Number of Occasions During Fiscal Year This Activity Occurred		
	Council	Individual	Sub-Group
Orientation Meeting(s)	160	380	197
Review Occupational/Community Surveys (Job Needs)	137	310	97
Advise on Course Content (Relevance of programs)	120	520	170
Review of Student Placement Data	90	410	80
Equipment and Facility Planning Recommendations	100	383	93
Identification of Potential Vocational Teachers	53	256	53
Identify Community Resources to Support Vocational Education Programs	133	386	127
Review Evaluation Data	77	333	87
Advise on Local Plan Development			
(a) Continuing Plan	120	226	107
(b) Annual Plan & Application	153	527	157
Conduct Program Visitations in the LEA	133	433	113
Conduct Program Visitations outside the LEA	13	90	27
Other (specify)			
Totals	2,597	4,254	1,308
Job Opportunity Day			
Student of the Year			
Donation of Materials & Equipment			
Youth Banquet			
Tour Industry			

Analyzing the projection of activities statewide based on the number of occasions during the fiscal year the activity occurred, it appears that there were different emphases of activities by categories or groups, e.g. council meetings, individual meetings, and sub-group meetings.

Following is a listing of the top five priority activities, other than orientations, by each category:

<u>Council</u>	<u>Projected Number of Times Activity Occurred During FY82</u>
Advise on Local Plan Development (b) Annual Plan and Application	153
Review Occupational/Community Surveys (Job Needs)	137
Identify Community Resources to Support Vocational Education Programs	133
Advise on Course Content (Relevance of Programs)	120
Advise on Local Plan Development (a) Continuing Plan	120
<u>Individual</u>	
Advise on Local Plan Development (b) Annual Plan and Application	527
Advise on Course Content (Relevance of Programs)	520
Conduct Program Visitations in the LEA	433
Review of Student Placement Data	410
Identify Community Resources to Support Vocational Education Programs	387
<u>Sub-Group</u>	
Advise on Course Content (Relevance of Programs)	170
Advise on Local Plan Development (b) Annual Plan and Application	157
Identify Community Resources to Support Vocational Education Programs	127
Conduct Program Visitations in the LEA	113
Advise on Local Plan Development (a) Continuing Plan	107

LOCAL ADVISORY COUNCIL PARTICIPATION

POSTSECONDARY - ADULT

All eligible recipients must list the membership and composition of their local advisory council each year in the local application. The membership and composition of the councils for the 58 postsecondary institutions is listed below:

Representing	
Business	136
Industry	108
Labor	63
General Public	181
Sex	
Male	371
Female	117
Race	
Indian	1
Black	95
Asian	-
Hispanic	1
White	391

A review of comments in the local applications indicate the local advisory councils' activities include: a review of the needs and the services provided for the disadvantaged, handicapped and limited English Speaking; a review of curricula offerings and curriculum content; assisting in determining the need for additional curriculum; assisting in determining when curriculum should be dropped; student recruitment and job placement.

During fiscal year 1982, the State Board of Community Colleges approved the offering of 65 technical programs (associate degree) and 40 vocational programs (one year, long-term adult) to meet the increased need for training. Because of a reduced demand for training, 58 curricula were terminated.

Increased number of curricula offered and increased enrollment attest to the fact that the postsecondary institutions are using advisory councils and other means at their command to provide quality training for citizens of the State. It is unlikely that individuals would continue to pay \$500 to \$800 per year for training that does not meet their need or expectation.

