ACCOUNTABILITY REPORT FOR VOCATIONAL EDUCATION

FISCAL YEAR 1983

STATE BOARD OF EDUCATION

RALEIGH, NORTH CAROLINA

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CERTIFICATION

All certifications required for the FY1983 Accountability Report are included in the Five Year State Plan for Vocational Education. Both the State Plan and the FY1983 Accountability Report are developed and submitted simultaneously; thus certifications included in the State Plan apply to the FY83 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 FY1983. 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 FY1983 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 FY1983 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 6A. Results of Coordination Between Vocational Education and JTPA.

Chapter 6B. A description of the composition, activities and results 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 1983 pertaining to enrollment and completion. This relates to Table 12 of the State Plan.

Table 1A shows the degree to which the state has achieved goals of the State Plan 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 1983. It shows the degree to which the state has achieved goals pertaining to consumer and homemaking needs.

General Discussion of Deviations at the Secondary Level

The projections shown in the plan were derived primarily on the basis of a five-year historical perspective and an estimate of local programmatic responses to the labor market needs. In North Carolina, the State Agency does not control program offerings. Additionally, at the local level, all vocational courses are considered elective; thus, this lack of control makes accurate projection of enrollment and completions difficult.

Three other factors were major contributors to deviations for FY1983. One, projections were being made during a period of revision of the Program of Studies. Some course content, titles, and identification numbers were changed:

Two, changing from O. E. to CIP numbers from projection to reporting created several deviations. Where necessary, enrollments and completers are shown under a different CIP number than projected in order to more accurately identify goals and achievements, and

Three, some projections of enrollment are based on duplicated count; the Reporting System is based on unduplicated count. The impact is that students are counted under their career objective program only and are not shown elsewhere even if they are enrolled elsewhere. An example is a dual enrollment in Business and Office and Home Economics can be counted only in one program and not in the other.

Information on enrollments and follow-up in this report are based on data from VEDS report dated November 30, 1983, and completion information is based on data received from the Management and Information Systems Division dated November 15, 1983, all through the Planning Office in the Division of Vocational Education.

Deviations accounted for in Table 2 are those considered as significant deviations in Table 1; e.g., 50% or greater between projected and actual enrollments and completion and more than 50 students affected. Deviations based on fewer than 50 students are not addressed since statewide implications would not be significant.

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
01.0102	Agricultural Business	30	Sec.												
			P-Sec.	X	X	X	X	X	X	140	123	-17	30	16	-14
			L-Adult												
			S-Adult												
01.0104	Agricultural Business	21	Sec.												
			P-Sec.	X			X			10	6	-4	5	1	-4
			L-Adult												
			S-Adult												
01.0201	Agricultural Mechanics, General	553	Sec.							1,891	2,026	+135	700	457	-243
			P-Sec.												
			L-Adult	X	X	X	X	X	X	25	14	-11	5	10	+5
			S-Adult	X	X	X	X	X	X	225	223	-2			
01.0206	Soil & Water Mechanical Practices	49	Sec.												
			P-Sec.	X			X			25	14	-11	10	1	-9
			L-Adult												
			S-Adult												
01.0301	Agricultural Production, General	1,190	Sec.							5,829	4,625	-1,204	1,585	1,144	-441
			P-Sec.	X	X	X	X	X	X	515	279	-236	150	46	-104
			L-Adult												
			S-Adult	X	X	X	X	X	X	400	197	-203			
01.0302	Animal Production	See 01.0301	Sec.												
			P-Sec.	X	X		X	X		60	44	-16	25	8	-17
			L-Adult												
			S-Adult	X	X	X	X	X	X	400	338	-62			
01.0303	Aguaculture	722	Sec.												
			P-Sec.												
			L-Adult												
			S-Adult												
01.0304	Crop Production	See 01.0301	Sec.												
			P-Sec.	X			X			25	28	+3	5	1	-4
			L-Adult												
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
01.0401	Agricultural Prod. & Processing, General	314	Sec.							—	56	+56	—	26	+26
			P-Sec.	X			X			25	9	-16	10	1	-9
			L-Adult												
			S-Adult	X	X	X	X	X	X	950	769	-181			
01.0501	Agricultural Services & Supplies, General		Sec.							—	50	+50	—	30	+30
			P-Sec.												
			L-Adult												
			S-Adult												
01.0503	Agricultural Supplies & Marketing	89	Sec.												
			P-Sec.	X			X			5	7	+2	2	0	-2
			L-Adult												
			S-Adult												
01.0599	Agricultural Services & Supplies, Other	See 01.0503	Sec.												
			P-Sec.												
			L-Adult		X	X		X	X	60	69	+9	30	12	-18
			S-Adult												
01.0601	Horticulture, General	1,814	Sec.							3,766	3,079	-687	1,470	597	-873
			P-Sec.	X	X	X	X	X	X	475	503	+28	85	39	-46
			L-Adult	X	X		X	X		360	298	-62	65	14	-51
			S-Adult	X	X	X	X	X	X	2,100	1,122	-978			
01.0607	Turf Management	See 01.0601	Sec.												
			P-Sec.	X	X		X	X		45	72	+27	20	3	-17
			L-Adult												
			S-Adult												
01.9999	Agribusiness & Agric. Prod., Other	Introduction	Sec.							8,981	8,423	-558	—	13	+13
			P-Sec.												
			L-Adult												
			S-Adult												
03.0101	Renewable, Natural Resources, General	12	Sec.							446	511	+65	190	87	-103
			P-Sec.												
			L-Adult												
			S-Adult												
03.0401	Forest Production & Processing, General	290	Sec.							474	412	-62	202	79	-123
			P-Sec.	X	X		X	X		220	161	-59	60	53	-7
			L-Adult												
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY COMPLETIONS BY PROGRAM FOR FY YEAR 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
03.0403	Forest Products Utilization	170	Sec.												
			P-Sec.		X			X		25	24	-1	15	7	-8
			L-Adult												
			S-Adult												
03.0601	Wildlife Management	87	Sec.												
			P-Sec.	X	X		X	X		45	103	+58	15	17	+2
			L-Adult												
			S-Adult												
31.0201	Outdoor Recreation	183	Sec.												
			P-Sec.	X	X	X	X	X	X	25	20	-5	10	2	-8
			L-Adult												
			S-Adult												
31.0301	Parks and Recreation Management	146	Sec.												
			P-Sec.	X	X	X	X	X	X	225	172	-53	40	18	-22
			L-Adult												
			S-Adult												
	SUBTOTAL AGRICULTURAL	4,960	Sec.							21,387	19,182	-2,205	4,147	2,433	-1,714
			P-Sec.	X	X	X	X	X	X	1,865	1,565	-300	482	212	-270
			L-Adult	X	X	X	X	X	X	445	381	-64	100	36	-64
			S-Adult	X	X	X	X	X	X	4,075	2,649	-1,426			
06.0401	Business Administration & Management	11,108	Sec.												
			P-Sec.	X	X	X	X	X	X	16,250	15,061	-1,189	1,700	1,208	-492
			L-Adult												
			S-Adult	X	X	X	X	X	X	3,550	10,326	+6,776			
06.0501	Business Economics	See 06.0401	Sec.												
			P-Sec.												
			L-Adult												
			S-Adult												
06.0701	Hotel/Motel Management	See 06.0401	Sec.												
			P-Sec.	X	X		X	X		225	283	+58	45	18	-27
			L-Adult												
			S-Adult												

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O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
06.0705	Transportation Management	See 06.0401	Sec.												
			P-Sec.	X	X		X	X		185	172	-13	25	14	-11
			L-Adult												
			S-Adult							375	350	-25			
06.1701	Real Estate, General	134	Sec.							—	30	+30	—	20	+20
			P-Sec.	X	X	X	X	X	X	550	160	-390	25	12	-13
			L-Adult												
			S-Adult							4,500	3,119	-1,381			
06.1801	Small Business Management	1,242	Sec.												
			P-Sec.												
			L-Adult												
			S-Adult												
07.0101	Accounting & Bookkeeping General	1,150	Sec.												
			P-Sec.	X			X			25	47	+22	10	0	-10
			L-Adult												
			S-Adult	X	X	X	X	X	X	2,800	2,551	-249			
07.0102	Accounting & Computing	814	Sec.							1,362	1,718	+356	1,100	1,605	+505
			P-Sec.	X	X	X	X	X	X	4,840	4,855	+15	525	377	-148
			L-Adult												
			S-Adult												
07.0201	Banking & Related Finan. Program, General	3,206	Sec.												
			P-Sec.	X	X	X	X	X	X	770	445	-325	35	83	+48
			L-Adult												
			S-Adult	X	X	X	X	X	X	2,700	1,657	-1,043			
07.0301	Business Data Processing, General	See 07.0302 & 07.0305	Sec.							—	2,790	+2,790	—	1,420	+1,420
			P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	2,200	10,814	+8,614			
07.0302	Business Computer & Console Operator	672	Sec.							1,900	—	-1,900	500	—	-500
			P-Sec.												
			L-Adult	X	X	X	X	X	X	400	949	+549	125	34	-91
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
07.0303	Business Data Enter Equipment Operation		Sec. P-Sec. L-Adult S-Adult							—	176	+176			
07.0305	Business Data Programming	341	Sec. P-Sec. L-Adult S-Adult	X	X	X	X	X	X	7,185	13,957	+6,772	425	577	+152
07.0401	Office Supervision & Management	334	Sec. P-Sec. L-Adult S-Adult							520	277	-243	280	195	-85
07.0602	Court Reporting	18	Sec. P-Sec. L-Adult S-Adult	X	X		X	X		30	24	-6	10	3	-7
07.0603	Executive Secretarial	4,182	Sec. P-Sec. L-Adult S-Adult	X	X	X	X	X	X	5,200	4,164	-1,036	525	343	-182
07.0604	Legal Secretarial	See 07.0603	Sec. P-Sec. L-Adult S-Adult	X	X	X	X	X	X	1,800	1,937	+137			
07.0605	Medical Secretarial	See 07.0603	Sec. P-Sec. L-Adult S-Adult	X	X	X	X	X	X	415	371	-44	40	30	-10
07.0607	Stenographic	456	Sec. P-Sec. L-Adult S-Adult	X	X	X	X	X	X	930	971	+41	165	120	-45
										479	132	-347	370	—	-370

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
07.0608	Word Processing	See 07.0603	Sec.							—	185	+185	—	101	+101
			P-Sec.												
			L-Adult												
			S-Adult												
07.0699	Secretarial & Related Programs, Other	3,726	Sec.							352	—	-352	165	—	-165
			P-Sec.												
			L-Adult												
			S-Adult												
07.0701	Typing, General Office, Related Program, General	1,308	Sec.							8,575	7,262	-1,313	5,015	4,405	-610
			P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	300	180	-120			
07.0705	General Office Clerk	8,514	Sec.												
			P-Sec.	X	X	X	X	X	X	3,100	3,275	+175	370	259	-111
			L-Adult												
			S-Adult	X	X	X	X	X	X	400	605	+205			
07.0710	Typing	1,380	Sec.												
			P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	5,400	4,368	-1,032			
22.0103	Legal Assisting	90	Sec.												
			P-Sec.	X	X	X	X	X	X	800	913	+113	95	71	-24
			L-Adult												
			S-Adult												
25.0301	Library Assisting	30	Sec.												
			P-Sec.	X	X	X	X	X	X	30	42	+12	15	10	-5
			L-Adult												
			S-Adult												
44.0401	Public Administration	282	Sec.												
			P-Sec.	X	X	X	X	X	X	130	219	+89	10	2	-8
			L-Adult												
			S-Adult												
	SUBTOTAL		Sec.							13,188	12,570	-618	7,430	7,746	+316
	BUSINESS & OFFICE ED.	38,987	P-Sec.	X	X	X	X	X	X	40,665	44,959	+4,294	4,020	3,127	-893
			L-Adult	X	X	X	X	X	X	400	949	+549	125	34	-91
			S-Adult	X	X	X	X	X	X	24,025	35,907	+11,882			

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
08.0101	Apparel & Accessories Marketing, General	734	Sec. P-Sec. L-Adult S-Adult							1,950	2,060	+110	980	1,044	+64
08.0102	Fashion Merchandising	See 08.0101	Sec. P-Sec. L-Adult S-Adult	X			X			125	176	+51	10	23	+13
08.0201	Business & Personal Service Marketing, General	165	Sec. P-Sec. L-Adult S-Adult							1,767	1,956	+189	1,440	697	-743
08.0301	Entrepreneurship	282	Sec. P-Sec. L-Adult S-Adult							220	161	-59	120	123	+3
08.0401	Financial Services, Marketing General	190	Sec. P-Sec. L-Adult S-Adult							80	74	-6	60	59	-1
08.0503	Floristry	100	Sec. P-Sec. L-Adult S-Adult		X		X			70 60	70 66	— +6	40 10	36 22	-4 +12
08.0601	Food Marketing, General	581	Sec. P-Sec. L-Adult S-Adult							1,650	1,518	-132	1,000	984	-16
08.0702	Industrial Sales	505	Sec. P-Sec. L-Adult S-Adult							150	59	-91	90	41	-49
08.0703	International Marketing		Sec. P-Sec. L-Adult S-Adult							16	—	-16	—	12	+12

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Industrial Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
08.0705	Retailing	3,839	Sec.												
			P-Sec.	X	X	X	X	X	X	745	676	-69	145	74	-71
			L-Adult												
			S-Adult	X	X	X	X	X	X	800	1,283	+483			
08.0706	Sales	5,130	Sec.							2,000	1,030	-970	1,800	555	-1,245
			P-Sec.												
			L-Adult												
			S-Adult												
08.0707	Wholesaling	1,397	Sec.							1,527	1	-1,526	775	1	-774
			P-Sec.												
			L-Adult												
			S-Adult												
08.0801	Home & Office Products Marketing, General	96	Sec.							65	67	+2	40	45	+5
			P-Sec.												
			L-Adult												
			S-Adult												
08.0803	Building Materials Marketing	354	Sec.							100	38	-62	50	25	-25
			P-Sec.												
			L-Adult												
			S-Adult												
08.0806	Hardware Marketing	321	Sec.							100	46	-54	50	31	-19
			P-Sec.												
			L-Adult												
			S-Adult												
08.0901	Hospitality & Recreation Marketing, General	46	Sec.							112	137	+25	61	90	+29
			P-Sec.												
			L-Adult												
			S-Adult												
08.0902	Marketing of Hotel/Motel Services	321	Sec.							30	31	+1	20	17	-3
			P-Sec.												
			L-Adult												
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
08.0905	Waiter/Waitress & Related Services	1,442	Sec.							2,250	1,132	-1,118	1,400	700	-700
			P-Sec.												
			L-Adult												
			S-Adult												
08.1001	Insurance Marketing, General	340	Sec.							20	16	-4	15	11	-4
			P-Sec.	X			X			80	402	+322	10	4	-6
			L-Adult												
			S-Adult							700	1,028	+328			
08.1101	Transportation & Travel Market		Sec.										—	76	+76
			P-Sec.												
			L-Adult												
			S-Adult												
08.1203	Automotive Vehicles & Access. Marketing	205	Sec.							150	161	+11	100	105	+5
			P-Sec.												
			L-Adult												
			S-Adult												
08.1204	Petroleum Wholesaling		Sec.							—	57	+57	—	40	+40
			P-Sec.												
			L-Adult												
			S-Adult												
08.1206	Service Station Retailing	650	Sec.							211	—	-211	355	—	-355
			P-Sec.												
			L-Adult												
			S-Adult												
08.9999	Marketing & Distribution, Other	63	Sec.							539	1,704	+1,165	126	844	+718
			P-Sec.												
			L-Adult												
			S-Adult												
09.0201	Advertising	22	Sec.							339	245	-94	170	117	-53
			P-Sec.	X			X			70	72	+2	5	2	-3
			L-Adult												
			S-Adult	X	X	X	X	X	X	1,600	818	-782			

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09.0601	Radio/Television, News Broadcast	253	Sec.							200	—	-200	100	—	-100
			P-Sec.												
			L-Adult												
			S-Adult												
09.0701	Radio/Television, General		Sec.							—	196	+196	—	90	+90
			P-Sec.												
			L-Adult												
			S-Adult												
	SUBTOTAL MARKETING & DISTRIBUTIVE EDUCATION	17,036	Sec.							13,530	10,888	-2,642	8,792	5,743	-3,049
			P-Sec.	X	X	X	X	X	X	1,080	1,392	+312	180	125	-55
			L-Adult												
			S-Adult							3,100	3,129	+29			
15.0101	Architectural Design & Construction Technology	97	Sec.												
			P-Sec.	X	X	X	X	X	X	935	739	-196	105	58	-47
			L-Adult												
			S-Adult												
15.0201	Civil Technology	131	Sec.												
			P-Sec.	X	X	X	X	X	X	670	545	-125	125	72	-53
			L-Adult												
			S-Adult	X	X	X	X	X	X	1,275	1,105	-170			
15.0203	Surveying & Mapping Technology	54	Sec.							—	1	+1			
			P-Sec.	X			X			60	83	+23	10	14	+4
			L-Adult												
			S-Adult												
15.0299	Civil Tech., Other	21	Sec.												
			P-Sec.	X	X	X	X	X	X	25	34	+9	10	6	-4
			L-Adult												
			S-Adult												
15.0302	Electrical Technology	135	Sec.												
			P-Sec.	X	X	X	X	X	X	360	315	-45	70	56	-14
			L-Adult												
			S-Adult												

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O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
15.0303	Electronic Technology	487	Sec.												
			P-Sec.	X	X	X	X	X	X	3,725	4,718	+993	490	463	-27
			L-Adult												
			S-Adult	X	X	X	X	X	X	1,600	1,608	+8			
15.0401	Biomedical Equipment Technology	22	Sec.												
			P-Sec.	X	X		X	X		60	110	+50	25	24	-1
			L-Adult												
			S-Adult												
15.0402	Computer Servicing Technology	56	Sec.												
			P-Sec.		X			X		85	289	+204	15	13	-2
			L-Adult												
			S-Adult												
15.0403	Electromechanical Technology	61	Sec.												
			P-Sec.	X	X		X	X		445	453	+8	60	64	+4
			L-Adult												
			S-Adult												
15.0404	Instrumentation Tech.	52	Sec.												
			P-Sec.	X	X	X	X	X	X	230	212	-18	25	47	+22
			L-Adult												
			S-Adult												
15.0501	Airconditioning, Heating & Ref. Tech.	96	Sec.												
			P-Sec.	X	X		X	X		370	252	-118	25	13	-12
			L-Adult												
			S-Adult												
15.0504	Sanitation Tech.	40	Sec.												
			P-Sec.	X		X	X		X	130	46	-84	30	13	-17
			L-Adult												
			S-Adult												
15.0505	Solar Heating & Cooling Tech.	32	Sec.												
			P-Sec.	X			X			35	38	+3	10	2	-8
			L-Adult		X			X		30	26	-4	25	8	-17
			S-Adult	X	X	X	X	X	X	275	—	-275			

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
15.0506	Water and Wastewater Tech.	210	Sec.												
			P-Sec.												
			L-Adult	X	X		X	X		70	54	-16	10	1	-9
			S-Adult												
15.0601	Chemical Manufacturing Tech.	36	Sec.												
			P-Sec.	X	X	X	X	X	X	70	127	+57	15	21	+6
			L-Adult		X			X		35	37	+2	25	13	-12
			S-Adult	X	X	X	X	X	X	60	65	+5			
15.0603	Industrial Tech.	119	Sec.												
			P-Sec.	X	X	X	X	X	X	1,975	1,711	-264	185	40	-145
			L-Adult												
			S-Adult	X	X	X	X	X	X	100	148	+48			
15.0604	Manufacturing Tech.	161	Sec.												
			P-Sec.	X	X	X	X	X	X	655	665	+10	95	85	-10
			L-Adult												
			S-Adult							75	98	+23			
15.0608	Safety Tech.		Sec.												
			P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	575	7,378	+6,803			
15.0609	Textile Tech.	11	Sec.												
			P-Sec.	X			X			2	11	+9		1	+1
			L-Adult							—	20	+20			
			S-Adult												
15.0610	Welding Tech.	16	Sec.												
			P-Sec.	X			X			25	41	+16	5	6	+1
			L-Adult												
			S-Adult												
15.0701	Occupational Safety & Health Tech. (First Aid)	20	Sec.												
			P-Sec.	X	X		X	X		155	138	-17	10	9	-1
			L-Adult												
			S-Adult	X	X	X	X	X	X	7,600	14,521	+6,921			

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
15.0803	Automotive Tech.	See 47.0604	Sec.												
			P-Sec.		X	X		X	X	30	88	+58	10	7	-3
			L-Adult												
			S-Adult												
15.0805	Mechanical Design Tech.	227	Sec.												
			P-Sec.	X	X	X	X	X	X	1,245	1,467	+222	200	128	-72
			L-Adult												
			S-Adult												
15.9999	Eng. & Eng. Related Tech., Other	296	Sec.												
			P-Sec.	X	X	X	X	X	X	1,545	614	-931	30	16	-14
			L-Adult												
			S-Adult												
41.0102	Oceanographic (Biological) Tech.	10	Sec.												
			P-Sec.			X			X	10	—	-10	5	—	-5
			L-Adult												
			S-Adult												
41.0202	Nuclear Power Plant Operation Tech.	30	Sec.												
			P-Sec.												
			L-Adult												
			S-Adult												
41.0203	Nuclear Power Plant Rad. Cont. Tech.	15	Sec.												
			P-Sec.												
			L-Adult												
			S-Adult												
41.0305	Oceanographic (Physical) Tech.	35	Sec.												
			P-Sec.			X			X	130	143	+13	55	23	-32
			L-Adult												
			S-Adult												
43.0105	Criminal Justice Tech.	3,162	Sec.												
			P-Sec.	X	X	X	X	X	X	5,220	4,886	-334	250	460	+210
			L-Adult												
			S-Adult	X	X	X	X	X	X	11,000	12,197	+1,197			

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O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
43.0201	Fire Control & Safety Tech.	32	Sec.												
			P-Sec.	X	X	X	X	X	X	425	438	+13	30	20	-10
			L-Adult												
			S-Adult												
43.0203	Firefighting	342	Sec.							—	12	+12	—	9	+9
			P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	21,900	23,056	+1,156			
	SUBTOTAL	6,006	Sec.							—	13	+13	—	9	+9
			P-Sec.	X	X	X	X	X	X	18,617	18,163	-454	1,890	1,661	-229
	ENG. & ENG. RELATED TECHNOLOGY		L-Adult							135	117	-18	60	22	-38
			S-Adult	X	X	X	X	X	X	44,460	60,176	+15,716			
17.0101	Dental Assisting	300	Sec.							—	18	+18	—	11	+11
			P-Sec.												
			L-Adult	X	X	X	X	X	X	375	389	+14	260	104	-156
			S-Adult												
17.0102	Dental Hygiene	170	Sec.												
			P-Sec.	X	X	X	X	X	X	390	398	+8	120	83	-37
			L-Adult												
			S-Adult												
17.0103	Dental Laboratory	55	Sec.												
			P-Sec.			X			X	60	71	+11	15	14	-1
			L-Adult												
			S-Adult												
17.0205	Emerg. Med. Tech. Ambulance	111	Sec.												
			P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	16,000	17,636	+1,636			
17.0206	Emerg. Med. Tech.	70	Sec.												
			P-Sec.		X	X		X	X	195	276	+81	60	23	-37
			L-Adult												
			S-Adult												

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O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	Proj. TC	Proj. TI	Act. CC	Act. TC	Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
17.0208	Nuclear Medical Tech.	30	Sec.												
			P-Sec.	X		X	X		X	35	40	+5	20	5	-15
			L-Adult												
			S-Adult												
17.0209	Radiograph Medical Tech.	180	Sec.												
			P-Sec.	X	X	X	X	X	X	460	513	+53	200	120	-80
			L-Adult												
			S-Adult												
17.0210	Respiratory Therapy Tech.	33	Sec.												
			P-Sec.	X	X	X	X	X	X	320	381	+61	70	108	+38
			L-Adult												
			S-Adult												
17.0211	Surgical Tech.	66	Sec.												
			P-Sec.												
			L-Adult	X	X	X	X	X	X	140	139	-1	100	46	-54
			S-Adult												
17.0309	Medical Laboratory Tech.	315	Sec.												
			P-Sec.	X	X		X	X		290	303	+13	100	83	-17
			L-Adult		X			X		45	28	-17	40	11	-29
			S-Adult												
17.0305	Clinical Laboratory Assisting		Sec.							—	16	+16	—	12	+12
			P-Sec.												
			L-Adult												
			S-Adult												
17.0401	Alchol/Drug Abuse Speciality	See 17.0406	Sec.												
			P-Sec.	X			X			25	70	+45	10	4	-6
			L-Adult												
			S-Adult												
17.0404	Home Health Aide		Sec.							—	12	+12	—	9	+9
			P-Sec.												
			L-Adult												
			S-Adult												

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O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
17.0406	Mental Health/ Human Services Tech.	361	Sec.												
			P-Sec.	X	X	X	X	X	X	1,370	906	-464	160	94	-66
			L-Adult												
			S-Adult												
17.0503	Medical Assisting	192	Sec.							6,596	5,897	-699	2,520	1,737	-783
			P-Sec.	X	X	X	X	X	X	210	319	+109	60	40	-20
			L-Adult	X	X		X	X		475	514	+39	200	60	-140
			S-Adult												
17.0506	Medical Records Tech.	55	Sec.												
			P-Sec.	X			X			60	87	+27	15	6	-9
			L-Adult												
			S-Adult												
17.0507	Pharmacy Assisting	51	Sec.												
			P-Sec.	X			X			80	69	-11	10	14	+4
			L-Adult												
			S-Adult												
17.0508	Physician Assisting Primary Care	10	Sec.												
			P-Sec.												
			L-Adult												
			S-Adult							10	—	-10			
17.0512	Veterinarian Assisting	44	Sec.												
			P-Sec.		X			X		130	128	-2	40	30	-10
			L-Adult												
			S-Adult												
17.0513	Ward Clerk	See 17.0602	Sec.												
			P-Sec.												
			L-Adult	X	X		X	X		110	153	+43	70	52	-18
			S-Adult												
17.0601	Geriatric Aide	See 17.0602	Sec.												
			P-Sec.	X			X			25	25		15	6	-9
			L-Adult	X	X		X	X		45	12	-33	40	13	-27
			S-Adult												

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O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
17.0602	Nursing Assisting		Sec.							—	68	+68	—	46	+46
		2,279	P-Sec.												
			L-Adult	X	X	X	X	X	X	610	808	+198	505	408	-97
			S-Adult	X	X	X	X	X	X	28,600	15,743	-12,857			
17.0605	Practical Nursing		Sec.												
		1,099	P-Sec.												
			L-Adult	X	X	X	X	X	X	2,730	2,919	+189	785	660	-125
			S-Adult	X	X	X	X	X	X	65		-65			
17.0701	Ophtalmic Dispensing		Sec.												
		39	P-Sec.			X			X	70	66	-4	15	22	+7
			L-Adult												
			S-Adult												
17.0702	Ophtalmic Laboratory	See 17.0701	Sec.												
			P-Sec.												
			L-Adult			X			X	30	21	-9	15	2	-13
			S-Adult												
17.0808	Occ. Therapy Assisting		Sec.												
		34	P-Sec.	X			X			20	54	+34	5	2	-3
			L-Adult												
			S-Adult												
17.0815	Physical Therapy Assisting		Sec.												
		27	P-Sec.	X		X	X		X	190	179	-11	25	27	+2
			L-Adult												
			S-Adult												
17.0817	Recreational Therapy Tech.		Sec.												
		48	P-Sec.	X	X		X	X		220	131	-89	55	35	-20
			L-Adult												
			S-Adult												
17.0899	Rehabilitation Services, Other		Sec.												
		190	P-Sec.												
			L-Adult												
			S-Adult												

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O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
17.9999	Allied Health, Other		Sec.							909	1,015	+106	—	29	+29
			P-Sec.												
			L-Adult												
			S-Adult												
18.1101	Nursing, General (Registered Nurse)	2,165	Sec.												
			P-Sec.	X	X	X	X	X	X	3,075	3,722	+647	945	978	+33
			L-Adult												
			S-Adult	X	X	X	X	X	X	200	—	-200			
12.0301	Funeral Services	29	Sec.												
			P-Sec.			X			X	80	79	-1	20	4	-16
			L-Adult												
			S-Adult												
	SUBTOTAL ALLIED HEALTH	7,953	Sec.							7,505	7,026	-479	2,640	1,844	-796
			P-Sec.	X	X	X	X	X	X	7,305	7,817	+512	1,960	1,698	-262
			L-Adult	X	X	X	X	X	X	4,570	4,983	+413	1,990	1,349	-641
			S-Adult	X	X	X	X	X	X	44,875	33,379	-11,496			
20.0201	Child Care & Guidance General	737	Sec.							1,831	1,704	-127	970	1,618	+648
			P-Sec.												
			L-Adult												
			S-Adult												
20.0202	Child Care Aide/ Assisting	See 20.0201	Sec.												
			P-Sec.												
			L-Adult	X	X	X	X	X	X	465	299	-166	185	63	-122
			S-Adult	X	X	X	X	X	X	1,000	358	-642			
20.0203	Child Care Management	See 20.0201	Sec.												
			P-Sec.	X	X	X	X	X	X	1,335	871	-464	285	165	-120
			L-Adult												
			S-Adult												
20.0205	Teacher Aide	441	Sec.												
			P-Sec.	X	X	X	X	X	X	1,115	637	-478	120	91	-29
			L-Adult	X	X		X	X		435	205	-230	165	44	-121
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. C	Proj. T	Proj. T	Act. C	Act. T	Act. T	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
20.0301	Clothing, Apparel & Textiles Mgm't., Prod., & Services General	1,547	Sec.							888	1,470	+582	550	1,067	+517
			P-Sec.												
			L-Adult												
			S-Adult												
20.0305	Tailoring		Sec.							—	141	+141	—	35	+35
			P-Sec.												
			L-Adult												
			S-Adult												
20.0401	Food Production Mgm't. & Services General	1,739	Sec.							3,310	3,605	+295	1,780	2,804	+1,024
			P-Sec.	X	X	X	X	X	X	545	548	+3	15	10	-5
			L-Adult												
			S-Adult	X	X	X	X	X	X	10,600	2,879	-7,721			
20.0403	Cook/Chef	2,217	Sec.												
			P-Sec.	X	X		X	X		40	51	+11	25	21	-4
			L-Adult	X	X	X	X	X	X	405	454	+49	170	28	-142
			S-Adult	X	X	X	X	X	X	1,000		-1,000			
20.0404	Dietetic Aide/ Assisting	12	Sec.												
			P-Sec.	X			X			3	1	-2	3		-3
			L-Adult												
			S-Adult												
20.0501	Home Furnishings & Equipment Mgm't., General	71	Sec.							117	130	+13	90	124	+34
			P-Sec.												
			L-Adult												
			S-Adult												
20.0601	Instit. Home Mgm't. & Supp. Services, General	445	Sec.							568	99	-469	270	88	-182
			P-Sec.												
			L-Adult												
			S-Adult												
20.0606	Homemaker's Aide	181	Sec.												
			P-Sec.												
			L-Adult	X	X		X	X		200	217	+17	25	11	-14
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
20.9999	Other Occupations Preparation for Homemaking		Sec.							—	93	+93	—	93	+93
			P-Sec.												
			L-Adult												
			S-Adult												
04.0501	Interior Design		Sec.												
		67	P-Sec.	X		X	X		X	435	390	-45	45	36	-9
			L-Adult												
			S-Adult	X	X	X	X	X	X	1,500	—	-1,500			
	SUBTOTAL		Sec.							6,714	7,242	+528	3,660	5,829	+2,169
	VOCATIONAL	7,465	P-Sec.	X	X	X	X	X	X	3,473	2,498	-975	493	323	-170
	HOME ECONOMICS		L-Adult	X	X	X	X	X	X	1,505	1,175	-330	545	146	-399
			S-Adult	X	X	X	X	X	X	14,100	3,237	-10,863			
06.2001	Trade & Industrial Supervision and Management		Sec.												
		1,943	P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	6,000	—	-6,000			
09.0601	Radio/TV News Broadcasting		Sec.												
		81	P-Sec.												
			L-Adult	X	X		X	X		130	142	+12	110	32	-78
			S-Adult												
10.0101	Educational Media Tech.		Sec.												
		11	P-Sec.	X		X	X		X	80	41	-39	10	7	-3
			L-Adult												
			S-Adult												
10.0103	Photographic Tech.		Sec.												
		48	P-Sec.		X			X		175	180	+5	25	25	—
			L-Adult												
			S-Adult												
10.0104	Radio/TV Product. Broadcasting Tech.		Sec.												
		29	P-Sec.	X	X		X	X		45	72	+27	10	2	-8
			L-Adult												
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
12.0401	Personal Services General		Sec.							—	740	+740	—	447	+447
			P-Sec.												
			L-Adult												
			S-Adult												
12.0403	Cosmetology		Sec.							980	1,057	+77	280	344	+64
		366	P-Sec.	X	X	X	X	X	X	2,035	2455	+420	460	522	+62
			L-Adult												
			S-Adult												
12.0499	Personal Services, Other		Sec.							150	—	-150	70	—	-70
		805	P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	12,000	1,683	-10,317			
20.0301	Clothing, Apparel, Textile Mgm't. & Prod., General		Sec.							2,258	—	-2,258	710	—	-710
		1,547	P-Sec.												
			L-Adult			X			X	165	165	—	55	60	+5
			S-Adult												
20.0304	Custom Apparel/ Garment-Seamstress		Sec.												
		2,601	P-Sec.												
			L-Adult												
			S-Adult												
20.0399	Clothing Apparel & Textiles		Sec.							—	606	+606	—	180	+180
			P-Sec.												
			L-Adult												
			S-Adult												
43.0107	Law Enforcement		Sec.							—	160	+160	—	59	+59
			P-Sec.												
			L-Adult												
			S-Adult												
43.9999	Protective Services, Other		Sec.							150	483	+333	80	266	+186
			P-Sec.												
			L-Adult												
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
46.0101	Masonry, General		Sec.												
			P-Sec.												
			L-Adult												
			S-Adult												
46.0102	Brick, Block, & Stonemasonry		Sec.							5,190	4,431	-759	1,540	1,203	-337
		158	P-Sec.												
			L-Adult	X	X	X	X	X	X	460	307	-153	350	50	-300
			S-Adult	X	X	X	X	X	X	1,800	585	-1,215			
46.0201	Carpentry		Sec.							5,814	5,444	-370	1,780	1,600	-180
		1,098	P-Sec.												
			L-Adult	X	X	X	X	X	X	1,970	1,986	+16	1,175	148	-1,027
			S-Adult	X	X	X	X	X	X	2,950	2,765	-185			
46.0301	Electrical & Power Transmission Installation, Gen.		Sec.							—	84	+84	—	73	+73
			P-Sec.												
			L-Adult												
			S-Adult												
46.0302	Electrician		Sec.							162	1,433	+1,271	55	403	+348
		403	P-Sec.												
			L-Adult	X	X	X	X	X	X	2,025	1,706	-319	1,150	359	-791
			S-Adult	X	X	X	X	X	X	1,400	1,263	-137			
46.0303	Line-Worker (Electrical)		Sec.												
		178	P-Sec.												
			L-Adult		X			X		30	35	+5	30	16	-14
			S-Adult		X	X		X	X	250	381	+131			
46.0401	Building Maintenance		Sec.							965	844	-121	380	274	-106
		209	P-Sec.		X			X		15	—	-15	10	—	-10
			L-Adult												
			S-Adult												
46.0408	Painting & Decorating		Sec.							200	41	-159	70	23	-47
		168	P-Sec.												
			L-Adult												
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
46.0501	Plumbing & Pipefitting		Sec.							—	33	+33	—	20	+20
			P-Sec.												
			L-Adult												
			S-Adult												
46.0499	Miscellaneous Constru. Trades, Other	1,723	Sec.												
			P-Sec.	X			X			25	33	+8	10	2	-8
			L-Adult			X			X	35	50	+15	10	—	-10
			S-Adult												
46.0503	Plumbing	201	Sec.							150	110	-40	70	49	-21
			P-Sec.												
			L-Adult	X	X	X	X	X	X	210	232	+22	160	31	-129
			S-Adult	X	X	X	X	X	X	200	128	-72			
46.9999	Construction Trades, Other		Sec.							2,579	4,129	+1,550	—	174	+174
			P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	—	3,064	+3,064			
47.0101	Electrical & Electronic Equipment Repairers, General	84	Sec.							1,400	2,279	+879	450	550	+100
			P-Sec.												
			L-Adult												
			S-Adult												
47.0102	Business Machine Repairs		Sec.							—	51	+51	—	26	+26
			P-Sec.												
			L-Adult												
			S-Adult												
47.0103	Communication Electronics	442	Sec.												
			P-Sec.												
			L-Adult	X	X	X	X	X	X	940	850	-90	550	169	-381
			S-Adult												
47.0104	Computer Electronics	76	Sec.												
			P-Sec.												
			L-Adult	X			X			35	121	+86	25	—	-25
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
47.0105	Industrial Electronics	46	Sec.												
			P-Sec.												
			L-Adult		X			X		35	126	+91	15	8	-7
			S-Adult												
47.0106	Major Appliance Repair		Sec.							—	14	+14	—	9	+9
			P-Sec.												
			L-Adult												
			S-Adult												
47.0107	Motor Repair		Sec.												
		30	P-Sec.												
			L-Adult	X			X			35	9	-26	5	—	-5
			S-Adult												
47.0108	Small Appliance Repair		Sec.							80	21	-59	50	19	-31
		89	P-Sec.												
			L-Adult												
			S-Adult												
47.0109	Vending & Recr. Machine Repair		Sec.												
		75	P-Sec.												
			L-Adult		X			X		25	19	-6	20	4	-16
			S-Adult												
47.0199	Electrical & Electronic Equipment Repair, Other		Sec.												
		164	P-Sec.		X			X		215	172	-43	50	11	-39
			L-Adult												
			S-Adult												
47.0201	Heating, Air-conditioning, Ref., Mechanics, General		Sec.							350	298	-52	130	71	-59
		115	P-Sec.												
			L-Adult	X	X	X	X	X	X	1,605	1,777	+172	110	286	+176
			S-Adult	X	X	X	X	X	X	775	523	-252			
47.0202	Refrigeration		Sec.							—	5	+5	—	4	+4
			P-Sec.												
			L-Adult												
			S-Adult												

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O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
47.0301	Industrial Equip. Maintenance & Repair, General		Sec.							—	14	+14	—	14	+14
			P-Sec.												
			L-Adult												
			S-Adult												
47.0302	Heavy Equipment, Maint. and Repair	1,147	Sec.												
			P-Sec.	X			X			75	79	+4	15	16	+1
			L-Adult	X	X		X	X		160	135	-25	65	20	-45
			S-Adult												
47.0303	Industrial Mach. Maint. & Repair	1,129	Sec.												
			P-Sec.												
			L-Adult	X	X	X	X	X	X	985	1,235	+250	300	190	-110
			S-Adult												
47.0399	Indus. Equipment Maintenance & Repair, Other	311	Sec.												
			P-Sec.												
			L-Adult												
			S-Adult		X			X		20	—	-20			
47.0401	Electromech, Hydraulic, Pneumatic Instrument Repair		Sec.							—	81	+81	—	41	+41
			P-Sec.												
			L-Adult												
			S-Adult												
47.0402	Gunsmithing	63	Sec.												
			P-Sec.												
			L-Adult			X			X	80	90	+10	55	8	-47
			S-Adult												
47.0408	Watch Repair	39	Sec.												
			P-Sec.												
			L-Adult	X			X			20	13	-7	15	4	-11
			S-Adult												
47.0501	Stationary Energy Sources, General		Sec.							—	6	+6	—	2	+2
			P-Sec.												
			L-Adult												
			S-Adult												

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O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
47.0601	Vehicle & Mobile Equip. Mech. & Repairers, Gen.		Sec.							—	138	+138	—	88	+88
			P-Sec.												
			L-Adult												
			S-Adult												
47.0602	Aircraft Mechanics		Sec.												
		62	P-Sec.	X			X			70	62	-8	20	15	-5
			L-Adult	X			X			15	8	-7	15	5	-10
			S-Adult	X	X	X	X	X	X	1,250	461	-789			
47.0603	Automotive Body Repair		Sec.							683	671	-12	205	211	+6
		213	P-Sec.												
			L-Adult	X	X	X	X	X	X	1,460	1,556	+96	225	201	-24
			S-Adult												
47.0604	Automotive Mechanics		Sec.							9,174	8,709	+465	2,850	2,337	-513
		558	P-Sec.												
			L-Adult	X	X	X	X	X	X	4,035	3,914	-121	600	405	-195
			S-Adult	X	X	X	X	X	X	5,200	4,406	-794			
47.0605	Diesel Engine Mech.		Sec.							75	119	+44	40	92	+52
		247	P-Sec.	X	X	X	X	X	X	60	—	-60	15	—	-15
			L-Adult	X	X	X	X	X	X	535	585	+50	300	59	-241
			S-Adult												
47.0606	Small Engine Repair		Sec.							200	238	+38	100	135	+35
		112	P-Sec.												
			L-Adult	X	X		X	X		225	362	+137	120	26	-94
			S-Adult	X	X	X	X	X	X	3,050	—	-3,050			
47.0699	Vehicle & Mobile Equip. & Repair, Other		Sec.												
		76	P-Sec.												
			L-Adult			X			X	30	32	+2	20	—	-20
			S-Adult												
47.9999	Mechanics & Repairs, Other	Intro.	Sec.							2,598	1,213	-1,385			
		249	P-Sec.												
			L-Adult		X	X		X	X	65	65	—	15	19	+4
			S-Adult												

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48.0101	Drafting, General		Sec.							6,612	5,529	-1,083	2,055	948	-1,107
		237	P-Sec.												
			L-Adult												
			S-Adult												
48.0102	Architectural, Drafting	See 48.0101	Sec.							250	353	+103	140	350	+210
			P-Sec.												
			L-Adult	X	X	X	X	X	X	300	181	-119	45	38	-7
			S-Adult												
48.0105	Mechanical Drafting	See 48.0101	Sec.							100	22	-78	50	22	-28
			P-Sec.												
			L-Adult	X		X	X		X	600	451	-149	155	101	-54
			S-Adult	X	X	X	X	X	X	1,400	1,400	—			
48.0199	Drafting, Other	See 48.0101	Sec.												
			P-Sec.		X			X		35	34	-1	15	11	-4
			L-Adult												
			S-Adult												
48.0201	Graphic & Printing Comm., General		Sec.							2,125	2,466	+341	860	699	-161
		312	P-Sec.	X	X		X	X		275	319	+44	35	25	-10
			L-Adult	X		X	X		X	130	113	-17	65	17	-48
			S-Adult	X	X	X	X	X	X	200	321	+121			
48.0203	Commercial Art		Sec.							50	119	+69	20	32	+12
		168	P-Sec.	X	X	X	X	X	X	2,640	2,768	+128	140	86	-54
			L-Adult			X			X	115	70	-45	55	9	-46
			S-Adult												
48.0204	Commercial Photography		Sec.							280	190	-90	90	159	+69
		190	P-Sec.												
			L-Adult												
			S-Adult												
48.0207	Photographic Lab & Darkroom		Sec.												
		121	P-Sec.		X			X		35	17	-18	10	14	+4
			L-Adult												
			S-Adult												

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48.0208	Printing Press Operations		Sec.							—	1	+1	—	1	+1
			P-Sec.												
			L-Adult												
			S-Adult												
48.0301	Leather Walking		Sec.							—	57	+57	—	31	+31
			P-Sec.												
			L-Adult												
			S-Adult												
48.0303	Upholstering		Sec.							100	70	-30	50	46	-4
		271	P-Sec.												
			L-Adult		X	X		X	X	180	272	+92	35	16	-19
			S-Adult												
48.0501	Metallurgy Occupations		Sec.							—	7	+7	—	6	+6
			P-Sec.												
			L-Adult												
			S-Adult												
48.0503	Machine Tool		Sec.							816	708	-108	225	209	-16
	Oper./	1,346	P-Sec.	X			X			45	46	+1	20	5	-15
	Machine Shop		L-Adult	X	X	X	X	X	X	1,950	2,182	+232	900	271	-629
			S-Adult	X	X	X	X	X	X	2,100	2,036	-64			
48.0504	Other Metalworking Occupations		Sec.							—	30	+30	—	22	+22
			P-Sec.												
			L-Adult												
			S-Adult												
48.0506	Sheet Metal		Sec.							60	68	+8	25	23	-2
		185	P-Sec.												
			L-Adult												
			S-Adult												
48.0507	Tool & Die Making		Sec.												
		119	P-Sec.												
			L-Adult	X	X	X	X	X	X	185	227	+42	145	46	-99
			S-Adult												

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O. E. Program	Instructional Program	Projected Job Openings		TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
48.0508	Welding, Bronzing & Soldering	480	Sec.							902	921	+19	340	297	-43
			P-Sec.												
			L-Adult	X	X	X	X	X	X	3,820	3,413	-407	1,600	422	1,178
			S-Adult							1,800	1,125	-675			
48.0604	Plastic Occupations		Sec.							—	8	+8	—	6	+6
			P-Sec.												
			L-Adult												
			S-Adult												
48.0699	Precision Work, Assortment		Sec.							—	61	+61	—	44	+44
			P-Sec.												
			L-Adult												
			S-Adult												
48.0701	Woodworking Occupations		Sec.							—	192	+192	—	109	+109
			P-Sec.												
			L-Adult												
			S-Adult												
48.0702	Furniture Making		Sec.							1,010	641	-369	270	132	-138
		346	P-Sec.	X	X		X	X		120	97	-23	55	18	-37
			L-Adult	X			X			10	15	+5	5	2	-3
			S-Adult												
48.0703	Millworking & Cabinetmaking	199	Sec.							1,842	1,187	-655	545	300	-245
			P-Sec.												
			L-Adult												
			S-Adult	X	X	X	X	X	X	6,500	—	-6,500			
48.0799	Woodworking, Other	198	Sec.												
			P-Sec.												
			L-Adult		X			X		40	21	-19	40	19	-21
			S-Adult												
48.9999	Precision Production, Other	Introduction	Sec.							3,077	733	2,344			
			P-Sec.												
			L-Adult												
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
49.0101	Air Transportation, General		Sec.							250	344	+94	75	104	+29
			P-Sec.												
			L-Adult												
			S-Adult												
49.0102	Airplane Piloting & Navigating	34	Sec.												
			P-Sec.	X		X	X		X	120	93	-27	25	9	-16
			L-Adult												
			S-Adult												
49.0201	Vehicle & Equipment Operation		Sec.							—	315	+315	—	197	+197
			P-Sec.												
			L-Adult												
			S-Adult												
49.0202	Construction Equipment Operation	514	Sec.												
			P-Sec.			X			X	95	73	-22	95	23	-72
			L-Adult												
			S-Adult												
49.0205	Truck & Bus Driving	2,226	Sec.												
			P-Sec.												
			L-Adult		X			X		300	233	-67	300	124	-176
			S-Adult												
49.0301	Water Transportation, General		Sec.							230	252	+22	65	77	+12
			P-Sec.												
			L-Adult												
			S-Adult												
49.0303	Commercial Fishing Operation	110	Sec.							—	15	+15	—	9	+9
			P-Sec.												
			L-Adult			X			X	20	8	-12	15	1	-14
			S-Adult	X	X	X	X	X	X	1,400	913	-487			
49.0306	Marine Maintenance	79	Sec.												
			P-Sec.												
			L-Adult		X	X		X	X	345	81	-264	50	15	-35
			S-Adult												

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
49.9999	Transportation & Material Moving, Other	Introduction	Sec.							166	80	-86			
			P-Sec.												
			L-Adult												
			S-Adult												
50.0201	Crafts, General	92	Sec.												
			P-Sec.												
			L-Adult	X	X		X	X		75	70	-5	55	5	-50
			S-Adult	X	X	X	X	X	X		910	+910			
50.0202	Ceramics	71	Sec.												
			P-Sec.												
			L-Adult	X		X	X		X	40	42	+2	10	5	-5
			S-Adult												
	SUBTOTAL		Sec							51,028	47,820	-3,208	13,680	12,537	-1,143
		22,647	P-Sec	X	X	X	X	X	X	4,015	4,013	-2	455	246	-209
	TRADE & INDUSTRIAL		L-Adult	X	X	X	X	X	X	25,585	25,427	-158	9,535	3,736	-5,799
	EDUCATION		S-Adult	X	X	X	X	X	X	55,075	23,126	-31,949			

TABLE 1a: ENROLLMENTS AND COMPLETIONS BY PROGRAM FOR FY 1983

O. E. Program No.	Instructional Program	Projected Job Openings	Level	TYPE Proj. CC	TYPE Proj. TC	TYPE Proj. TI	TYPE Act. CC	TYPE Act. TC	TYPE Act. TI	Enrollment Projected	Enrollment Actual	Enrollment Differ.	Completers Projected	Completers Actual	Completers Differ.
	SUBTOTAL		Sec.							113,152	104,742	-8,410	40,349	36,132	-4,217
		105,054	P-Sec.	X	X	X	X	X	X	77,020	80,407	+3,387	9,480	7,392	-2,088
	SKILL DEVELOPMENT		L-Adult	X	X	X	X	X	X	32,640	33,032	+392	12,355	5,323	-7,032
	PROGRAMS		S-Adult	X	X	X	X	X	X	189,710	161,603	-28,107			
	SUBTOTAL		Sec.							104,671	115,376	+10,705			
			P-Sec.							3,100	4,011	+911			
	SPECIAL PROGRAMS		L-Adult							800	750	-50			
			S-Adult								3,744	+3,744			
	SUBTOTAL		Sec.							47,445	42,577	-4,868			
			P-Sec.												
	CONSUMER & HOMEMAKING		L-Adult												
			S-Adult	X	X	X	X	X	X	49,800	10,308	-39,492			
	STATE TOTALS		Sec.							265,268	262,695	-2,573	40,349	36,132	-4,217
			P-Sec	X	X	X	X	X	X	80,120	84,418	+4,298	9,480	7,392	-2,088
			L-Adult	X	X	X	X	X	X	33,440	33,782	+342	12,355	5,323	-7,032
			S-Adult	X	X	X	X	X	X	239,510	175,655	-63,855			

GOALS TO MEET EMPLOYMENT NEEDS
FUNDING BY PROGRAM FY 1983

TABLE 1b

O. E. Program Number	Instructional Program	Level	Projected Funding Federal	Projected Funding State	Projected Funding Local	Expenditures Federal	Expenditures State	Expenditures Local
01.00	Agriculture	Sec.	65,823	5,660,317	2,877,607	88,909	6,547,735	2,597,453
		P-Sec.	65,823	1,870,000	24,800	57,191	2,366,233	28,236
		L-Adult	22,700	447,000	6,000	14,601	212,270	6,764
		S-Adult		265,000			73,193	25
04.00	Marketing and Distribution	Sec.	967,719	3,580,867	1,820,446	1,068,745	3,412,152	1,822,871
		P-Sec.	26,210	640,000	57,100	24,187	737,660	24,792
		L-Adult						
		S-Adult		200,000			295,439	440
07.00	Health	Sec.		1,986,289	558,378		1,800,710	712,857
		P-Sec.	622,270	9,755,000	160,000	405,255	11,072,325	170,508
		L-Adult	381,935	6,108,000	91,800	231,856	5,775,655	110,346
		S-Adult		2,940,000			1,477,384	1,524
09.02	Occupational Home Economics	Sec.	480,215	1,776,941	903,361	526,663	1,679,797	871,854
		P-Sec.	59,430	1,335,000	18,100	29,145	1,688,655	42,133
		L-Adult	18,254	578,000	8,500	36,100	593,200	22,103
		S-Adult		920,000			202,437	1,561
14.00	Business and Office	Sec.	943,235	3,490,362	1,774,431	1,063,734	3,511,784	1,828,765
		P-Sec.	671,200	16,340,000	57,300	602,247	21,675,596	75,279
		L-Adult	8,424	164,000	3,700		424,364	1,724
		S-Adult		1,575,000			1,800,807	2,183
16.00	Technical	Sec.						
		P-Sec.	304,140	16,485,000	148,200	385,590	11,405,092	89,033
		L-Adult		119,000	1,100		183,596	770
		S-Adult		2,910,000			5,064,266	318
17.00	Trades and Industries	Sec.	3,649,807	13,505,224	6,865,777	4,318,522	14,062,689	7,331,844
		P-Sec.	33,210	3,725,000	1,554,400	75,853	2,157,975	1,754,289
		L-Adult	970,680	20,094,000	7,924,500	1,087,326	22,734,333	10,857,943
		S-Adult		3,705,000			2,633,597	4,550

GOALS TO MEET EMPLOYMENT NEEDS
FUNDING BY PROGRAM FY 1983

TABLE 1b

O. E. Program Number	Instructional Program	Level	Projected Funding Federal	Projected Funding State	Projected Funding Local	Expenditures Federal	Expenditures State	Expenditures Local
	SUBTOTAL - SKILLS DEVELOPMENT PROGRAMS	Sec.	6,106,799	30,000,000	14,800,000	7,066,573	31,014,867	15,165,644
		P-Sec.	1,739,160	51,150,000	2,020,000	1,576,468	51,103,536	2,182,987
		L-Adult	1,403,161	27,510,000	8,035,000	1,377,847	29,923,418	11,000,933
		S-Adult		12,515,000			11,577,123	10,601
99.0100	Group Guidance	Sec.	1,010,079	174,503	248,005	1,250,954	2,549,619	1,566,410
		P-Sec.						
		L-Adult						
		S-Adult						
99.0300	Remedial	Sec.						
		P-Sec.		1,174,900			608,815	
		L-Adult		303,000			124,905	
		S-Adult						
99.0400	Industrial Arts	Sec.		1,500,000	600,000		3,137,974	1,309,488
		P-Sec.						
		L-Adult						
		S-Adult		0			234,352	
99.0500	Vol. Firefighters	Sec.						
		P-Sec.						
		L-Adult						
		S-Adult						
99.0600	Other Not Elsewhere Classified	Sec.						
		P-Sec.						
		L-Adult						
		S-Adult						
	SUBTOTAL SPECIAL PROGRAMS	Sec.	1,010,079	1,674,503	848,005	1,250,954	5,687,593	2,875,898
		P-Sec.		1,174,900			608,815	
		L-Adult		303,000			124,905	
		S-Adult					234,352	

TABLE 1b

GOALS TO MEET EMPLOYMENT NEEDS
FUNDING BY PROGRAM FY 1983

O. E. Program Number	Instructional Program	Level	Projected Funding			Expenditures		
			Federal	State	Local	Federal	State	Local
	SUBTOTAL - SKILLS DEVELOPMENT PROGRAMS	Sec.	6,106,799	30,000,000	14,800,000	7,066,573	31,014,867	15,165,644
		P-Sec.	1,739,160	51,150,000	2,020,000	1,576,468	51,103,536	2,182,987
		L-Adult	1,403,161	27,510,000	8,035,000	1,377,847	29,923,418	11,000,933
		S-Adult		12,515,000			11,577,123	10,601
	SUBTOTAL SPECIAL PROGRAMS	Sec.	1,010,079	1,674,503	848,005	1,250,954	5,687,593	2,875,898
		P-Sec.		1,174,900			608,815	
		L-Adult		303,000			124,905	
		S-Adult					234,352	
	SUBTOTAL CONSUMER AND HOMEMAKING	Sec.	880,257	7,300,000	3,305,000	1,034,248	9,606,749	4,237,330
		P-Sec.						
		L-Adult						
		S-Adult		1,992,000			1,243,407	2,014
	GRAND TOTAL- ALL PROGRAMS	Sec.	7,997,135	38,974,503	18,953,005	9,351,775	46,309,209	22,278,872
		P-Sec.	1,739,160	51,324,900	2,020,000	1,576,468	51,712,351	2,182,987
		L-Adult	1,403,161	27,813,000	8,035,000	1,377,847	30,048,323	11,000,933
		S-Adult		14,507,000			13,054,882	12,615

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: AGRICULTURAL EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS	
01.0401	AGRICULTURAL PRODUCTION & PROCESSING, GENERAL Enrollment not projected		
01.0501	AGRICULTURAL SERVICES & SUPPLIES, GENERAL Enrollment not projected		
01.0601	HORTICULTURE, GENERAL Completers 59% below projected	01.0601	Horticulture - Both enrollment and completers were over-estimated. The over-estimate on enrollment accounts for a goodly portion of the difference in completers.
03.0101	RENEWABLE NATURAL RESOURCES, GENERAL Completers 54% below projected	03.0101	Natural Resources - A larger than expected enrollment in grades 10 and 11 was the cause for the number of completers to be smaller than anticipated.
03.0401	FOREST PRODUCTION & PROCESSING, GENERAL Completers 61% below projected	03.0401	Forestry - The number of completers was smaller than expected because the enrollment was less than anticipated and because the enrollment at 12th grade level was lower than projected.

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

TABLE 2a

SECONDARY

PROGRAM AREA: BUSINESS & OFFICE

DEVIATIONS		SUMMARY AND IMPLICATIONS	
07.0301	BUSINESS DATA PROCESSING, GENERAL Enrollment not projected Completers 161% above projected	07.0301	Annual plan projections were changed from 07.0302 to 07.0301 to reflect a more accurate course identification.
07.0302	BUSINESS COMPUTER & CONSOLE OPERATOR Enrollment not projected Completers not projected	07.0302, 07.0303	The secondary Business Data Processing Occupations I and II program prepares students for all three of these career clusters. When students complete enrollment and completer information, they make an arbitrary decision as to which of these instructional program numbers they use. As a result, it is difficult to project what OE program number students will use when they fill out the enrollment and completer information.
07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION Enrollment not projected		
07.0607	STENOGRAPHIC Enrollment 72% below projected Completers 100% below projected	07.0607	The discrepancy in the enrollment and completer information for Stenographic is caused by fewer students enrolling than were projected. When follow-up was conducted, Shorthand I students were not counted as completers, Shorthand II students were.
07.0608	WORD PROCESSING Enrollment not projected Completers not projected	07.0608	Changed from 07.0699 to 07.0608 to reflect a more accurate course identification.
07.0699	SECRETARIAL & RELATED PROGRAMS, OTHER Enrollment 100% below projected Completers 100% below projected		

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: MARKETING & DISTRIBUTIVE EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS	
08.0201	BUSINESS & PERSONAL SERVICE MARKETING, GENERAL Completers 52% below projected	08.0201 SEC.	The change in method of reporting completers causes a large number of students who enroll for only one year of training not to be counted as completers.
08.0702	INDUSTRIAL SALES Enrollment 61% below projected Completers 54% below projected	08.0702 SEC.	Students in the secondary MDE courses are trained in the area of their career interests. Evidently students were not enrolled with career interests in industrial sales.
08.0706	SALES Completers 69% below projected	08.0706 SEC.	The change in method of reporting completers causes a large number of students who enroll for only one year of training not to be counted as completers.
08.0707	WHOLESALING Enrollment 100% below projected Completers 100% below projected	08.0707 SEC.	Students enroll and are trained in the secondary MDE courses for careers in which they desire to earn their livelihood. The current "high tech" movement may be affecting career guidance and thus fewer persons interested in wholesaling because it is not as exciting right now.
08.0803	BUILDING MATERIALS MARKETING Enrollment 62% below projected Completers 50% below projected	08.0803 SEC.	Students in secondary MDE courses are trained and placed for co-op on-the-job training in areas of career interests and in areas where employment demand draws part-time personnel. The building industry is on the upswing.
08.0806	HARDWARE MARKETING Enrollment 54% below projected	08.0806 SEC.	Students in the secondary MDE courses are trained in the area of their career interests. Evidently students were not enrolled with career interests in hardware marketing.

ENROLLMENT & COMPLETERS FOR FY198)EVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: MARKETING & DISTRIBUTIVE EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS	
08.0905	WAITER/WAITRESS & RELATED SERVICES Enrollment 50% below projected Completers 50% below projected	08.0803 SEC.	This is a change in reporting category. Most MDE students working toward restaurant marketing objectives are doing jobs which are not waiter/waitress type jobs.
08.1101	TRANSPORTATION AND TRAVEL MARKETING Completers 100% below projected	08.1101 SEC.	Students in secondary MDE courses are trained and placed for co-op on-the-job training in areas of career interest and in areas where employment demand draws part-time personnel. Transportation and travel marketing is expanding currently.
08.1204	PETROLEUM WHOLESALING Enrollment not projected	08.1204 SEC.	Students in secondary MDE courses are trained and placed for co-op on-the-job training in areas of career interests and in areas where employment demand draws part-time personnel. Marketing job opportunities in petroleum wholesaling are generally limited to those persons eighteen years of age and above.
08.1206	SERVICE STATION RETAILING Enrollment not projected Completers not projected	08.1206 SEC.	Students in secondary MDE courses are trained and placed for co-op on-the-job training in areas of career interests and in areas where employment demand draws part-time personnel. Marketing job opportunities in petroleum are swinging away from retail toward wholesale in North Carolina. Many petroleum opportunities are in conjunction with a food marketing convenience operation.
08.9999	MARKETING & DISTRIBUTION, OTHER Enrollment 216% above projected Completers 57% above projected	08.9999 SEC.	Because of changes of reporting categories, many restaurant marketing employees and general merchandising employees were forced into the "other" category.
09.0601	RADIO/TELEVISION NEWS BROADCAST Enrollment 100% below projected Completers 100% below projected	09.0601	Changed from 09.0601 to 09.0701 to reflect a more accurate course identification.

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: MARKETING & DISTRIBUTIVE EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS	
09.0701	RADIO/TELEVISION, GENERAL Enrollment not projected Completers not projected	09.0701 SEC.	Students in secondary MDE courses are trained and placed for co-op on-the-job training in areas of career interests and in areas where employment demand draws part-time personnel. Marketing opportunities in the radio/television area are expanding.

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: HEALTH OCCUPATIONS

DEVIATIONS	SUMMARY AND IMPLICATIONS
17.0602 NURSING ASSISTING Enrollment not 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. 07.0303 Nursing Assistant (Aide) SEC. Refer to the introductory note. Since HOE teachers would not have access to 07.0303 for reporting HOE, it might be assumed that the the actual enrollment is a reflection of Industrial Cooperative Training.

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: HOME ECONOMICS EDUCATION

DEVIATIONS	SUMMARY AND IMPLICATIONS
20.0201 CHILD CARE & GUIDANCE GENERAL Completers 67% above projected	The discrepancy (increase) in projected and actual unduplicated "completer" data is a function of: . Increased emphasis on enrollment in the area by school and LEA administrators. . Recognition of the area as one with expanding job opportunities. . Greater interest on part of students in developing entry level skills. . The number of additional programs offered to Juniors and Seniors.
20.0301 CLOTHING, APPAREL & TEXTILES MANAGEMENT, PRODUCTION & SERVICES, GENERAL Enrollment 66% above projected Completers 94% above projected	The discrepancy (increase) in projected and actual unduplicated enrollment figures are a function of the: . Increased interest in area by students. . Increase in number of people setting up clothing/textile services in their homes. . Greater interest in developing entry level skills.
20.0305 TAILORING Enrollment not projected Enrollment 141 Completers 35	The discrepancy (increase) in projected and actual unduplicated "completer" data is a function of: . Increased emphasis on enrollment in the area by school and LEA administrators. . Recognition of the area as one with expanding job opportunities. . Greater interest on part of students in developing entry level skills. . The number of additional programs offered to Juniors and Seniors.
20.0401 FOOD PRODUCTION MANAGEMENT & SERVICES, GENERAL Completers 58% above projected	The discrepancy (increase) in projected and actual unduplicated "completer" data is a function of: . Increased emphasis on enrollment in the area by school and LEA administrators. . Recognition of the area as one with expanding job opportunities. . Greater interest on part of students in developing entry level skills. . The number of additional programs offered to Junior and Seniors.

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: HOME ECONOMICS EDUCATION (OCCUPATIONAL) (CONTINUED)

DEVIATIONS		SUMMARY AND IMPLICATIONS
20.0501	HOME FURNISHINGS AND EQUIPMENT MANAGEMENT (GENERAL) Enrollment 113% above projected Completers 389% above projected	Discrepancy in projected and actual unduplicated "completer" and enrollment data is a function of: . Expansion of job opportunities in the area created. . Greater interest on entry level skills. . Increased in area by students. . Increased focus by local administrator and teachers.
20.0601	INSTITUTIONAL HOME MANAGEMENT & SUPPORT SERVICES (General) Enrollment 83% below projected Completers 67% below projected	Discrepancy between projected and actual unduplicated enrollment figures are a function of: . Lack of awareness of increase in job opportunities. . New emphasis given to programs in planning, but few new programs implemented in actuality. . Use of duplicated enrollment data in making projections for unduplicated enrollment.

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: TRADE & INDUSTRIAL EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS	
12.0401	PERSONAL SERVICES, GENERAL Enrollment not projected Completers not projected	12.0401	Changed from 12.0499 to reflect a more accurate course identification
12.0499	PERSONAL SERVICES, OTHER Enrollment 100% below projected Completers 100% below projected	12.0403	COSMETOLOGY AND 12.0499 PERSONAL SERVICES should be added together. Enrollment: 980 + 150 = 1130 projected 1057 Actual Completers - Projected 280 + 70 = 350 Actual 344 Many ICT students were probably reported under 12.0499 and should have been reported under 12.0403.
20.0301	CLOTHING, APPAREL, TEXTILE MANAGEMENT & PRODUCTION, GENERAL Enrollment 100% below projected Completers 100% below projected	20.0301	Changed to 20.0399 to reflect a more accurate course identification.
20.0399	CLOTHING APPAREL AND TEXTILES Enrollment not projected Completers not projected		
43.0107	LAW ENFORCEMENT Enrollment not projected Completers not projected		43.9999 Should be 43.0107 LAW ENFORCEMENT. Estimated students enrolled in ICT were not added to projected enrollment and completers. If these figures were included, the projected enrollment would be 500 and completers 230.
43.9999	PROTECTIVE SERVICES, OTHER Enrollment 222% above projected Completers 233% above projected		

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: TRADE & INDUSTRIAL EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS
46.0301	ELECTRICAL & POWER TRANSMISSION INSTALLATION, GENERAL	46.0301 & 46.0302 - Next year all should be reported under 46.0302 Electrical Trades. We have 44 teachers with a total enrollment of over 1500 students and projected completers should be 450.
46.0302	ELECTRICIAN Enrollment 785% above projected Completers 633% above projected	
46.0408	PAINTING & DECORATING Enrollment 80% below projected Completers 67% below projected	46.0401 BUILDING MAINTENANCE & 46.0408 should be combined. The level III programs in Maintenance specializes in painting and decorating at Level III. Another variable is the number of ICT students were not included in the figures. Also include 47.0401, level III specialize course in some maintenance programs.
46.9999	CONSTRUCTION TRADES, OTHER Enrollment 60% above projected Completers 100% above projected	46.9999 CONSTRUCTION TRADES - Level I for Carpentry but part of the Introduction to T&I Education - No completers should have been reported. The 174 completers reported should be added to 46.0201 completers.
47.0101	ELECTRICAL & ELECTRONIC EQUIPMENT REPAIRERS, GENERAL Enrollment 63% above projected	47.0101 ELECTRONIC I, II, III - We have 51 teachers with an enrollment of 2940 students - 47.0103 are included in these figures (enrollment and completers). The new figures should be for enrollment 2940, 2750 and 550, 576 for completers.
47.0102	BUSINESS MACHINE REPAIRS Enrollment not projected	47.0102 BUSINESS MACHINES REPAIR - Error in reporting figures. Should be enrollment 60 and completers 20-25 students.
47.0108	SMALL APPLIANCE REPAIR Enrollment 74% below projected Completers 62% below projected	47.0108 APPLIANCE REPAIR - Combine 47,0106 and 47.0108. Projected completers figure of 80 was an overestimate. It should have been in the 30-35 range.
47.0401	ELECTROMECH, HYDRAULIC, PNEUMATIC INSTRUMENT REPAIR Enrollment not projected	

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: TRADE & INDUSTRIAL EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS
47.0601	ENGINE TUNE-UP Enrollment not projected Completers not projected	47.0601 should be reported under 47.0604 AUTO MECHANICS.
47.0605	DIESEL ENGINE MECHANICS Enrollment 59% above projected Completers 130% above projected	47.0605 DIESEL - Program expansion projected enrollment should be 125 and projected completers should have considered Auto Mechanics, Level III that specializes in Diesel; therefore, projected completers should be 100-125 students.
47.9999	MECHANICS & REPAIRS, OTHER	47.9999 Projected enrollment should be reduced by 1000 or more. This is the Introduction to T&I Education program and many Auto Mechanics (47.0604) probably reported in both places.
48.0101	DRAFTING, GENERAL Completers 54% below projected	
48.0102	ARCHITECTURAL DRAFTING Completers 150% above projected	48.0101, 48.0102 & 48.0105 will all be reported under 48.0101 after this report. When all figures are put together (should include ICT students) the deviations are within acceptable limits.
48.0105	MECHANICAL DRAFTING Enrollment 78% below projected Completers 56% below projected	
48.0203	COMMERCIAL ART Enrollment 138% above projected	48.0203 COMMERCIAL ART - Probably some of the completers 32 students should be added to completers under 48.0201 (Graphics). A few programs specialize in Commercial Art at Level III.
48.0204	COMMERCIAL PHOTOGRAPHY Completers 77% above projected	48.0204 COMMERCIAL PHOTO - probably some of the completers 159 students should be added to completers under 48.0201 (Graphics). A few programs specialize in photography at level III.

ENROLLMENT & COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY & IMPLICATIONS

SECONDARY

TABLE 2a
PROGRAM AREA: TRADE & INDUSTRIAL EDUCATION

DEVIATIONS		SUMMARY AND IMPLICATIONS
48.0301	LEATHER WORKING Enrollment not projected	48.0301 LEATHER not T&I EDUCATION - probably part of the training schools under the Department of Corrections.
48.0699	PRECISION WORK ASSORTMENT Enrollment not projected	48.0699 Add figures to 48.203. See note of explanation after final item.
48.0701	WOODWORKING OCCUPATIONS Enrollment not projected Completers not projected	48.0701 & 48.0702 should be combined under 47.0702 FURNITURE - the actual enrollment is 907 students.
48.0702	FURNITURE MAKING Completers 51% below projected	
48.9999	PRECISION PRODUCTION, OTHER Enrollment 76% below projected	48.9999 Projected enrollment overestimated. Many reported under level I and not under 7300, Introduction to T&I Education.
49.0201	VEHICLE & EQUIPMENT OPERATION Enrollment not projected Completers not projected	49.0201 ICT students that should have been reported under Auto Mechanics as well as other areas of Vehicle Maintenance and Maintenance Programs.
49.9999	TRANSPORTATION AND MATERIAL MOVING, OTHER Enrollment 52% below projected	49.9999 - error in reporting - should be under Auto Mechanics or other areas of land transportation.

Special Note: Over 8737 students are in ICT (Co-op) and many teachers are incorrectly reporting - this should be greatly reduced next year. With the new Program of Studies and the Revised Form VE-RS-3 all teachers will be better able to place the students in proper O. E. Program Number. The only expected difficulty will be in the 7300 (Introduction to T&I Education) course and the 46.9999, 47.9999, 48.9999, and 49.9999 code numbers, unless an orientation is given to local directors before the forms are completed next year.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: AGRICULTURAL EDUCATION POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
01.0206	SOIL AND WATER MECHANICAL PRACTICES	01.0206	
PS	Completers 10% of projection.	PS	There were 8 enrolled in the second year of the program. Since the number of completers was low, many of those enrolled may have been part-time students.
01.0301	AGRICULTURAL PRODUCTION, GENERAL	01.0301	
PS	Completers 31% of projection.	PS	The enrollment in this program is declining. The projected number of completers was based on a larger enrollment.
S ADULT	Enrollment 49% of projection.	S ADULT	The enrollment was low because a smaller number of classes was offered.
01.0401	AGRICULTURAL PRODUCTION & PROCESSING, GENERAL	01.0401	
PS	Enrollment 36% of projection.	PS	The demand for this program is declining.
01.0599	AGRICULTURAL SERVICES & SUPPLIES, OTHER	01.0599	
L ADULT	Completers 40% of projection.	L ADULT	In comparison to recent data, the projection of the number of completers was too high.
01.0607	TURF MANAGEMENT	01.0607	
PS	Enrollment 160% of projection completers 15% of projection.	PS	A larger number enrolled than was anticipated. There were 29 enrolled in the second year of the program. The reason for the smaller number of completers is not known.
03.0601	WILDLIFE MANAGEMENT	03.0601	
PS	Enrollment 229% of projection.	PS	The projected enrollment was low. The average enrollment over 4 years was 115.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: BUSINESS AND OFFICE — POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
31.0201	OUTDOOR RECREATION	31.0201	
PS	Completers 20% of projection.	PS	There were 9 enrolled in the second year but 75% of the total enrolled were part-time students.
31.0301	PARKS AND RECREATION MANAGEMENT	31.0301	
PS	Completers 45% of projection.	PS	There were 59 enrolled in the second year. Thirty-four percent of the total enrolled were part-time students.
06.0401	BUSINESS AND OFFICE BUSINESS ADMINISTRATION AND MANAGEMENT	06.0401	
S-ADULT	Enrollment 290% of projection.	S ADULT	The enrollment from code 06.2001 (T&D was reported in this code. The combined total projected enrollment was 9,550 and the actual enrollment was 10,326 (108% of projected enrollment).
06.0701	HOTEL/MOTEL MANAGEMENT	06.0701	
PS	Completers 40% of projection.	PS	There were 114 enrolled in the second year but 50% of the total enrolled were part-time students.
06.1701	REAL ESTATE, GENERAL	06.1701	
PS	Enrollment 29% of projection.	PS	The enrollment in this program has been declining over over the last 4 years.
07.0101	ACCOUNTING AND BOOKKEEPING, GENERAL	07.0101	
PS	Completer was 0.	PS	This is the second year for this program and 66% of the total enrolled are part-time students.
07.0201	BANKING & RELATED FINANCIAL PROGRAMS, GENERAL	07.0201	
PS	Completers 237% of projection.	PS	Of the total enrolled, 79% are part-time students. More part-time students completed the program than had been anticipated.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: BUSINESS AND OFFICE POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
07.0301	BUSINESS DATA PROCESSING, GENERAL	07.0301	
S ADULT	Enrollment 492% of projection.	S ADULT	The demand for data processing courses has been greater than anticipated.
07.0302	BUSINESS COMPUTER & CONSOLE OPERATOR	07.0302	
L ADULT	Enrollment 237% of projection completers 27% of projection.	L ADULT	The demand for a data processing control operator program was greater than anticipated. There were 62% of the total enrolled attending part-time; therefore, the number of completers was lower than projected.
07.0305	BUSINESS DATA PROGRAMMING	07.0305	
PS	Enrollment 194% of projection.	PS	The demand for programming was greater than anticipated.
07.0602	COURT REPORTING	07.0602	
PS	Completers 30% of projection.	PS	There were only 3 enrolled in the second year of the program; therefore, the number of completers was low.
07.0705	GENERAL OFFICE CLERK	07.0705	
S ADULT	Enrollment 151% of projection.	S ADULT	The demand for courses was greater than anticipated.
44.0401	PUBLIC ADMINISTRATION	44.0401	
PS	Enrollment 169% of projection completers 20% of projection.	PS	The demand for this program was greater than anticipated. Of the total enrolled, 86% are part-time students; therefore, the number of completers is low.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: MARKETING AND DISTRIBUTION — POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
08.0503	FLORISTRY	08.0503	
PS	Completers 220% of projection.	PS	A larger number of part-time students completed the program than was anticipated.
08.0705	RETAILING	08.0705	
S ADULT	Enrollment 160% of projection.	S-ADULT	The demand for courses was greater than anticipated.
08.1001	INSURANCE MARKETING, GENERAL	08.1001	
PS	Enrollment 503% of projection completers 40% of projection	PS	The demand for this program was greater than anticipated. Of the total enrolled, 98% were part-time students; therefore, the number of completers was low.
09.0201	ADVERTISING	09.0201	
S ADULT	Enrollment 51% of projection.	S ADULT	The demand for courses was not as large as it was anticipated.
	ENGINEERING & ENGINEERING RELATED		
15.0402	COMPUTER SERVICING TECHNOLOGY	15.0402	
PS	Enrollment 340% of projection.	PS	The demand for this program was greater than anticipated.
15.0504	SANITATION TECHNOLOGY	15.0504	
PS	Enrollment 35% of projection.	PS	The demand for this program is declining. One program has been terminated.
15.0505	SOLOR HEATING AND COOLING	15.0505	
S ADULT	Enrollment was 0.	S ADULT	These courses were reclassified to Practical Skill (avocational) and therefore the data is not included.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: ENGINEERING & ENGINEERING RELATED POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
15.0608	SAFETY TECHNOLOGY	15.0608	
S ADULT	Enrollment 1283% of projection.	S ADULT	This increase reflects enrollment in a safety course which had not been projected.
15.0609	TEXTILE TECHNOLOGY	15.0609	
PS	Enrollment 550% of projection.	PS	The demand for this program was greater than anticipated.
L ADULT	Enrollment was not projected.	L ADULT	This program was developed after the projection was made.
15.0701	OCCUPATIONAL SAFETY AND HEALTH	15.0701	
S ADULT	Enrollment 191% of projection.	S ADULT	This increase reflects enrollment in a first-aid course which was not anticipated.
15.0803	AUTOMOTIVE TECHNOLOGY	15.0803	
PS	Enrollment 242% of projection.	PS	The demand for this program was greater than anticipated.
15.9999	ENGINEERING & ENGINEERING RELATED TECH, OTHER	15.9999	
PS	Enrollment 40% of projection.	PS	The demand for this program has declined.
41.0102	OCEANOGRAPHIC (BIOLOGICAL) TECHNOLOGY	41.0102	
PS	Enrollment was 0.	PS	This program has been terminated.
	ALLIED HEALTH		
17.0101	DENTAL ASSISTING	17.0101	
L ADULT	Completers 40% of projection.	L ADULT	Of the total enrolled, 26% were part-time students; therefore, the number of completers was less than expected.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: ALLIED HEALTH POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
17.0206	EMERGENCY MEDICAL TECHNOLOGY	17.0206	
PS	Completers 38% of projection.	PS	Of the total enrolled, 36% were part-time students; therefore, the number of completers was less.
17.0208	NUCLEAR MEDICAL TECHNOLOGY	17.0208	
PS	Completers 25% of projection.	PS	The number of completers was less than anticipated.
17.0211	SURGICAL TECHNOLOGY	17.0211	
L ADULT	Completers 46% of projection.	L ADULT	The number of completers was not as large as anticipated.
17.0309	MEDICAL LABORATORY TECHNOLOGY	17.0309	
L ADULT	Completers 28% of projection.	L ADULT	The enrollment in this program has declined; therefore, the number of completers is less.
17.0401	ALCOHOL/DRUG ABUSE SPECIALITY	17.0401	
PS	Enrollment 280% of projection completers 40% of projection.	PS	The demand was greater than anticipated. Of the total enrolled 34% were second year students; approximately half of the second year students completed.
17.0503	MEDICAL ASSISTING	17.0503	
PS	Enrollment 152% of projection.	PS	The demand for this program was greater than anticipated.
L ADULT	Completers 30% of projection.	L ADULT	Of the total enrolled 51% were part-time students; therefore, the number of completers was lower.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: ALLIED HEALTH POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
17.0506	MEDICAL RECORDS TECHNOLOGY	17.0506	
PS	Completers 40% of projection.	PS	Of the total enrolled, 55% were part-time students; therefore, the number of completers was lower.
17.0508	PHYSICIAN ASSISTING, PRIMARY CARE	17.0508	
S ADULT	Enrollment was 0.	S ADULT	The demand for these courses has declined.
17.0601	GERIATRIC AIDE	17.0601	
PS	Completers 40% of projection.	PS	There were 12 students (48%) enrolled in the second year of the program.
L ADULT	Enrollment 27% of projection completers 32% of projection.	L ADULT	The enrollment in this program is declining; therefore, the number of completers is less.
17.0605	PRACTICAL NURSING	17.0605	
S ADULT	Enrollment was 0.	S ADULT	The enrollment for this code is included in that reported in 17.0602.
17.0702	OPTHALMIC LABORATORY	17.0702	
L ADULT	Completers 13% of projection.	L ADULT	Of the total enrolled, 76% were part-time students; therefore, the number of completers was less.
17.0808	OCCUPATIONAL THERAPY ASSISTING	17.0808	
PS	Enrollment 270% of projection.	PS	The demand for this program was greater than anticipated.
18.1101	NURSING, GENERAL	18.1101	
S ADULT	Enrollment was 0.	S ADULT	The enrollment for this code is included in that reported in 17.0602.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: ALLIED HEALTH

POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
12.0301	FUNERAL SERVICES	12.0301	
PS	Completers 20% of projections.	PS	Of the total enrolled, 37% were part-time students; therefore, the number of completers was less.
	VOCATIONAL HOME ECONOMICS		
20.0202	CHILD CARE AIDE/ASSISTING	20.0202	
L ADULT	Completers 34% of projection.	L ADULT	Of the total enrolled, 37% were part-time students, therefore, the number of completers was less.
S ADULT	Enrollment 36% of projection.	S ADULT	The demand for classes was less than anticipated.
20.0205	TEACHER AIDE	20.0205	
L ADULT	Enrollment 47% of projection completers 27% of projection.	L ADULT	The demand for this program is declining. Of the total enrolled, 49% were part-time students; therefore, the number of completers was less.
20.0401	FOOD PRODUCTION MANAGEMENT AND SERVICES	20.0401	
S ADULT	Enrollment 27% of projection.	S ADULT	The demand for courses was less than anticipated.
20.0403	COOK/CHEF	20.0403	
L ADULT	Completers 16% of projection.	L ADULT	Of the total enrolled, 50% were part-time students; therefore, the number of completers was less.
S ADULT	Enrollment was 0.	S ADULT	The demand for courses was less than anticipated.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: TRADES AND INDUSTRY POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
06.2001	TRADE & INDUSTRIAL SUPERVISION & MANAGEMENT	06.2001	
S ADULT	Enrollment was 0.	S ADULT	These courses are now reported in code 06.0401. When the projected enrollment for both codes are combined (9550) the actual enrollment was 108% of that projected.
09.0601	RADIO/TV NEWS BROADCASTING	09.0601	
L ADULT	Completers 29% of projection.	L ADULT	The number of completers was less than anticipated.
10.0104	RADIO/TV PRODUCTION BROADCASTING TECH	10.0104	
PS	Completers 20% of projection.	PS	The number of completers was less than anticipated.
12.0499	PERSONAL SERVICES, OTHER	12.0499	
S ADULT	Enrollment 14% of projection.	S ADULT	The demand for courses was less than anticipated.
20.0301	CLOTHING, APPAREL, TEXTILE MGM'T & PROD., GENERAL	20.0301	
S ADULT	Enrollment 17% of projection.	S ADULT	The demand for courses was less than anticipated.
46.0102	BRICK, BLOCK AND STONE MASONRY	46.0102	
S ADULT	Enrollment 33% of projection.	S ADULT	The demand for courses was less than anticipated.
46.0201	CARPENTRY	46.0201	
L ADULT	Completers 13% of projection.	L ADULT	Of the total enrollment, 39% were part-time students; therefore, the number of completers was less.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: TRADES AND INDUSTRY

POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
46.0302	ELECTRICIAN	46.0302	
L ADULT	Completers 31 % of projection.	L ADULT	Of the total enrollment, 40 % were part-time students; therefore, the number of completers was less.
46.0401	BUILDING MAINTENANCE	46.0401	
L ADULT	Enrollment was 0 Completer was 0.	L ADULT	This program was terminated.
46.0499	MISCELLANEOUS CONST. TRADES, OTHER	46.0499	
PS	Completers 20 % of projection.	PS	Of the total enrolled, 33 % were part-time students; therefore, the number of completers was less.
L ADULT	Completer was 0.	L ADULT	Of the total enrolled, 72 % were part-time students; therefore, the number of completers was low.
46.0503	PLUMBING	46.0503	
L ADULT	Completers 19 % of projection.	L ADULT	The number of completers was less than anticipated.
46.9999	CONSTRUCTION TRADES, OTHER	46.9999	
S ADULT	Projected enrollment was 0.	S ADULT	A projection for enrollment of apprentices in the building trades had been omitted.
47.0103	COMMUNICATION ELECTRONICS	47.0103	
L ADULT	Completers 31 % of projection.	L ADULT	Of the total enrolled, 40 % were part-time students; therefore, the number of completers was low.
47.0104	COMPUTER ELECTRONICS	47.0104	
L ADULT	Enrollment 346 % of projection completer was 0.	L ADULT	The demand for this program was greater than anticipated. Of the total enrolled, 62 % were part-time students; therefore, the number of completers was low.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: TRADES AND INDUSTRY POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
47.0105	INDUSTRIAL ELECTRONICS	47.0105	
L ADULT	Enrollment 360% of projection.	L ADULT	The demand for this program was greater than anticipated.
47.0107	MOTOR REPAIR	47.0107	
	Enrollment 26% of projection completer was 0.	L ADULT	The demand for this program is declining.
47.0199	ELECTRICAL & ELECTRONIC EQUIP. REPAIR, OTHER	47.0199	
PS	Completers 22% of projection.	PS	Of the total enrolled, 84% were part-time students; therefore, the number of completers was low.
47.0201	HEATING, AIR CONDITIONING & REFRIGERATION, GEN.	47.0201	
L ADULT	Completers 260% of projection.	L ADULT	The number of completers was greater than anticipated.
47.0302	HEAVY EQUIPMENT MAINTENANCE & REPAIR	47.0302	
L ADULT	Completers 31% of projection.	L ADULT	Of the total enrolled, 43% were part-time students; therefore, the number of completers was less.
47.0399	INDUSTRIAL EQUIP. MAINT. & REPAIR, OTHER	47.0399	
L ADULT	Enrollment was 0.	L ADULT	This program has been terminated.
47.0402	GUNSMITHING	47.0402	
L ADULT	Completers 15% of projection.	L ADULT	Of the total enrolled, 37% were part-time students; therefore, the number of completers was less.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: TRADES AND INDUSTRY

POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
47.0408	WATCH REPAIR	47.0408	
L ADULT	Completers 27% of projection.	L ADULT	The demand for this program is declining.
47.0605	DIESEL ENGINE MECHANIC	47.0605	
PS	Enrollment was 0.	PS	Through error, enrollment was projected in this code and also projected in 17.0302.
L ADULT	Completers 20% of projection.	L ADULT	Of the total enrolled, 44% were part-time students; therefore, the number of completers was less.
47.0606	SMALL ENGINE REPAIR	47.0606	
S ADULT	Enrollment was 0.	S ADULT	These courses were reclassified to Practical Skill (avocational) and therefore the data was not included.
47.0699	VEHICLE & MOBILE EQUIP. & REPAIR, OTHER	47.0699	
L ADULT	Completer was 0.	L ADULT	The number of completers was less than anticipated.
48.0203	COMMERCIAL ART	48.0203	
L ADULT	Completers 16% of projection.	L ADULT	Of the total enrolled, 40% were part-time students; therefore, the number of completers is less.
48.0207	PHOTOGRAPHIC LAB & DARKROOM	48.0207	
PS	Enrollment 49% of projection.	PS	The demand for this program has declined.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: TRADES AND INDUSTRY POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
48.0503	MACHINE TOOL OPERATOR/MACHINE SHOP	48.0503	
PS	Completers 25 % of projection.	PS	Of the total enrolled, 39 % were part-time students; therefore, the number of completers was less.
L ADULT	Completers 30 % of projection.	L ADULT	Of the total enrolled, 49 % were part-time students; therefore, the number of completers was less.
48.0507	TOOL AND DIE MAKING	48.0507	
L ADULT	Completers 32 % of projection.	L ADULT	Of the total enrolled, 30 % were part-time students; therefore, the number of completers was less.
48.0508	WELDING, BRAZING AND SOLDERING	48.0508	
L ADULT	Completers 26 % of projection.	L ADULT	Of the total enrolled, 48 % were part-time students; therefore, the number of completers was less.
48.0703	MILLWORK AND CABINETMAKING	48.0703	
S ADULT	Enrollment was 0.	S ADULT	These courses were reclassified to Practical Skills (avocational) and therefore the data has not been included.
49.0102	AIRPLANE PILOTING AND NAVIGATING	49.0102	
PS	Completers 36 % of projection.	PS	Of the total enrolled, 57 % were part-time students; therefore, the number of completers was less.
49.0202	CONSTRUCTION EQUIPMENT OPERATION	49.0202	
L ADULT	Completers 24 % of projection.	L ADULT	The number of completers was less than anticipated.

TABLE 2b

ENROLLMENT AND COMPLETERS FOR FY1983 - DEVIATIONS, SUMMARY AND IMPLICATIONS

PROGRAM AREA: TRADES AND INDUSTRY

POSTSECONDARY AND ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
49.0205	TRUCK AND BUS DRIVING	49.0205	
L ADULT	Completers 41% of projection.	L ADULT	The projected completers was larger than the actual enrollment. The number of completers was less than anticipated.
49.0303	COMMERCIAL FISHING	49.0303	
L ADULT	Enrollment 40% of projection.	L ADULT	The demand for this program is declining.
49.0306	MARINE MAINTENANCE	49.0306	
L ADULT	Enrollment 24% of projection.	L ADULT	An error was made in projecting the enrollment. The average annual enrollment for the last 4 years was 70.
50.0201	CRAFTS, GENERAL	50.0201	
L ADULT	Completers 9% of projection.	L ADULT	The number of completers was less than anticipated.

TABLE 3: ENROLLMENTS IN CONSUMER AND HOMEMAKING PROGRAMS FOR FY1983

O. E. Code	Instructional Program Level and Type of Institution	Level	C C	T C	T I	C C	T C	T I	Enrollment Projected	Enrollment Actual	Difference
20.0101	Comprehensive Consumer and Homemaking Home Economics	Sec.							26,397	28,577	2,180
20.0102	Child Development, Care and Guidance	Sec.							2,626	1,293	-1,333
		S-Adult	X	X	X	X	X	X	2,000	1,104	-896
20.0103	Clothing and Textiles	Sec.							2,102	1,209	-893
		S-Adult	X	X	X	X	X	X	31,500	4,207	-27,293
20.0104	Consumer Education	Sec.							1,303	907	-396
20.0105	Exploratory Homemaking	Sec.							4,600	7,370	2,770
20.0107	Family Living and Parenthood	Sec.							6,437	610	-5,827
20.0108	Food and Nutrition	Sec.							2,800	2,040	-760
		S-Adult	X	X	X	X	X	X	9,300	4,997	-4,303
20.0110	Housing, Home Furnishing and Equipment	Sec.							1,180	571	-609
		S-Adult	X	X	X	X	X	X	7,000		-7,000
SUBTOTAL CONSUMER AND HOMEMAKING		Sec.							47,445	42,577	-4,868
		S-Adult	X	X	X	X	X	X	49,800	10,308	39,492

TABLE 4a

ENROLLMENT IN CONSUMER AND HOMEMAKING FOR FY1983 - DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: CONSUMER AND HOMEMAKING SECONDARY

	DEVIATIONS	SUMMARY AND IMPLICATIONS
20.0102	CHILD DEVELOPMENT CARE & GUIDANCE (General) (Unduplicated enrollment 51% below projected)	Decreases in projected and actual unduplicated enrollments from "Child Dev. Care and Guidance" and "Housing and Home Furnishings" are a function of:
20.0107	FAMILY LIVING AND PARENTHOOD (7171 & 7172) Enrollment 91% below projected	1. The requirement to report only unduplicated enrollments - Note: Actual enrollment in programs is significantly different from reported, unduplicated enrollments.
20.0110	HOUSING, HOME FURNISHINGS AND EQUIPMENT (7162) Enrollment 52% below projected.	2. The reporting system which does not capture second semester course enrollments.
		3. The reporting system which does not capture enrollment of students in comprehensive courses by specialized content area (i.e., "Child Development" and "Housing").
		4. The fact that individuals do not choose to be homemakers; individuals (male and female) are homemakers in addition to being gainfully employed.
		5. The use of duplicated enrollment figures in projecting unduplicated enrollments.
20.0105	EXPLORATORY HOMEMAKING (7107 & 7108) Enrollment 34% above projected	Increases in projected and actual unduplicated enrollments for Exploratory Home Economics are a function of:
		• Additional emphasis on home economics enrollment by local administrators and teachers.
		• Some replacement of Exploratory Service Labs with semester Exploratory Home Economics Courses.

TABLE 4b

ENROLLMENT IN CONSUMER AND HOMEMAKING FOR FY1983 - DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: CONSUMER AND HOMEMAKING ADULT

DEVIATIONS		SUMMARY AND IMPLICATIONS	
20.0103	CLOTHING AND TEXTILES	20.0103	
S ADULT	Enrollment 13.4% of projection.	S ADULT	A reduction of funds appropriated by the Legislature and a change in program codes from Consumer and Homemaking to avocational caused a reduction in the anticipated enrollment.
20.0110	HOUSING, HOME FURNISHING AND EQUIPMENT	20.0110	
S ADULT	No enrollment reported.	S ADULT	A change in program codes from Consumer and Homemaking to avocational was the cause for no enrollment to be reported.

ENROLLMENTS IN SPECIAL PROGRAMS FOR FY1983

TABLE 4c

CIP Number And Instructional Program	Level	Institution CC	Institution TC	Institution TI	Enrollment 1983	Projected Actual	Difference
Industrial Arts							
21.0101 Industrial Arts, General	Sec.				8,083	9,552	+1,469
	S-Adult	X	X	X	—	3,744	+3,744
21.0102 Construction	Sec.				761	1,317	+ 556
21.0103 Drafting & Design	Sec.				1,625	1,913	- 288
21.0104 Electricity/Electronics	Sec.				183	318	+ 135
21.0105 Energy, Power & Transportation	Sec.				850	552	- 298
21.0106 Graphic Arts	Sec.				525	584	+ 59
21.0107 Manufacturing/Materials Processing	Sec.				4,026	6,319	+ 2,293
37.0103 Guidance and Counseling	Sec.				88,618	89,423	+ 805
32.0101 Remedial	P-Sec.	X	X	X	3,100		
	L-Adult	X	X	X	800		
Not Elsewhere Classified						5,398	+ 5,398
SUBTOTAL SPECIAL PROGRAMS	Sec.				104,671	115,376	+10,705
	P-Sec.				3,100		
	L-Adult				800		
	S-Adult					3,744	+ 3,744

TABLE 4d

ENROLLMENT IN SPECIAL PROGRAMS FOR FY1983 - DEVIATIONS, SUMMARY, AND IMPLICATIONS

PROGRAM AREA: INDUSTRIAL ARTS

DEVIATIONS	SUMMARY AND IMPLICATIONS
21.0102 CONSTRUCTION Enrollment 73% above projection	Addition of high-school level courses formerly called Exploring Technology.
21.0104 ELECTRICITY/ELECTRONICS Enrollment 74% above projection	Local interest in Electricity/Electronics as a base for high tech.
21.0107 MANUFACTURING/MATERIALS PROCESSING Enrollment 57% above projection	Addition of high-school level courses formerly called Exploring Technology.

Chapter Three

FUNDING BY PURPOSE

First this chapter shows how North Carolina has complied at the State level with requirements of 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.

1982-83
FUNDING BY PURPOSE WITH FEDERAL, STATE,
AND LOCAL FUNDS - SECONDARY LEVEL

TABLE 5

PROGRAM SERVICE	PROJECTED FEDERAL	PROJECTED STATE	PROJECTED LOCAL	ACTUAL FEDERAL	ACTUAL STATE	ACTUAL LOCAL	ACTUAL FEDERAL GRANT	UNEXPENDED BALANCE FEDERAL	UNEXPENDED BALANCE STATE/LOCAL
DISADVANTAGED	2,40[illegible],235	963,694	1,445,541	1,373,497	546,187	822,721	2,409,235	1,035,738	1,040,327
Limited English Speaking	493	197	296	-0-	-0-	-0-	493	493	493
HANDICAPPED	1,20[illegible],864	481,946	722,918	894,347	358,913	537,112	1,204,864	310,517	308,839
SUBPART 2 (Section 120) SUBTOTAL	6,5[illegible]9,834	36,150,000	16,075,000	6,295,602	38,230,841	17,067,231	6,569,834	274,232	61,714
A. Vocational Education	6,1[illegible]8,753	30,000,000	14,800,000	6,003,941	30,713,870	14,829,604	6,057,491	53,550	
B. Work-Study				62,887		25,832	206,885	143,998	61,714
C. Cooperative Education		<6,132,000>	<2,743,000>		<8,203,438>	<3,668,397>			
D. Energy Education									
E. Construction									
F. Sex Bias Office Personnel	45,070			16,614			33,335	16,721	
I. Industrial Arts		1,500,000	600,000		3,054,448	1,279,969			
J. Support Services for Women									
K. Day Care Services									
L. Programs/Homemakers, Head-House									
102 a Administration State	326,011	2,400,000		212,160	2,152,515		272,123	59,963	
Local		2,250,000	675,000		2,310,008	931,826			
SUBPART 3 (Section 130) SUBTOTAL	1,864,216	245,595	248,005	1,356,389	2,490,844	1,445,408	1,864,216	507,827	
1. Research	50,000				24,317		75,000	75,000	
2. Exemplary	126,000			95,229			107,251	12,022	
3. Curriculum Development	50,000			24,724			214,200	189,476	
4. Guidance and Counseling	1,010,079	174,503	248,005	994,538	2,466,527	1,445,408	994,538		
5. Preservice and Inservice Training	568,473			203,070			423,425	220,355	
6. Grants (Overcome Sex Bias)									
102 a Administration State	59,664	71,092		38,828			49,802	10,974	
Local									
SUBPART 4 (Section 140) Special Program for Disadvantaged	294,299		10,862	176,533		13,185	294,299	117,766	
SUBPART 5 (Section 150) Consumer/Homemaking									
Ancillary Services Program Instruction	83,545	700,000	400,000		1,064,680	472,405			
Depressed Areas	812,253	6,600,000	2,905,000	895,798	8,516,825	3,728,899	895,798		
SUBPART 1 (Section 102d)	73,554			33,637			73,554	39,917	
TOTAL	13,312,293	45,141,432	21,807,622	11,025,803	51,208,290	24,086,961	13,312,293	2,286,490	1,411,373

< Non-Add >

TABLE 5a

DEVIATIONS, COMMENTS, SUMMARY AND IMPLICATIONS
SECONDARY

DEVIATIONS	SUMMARY AND IMPLICATIONS
Disadvantaged Handicapped	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 FY1983 allocations.
Subpart 2	Subpart 2
B. Work-Study	B. Work-Study - FY1983 grant funds were not originally projected for work-study purposes in anticipation that LEA requests for work-study funds could be satisified with carry-over funds from FY1982. However, funds from the FY1983 grant were budgeted for this program. Actual requests for work-study funds did not meet anticipated demand, thus funds budgeted were not expended.
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.

TABLE 5a (Continued)

DEVIATIONS	SUMMARY AND IMPLICATIONS
Subpart 3 1. Research	Subpart 3 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	2. Exemplary - these funds were unexpended because project costs were less than projected.
3. Curriculum Development	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	5. Pre-Service and In-Service Training - the large amount unexpended was due primarily to 3 factors: (1) carry-over funds from FY1982 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 cancelled or postponed due to changes in demand, priority, etc.
102(a) State Administration	102(a) State Administration - Refer to 102(a) - Subpart 2
Subpart 4	Subpart 4
Special Program for Disadvantaged	Special Program for Disadvantaged - Local education agencies did not expend all of the funds allocated to them during this fiscal year.
Subpart 1 - Section 102(d)	102(d) the cost for planning, data collection, evaluation, etc. were less than projected.

TABLE 6

FUNDING BY PURPOSE AT THE SECONDARY LEVEL - PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Disadvantaged (Subpart 2)		
1. By June 30, of each school year, learning experiences for disadvantaged youth in vocational educational will be provided to enable these students to meet with success in pursuing vocational objectives.	1. Approximately 18,000 disadvantaged students in grades 7-12 will have benefited from supportive services or special programs designed to enable them to succeed in vocational education.	1. During FY83 42,356 identified as academically or economically disadvantaged were enrolled in vocational education programs. Of this 14,922 received additional services in order to succeed in the regular programs and 4,027 were served in special vocational programs designed to enable them to succeed in vocational education.
2. Throughout each school year State Staff will provide leadership and technical assistance to local educational agencies in the areas of program planning/improvement, curriculum development/modification and specialized in-service activities for individuals responsible for providing programs and services for disadvantaged youth.	2. Improvement in programs and services from State leadership.	2. During FY83 programs reviews were conducted in 20% of the local educational agencies. In addition, Regional Planning workshops were conducted to help local units better utilize allotted funds and improve programs and services for disadvantaged students.
3. By July 1, of each year State and Federal resources will be allocated to local units to serve disadvantaged students.	3. Maintenance and improvement in programs and services from allotted funds.	3. A total of $4,581,782 in state, federal and local funds was expended to LEA's to support programs for disadvantaged students.
4. Prior to the beginning of each school year all students eligible for programs and services will be identified within existing definition of "disadvantaged."	4. Students will be properly identified and programs and services will be designed and made available to eligible students.	4. Disadvantaged students were identified by 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 ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
5. By July 1, of each year work-study funds will be allocated to enable needy disadvantaged vocational students to remain in school.	5. Approximately 900 disadvantaged vocational students per year will have received financial assistance through work-study to enable them to remain in school.	5. A total of 933 disadavantaged vocational students received financial assistance through work-study which enabled them to remain in school.
6. By the beginning of each reporting period of each school year, dropouts and potential dropouts among disadvantaged students will be identified and provided alternative opportunities to enable them to succeed in vocational programs.	6. Approximately 3,000 disadvantaged dropouts and potential dropouts will have received vocational education through optional or extended day programs.	6. 2,317 disadvantaged dropouts and potential dropouts will have received vocational training through optional or extended day programs.
7. By the end of each school year programs and services for limited English-speaking students will be provided to enable them to succeed in vocational programs.	7. Limited English-speaking students will have developed sufficient communication ability and job skills to obtain employment.	7. During FY83, 1035 limited English-speaking students were provided vocational training. Additional supportive services were provided to enable these students to gain sufficient communication skills and skills necessary to obtain employment.
Handicapped (Subpart 2)		
1. By the end of each school year learning experiences in vocational education for handicapped students will be provided in accordance with a written Individualized Educational Plan (IEP).	1. Certified handicapped students will be identified and provided special vocational education programs and services designed to enable them to develop job skills.	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.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
2. By July 1, of each year, State and Federal resources will be allocated to local units to assist in providing programs and services to handicapped students according to their special needs.	2. Approximately 3,500 students will receive special vocational education and services.	2. During FY83, 11,023 handicapped students received special vocational education and services. State, federal and local funds in the amount of $2,321,650 was expended. An additional 6,255 identified handicapped students were enrolled in vocational programs but required no additional assistance in order to succeed.
3. By the end of each school, State staff will provide leadership and technical assistance to local units in the areas of curriculum development/modification and specialized in-service activities.	3. Maintenance and improvement in programs and services from state leadership.	3. State staff provided assistance to local units in the area of curriculum development/modification. In-service activities were provided for teachers and administrators in each educational region. Program evaluations were completed for 20% of the local units.
SUBPART 2 (Section 120)		
Vocational Education		
To maintain, extend, and improve programs of vocational education and develop new programs of vocational education through 143 local education agencies in the state.	1. Approximately 500,000 students in grades 7-12 will receive vocational education through cooperative use of federal, state, and local funds.	1. A total of 262,695 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. The number of students served during FY83 is consistent with the number projected in the five year plan.
	2. Target groups receiving vocational education at secondary level will consist of Prevocational, Vocational Skill Development, Disadvantaged, Handicapped, and Limited English-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 ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Work-Study		
1. Allocated work-study funds to Local Education Agencies according to criteria established in the Five Year State Plan.	1. Approximately 900 disadvantaged vocational students per year will receive financial assistance through work-study, enabling them to remain in school.	1. During FY83 a total of 933 vocational education students were provided financial assistance through the work-study program.
Cooperative Education		
1. Cooperative Vocational Education will be conducted through program areas at skill development levels in 144 local education agencies.	1. Approximately 26,000 students per year will have opportunity to participate in cooperative education at skill development level through several program areas.	1. The estimated enrollment for cooperative programs was approximately 26,000 and the actual number served as 21,859. The difference in projected and actual can be attributed to economic conditions causing prospective employers to make a lower number of training stations available.
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.	2. Students will have opportunity to experience specialized occupations with renumeration from part-time employment.	The major benefits derived have been a total of $59,032,857 wages earned by the 21,859 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.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Industrial Arts		
Provide state level leadership and state resources to Industrial Arts programs which comply with requirements of the Act.	1. Industrial Arts instructional programs will improve in quality through state leadership, in-service for teachers, curriculum development, and additional materials and equipment. 2. Approximately 10,000 Industrial Arts students per year will benefit from programs designed to assist them in making meaningful occupational choices and/or prepare them for entry into advanced trade and industrial or technical education programs.	1. In-service was provided for the following groups during FY83 - local vocational directors, teachers, and teacher educators throughout the state. In-service activities were provided through North Carolina Industrial Arts Association and Summer Vocational Workshop. Workshop topics included: 1) Classroom activities and computer applications in cluster areas of Energy/Power/Transportation, Construction, Manufacturing, and Communications, 2) Contemporary Industries, 3) AIASA Advisors' Training, 4) Public Awareness Workshop, 5) Program Improvement Plan. 2. Curriculum work included development of test-item bank in Energy/Power Transportation and competency identification in Contemporary Industries. Dissemination of curriculum materials included: Manufacturing, Construction, Energy/Power Transportation, and Standards for AIASA Competitive Events. A curriculum was identified and a Tools Identification Assessment Instrument was developed for the Basic and Vocational Skills Education Program. Specific curriculum work was done in LEA's upon request. 3. Program reviews and on-site visits were accomplished in 20% of the state LEA's. 4. Technical assistance visits were provided upon request.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Sex Bias Office Personnel		
1. Employ full-time person to eliminate sex bias and discrimination in vocational programs.	1. A full-time person will provide leadership in vocational education opportunities to persons of both sexes.	1. A person was hired to accomplish the requirements of the Act as stated in North Carolina's State Plan.
2. Establish office to fulfill requirements of the Act as stated in the State Plan.	2. Progress will be made toward eliminating sex bias and sex stereotyping in vocational programs.	2. Held inservice workshop for state vocational education staff on goals and objectives of vocational equity as it pertains to the 1976 Vocational Education Amendments and the requirements of Title IX. As a result, the staff assisted in providing technical assistance to their program area teachers and to become apprised of areas in which improvements were needed. - Held vocational equity visits which resulted in more students enrolling in non-traditional careers as evidenced in the annual Sex Equity Status Report. - Participated as a member of two civil rights reviews and served as team leader for one visit. This process revealed the strengths and weaknesses in the equity effort and resulted in local compliance plans to achieve the equity efforts. These plans had to be approved by the Division prior to the implementation process and also had to gain approval as having complied within a specific time frame.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Sex Bias Office Personnel (Continued)		Actual Accomplishments (continued) - Conducted two major statewide workshops that involved vocational teacher educators which clarified many conceptions and stimulated interest by teacher educators to implement the concepts in their pre-service programs as indicated through discussions and the request for technical assistance. - Disseminated sex equity curriculum modules and other sex-fair information materials that educators used in planning instructional programs for students and in locally sponsored inservice programs. - Disseminated 1983 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 which apprised all interested persons of the status and progress being made in this state. - Participated as a panel speaker for subcommittee on "Women in the Economy" to apprise participants of the progress that has been made in sex equity and to alert them to existing needs as a basis for future strategy implementation.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
102(a) ADMINISTRATION		
1. State Administration Provide state staff for administration and supervision of vocational education.	1. Maintenance of state vocational education staff and activities to ensure direction and quality of programs within state.	1. These resources were utilized to supplement and expand vocational education state staff activities.
2. Local Administration a. Provide resources and consultant help to 143 local education agencies for local administration, supervision, and evaluation of local programs. b. State and local funds support a local director for each local education agency.	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.	2. State and local funds were used to provide local leadership and administration of vocational education programs in each of the 143 LEAs.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART 3 (Section 130)		
Research		
(a) Provide relevant research data for projecting statewide secondary program needs in vocational education.	(a) Program improvement priorities will be identified, projects conducted, relevant users trained in the use of project results.	(a) - (d) During FY 1983, no research projects were conducted with federal funds. However,
(b) Facilitating program development and improvement.	(b) Research and/or exemplary projects will be conducted (1) to improve existing local and state programs or (2) To provide a basis for the development of new programs.	
(c) Provide access to research products of possible use.	(c) Information from many sources will be synthesized and disseminated to relevant users.	
(d) Provide relevant research data to feed into selected activities of the division.	(d) Research will be conducted to improve and expand functions of the division and of local education agencies. These include, but are not limited to:	
	(1) The development of a system for research and exemplary program development;	(1) A system was developed to go into effect in FY 1984 for research and exemplary program development;
	(2) Program Evaluations;	(2) All the programs in 29 LEAs were evaluated with reports developed on needed improvements. Thirty program improvement plans came in with local applications for funding. Statewide inservice for local directors was conducted using priorities identified through those evaluations.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART 3 (Section 130)		
Research (Continued)		
	(3) Student and Employer Follow-up;	(3) A student follow-up system was put into effect statewide.
	(4) Articulation;	(4) Efforts were made to set up regional articulation conferences during FY1984.
	(5) Accountability reporting;	(5) The accountability report was developed and approved.
	(6) Long-range needs for curriculum development;	(6) Long-range needs specifically for curriculum development were not developed using research funds.
	(7) Educating non-vocational educators, including the public, about vocational education; and	(7) Evaluative information was simplified and provided to various users.
	(8) Secondary level apprenticeship programs;	(8) No program for secondary level apprenticeship programs were funded.
Exemplary		
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.	Program offerings would continue to improve in that the base of competencies would be broadened thereby making graduates of programs more employable.	Seven exemplary programs were supported: Five in textiles and two in aerospace for a total of $95,229.00

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

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Guidance and Counseling		
1. Provide state leadership through adequate staff for Vocational Guidance, Counseling and Placement.	1. A statewide system of vocational guidance will be maintained and expanded.	1. Provided a state consultant staff and two secretaries that are able to increase the number of workshops conducted in the Local Education Agencies, provide more technical assistance, and complete a major curriculum effort with the additional service of a parttime staff consultant. - Organized a State Advisory Committee with membership consisting of representatives from administration, higher education, business, industry, labor and constituent groups. This group of 25 persons met periodically as a continuing strategy for receiving input from the community, strengthening linkage with the secondary vocational program, and making recommendations for evaluating and updating the vocational guidance and counseling program. - Conducted on-site program reviews for 20% of the Local Education Agencies encompassing 95 counselors which served as one determinant to assess the need and strategy implementation for programmatic improvement. - Coordinated the implementation of the "North Carolina Vocational Association Vocational Development Coordinator of the Year" - a cash and plaque honor that served as an incentive and an award for improved vocational guidance and counseling programs.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Guidance and Counseling (Continued)		Actual accomplishments (Continued) - Completed with the assistance of a Task Force a study on the "Role of Vocational Development in Vocational Education" to apprise school decision-makers, counselors and interested others. - Coordinated the guidance based North Carolina Careers microcomputer career decision-making/occupational information software program. Conducted eight workshops, one in each of the regions, so that guidance microcomputers users/subscribers would become skilled in the use of the program and implement the program more efficiently for students. - Included a Vocational Development Section which explained the vocational guidance and counseling program as a part of the Revised Vocational Education Program of Studies. - Conducted a three day Resource Counselors' Workshop to update a cadre of master counselors from the eight educational regions that established regional leadership that assisted with the maintenance and improvement of vocational guidance and counseling programs across the state. - Met with counselor educators to make them aware of the need to infuse more vocational development competencies in the preservice program.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Guidance and Counseling (Continued)		Actual accomplishments (Continued)
		- Completed the implementation of a statewide networking of vocational guidance and counseling that resulted in a concerted implementation effort.
2. Provide resources and consultants services to Local Education Agencies.	2. Vocational guidance funds will be allocated to Local Education Agencies to provide local staff to serve the career/vocational development needs of students.	2. Inserviced counselors and administrators for improved guidance services for the total vocational education program.
		- Provided a four day Vocational Development Section at the Annual Vocational Summer Workshop. Seventeen hundred counselors were invited. Participants updated their skills for an improved program in varied guidance components. e.g. dropout prevention, wise use of community resources, software programs, use of and interpretive results of diagnostic instruments, program planning, and occupational projections.
		- Designed State Fair exhibit to apprise the lay public to the need for the evaluation of a good vocational guidance and counseling program.
	3. Programs will address the needs of students for:	3.
	- equal access to vocational education programs, services and activities.	- Conducted inservice programs that made counselors more responsive to the need to insure students equal access to vocational programs, services and activities regardless of race, sex, national origin, color, handicap as evidenced in program, sex equity and civil rights reviews.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Guidance and Counseling (Continued)		Actual accomplishments (Continued)
	- current labor market information and resources	- Provided sessions in each of the eight regions that enabled counselors to use the following information to improve program effectiveness: labor market needs and trends particularly in the areas of robotic, toxic waste, microelectronics, energy, biotechnics, and lasers.
		- Updated the occupational information center material and disseminated to vocational guidance counselors who used the material to upgrade their supply of resources - human services, material, equipment, etc.
	- sequential employability skills	- Completed and had 3,000 published, the Competency-Based Employability Skills Guide for vocational guidance counselors and teachers of Prevocational Education to use when planning the sequential implementation process for employability skills development within their local school units.
	- on-the-job training - job placement of students	- Conducted staff development activities in each of the eight regions involving approximately 675 counselors and job placement coordinators and 120 representatives from business, industry, labor and the armed services in an effort that improved program effectivenes particularly in the areas of on-the-job training and employment placement of students.
	- follow-up vocational students	- Provided sessions at the Annual Summer Vocational Education Workshop and at each regional inservice program that resulted in vocational counselors improving their skills in being able to successfully increase the number of vocati[illegible] students on which they obtained follo[illegible] information.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	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. -the in-service of teachers on curriculum development, implementation, and instructional methodology.	(a) Content and competencies in curriculum will more clearly relate to present and future job needs. A greater percentage of completers should find employment with success. (b) Teachers will have access to current information for planning and managing the teaching/learning process. (c) Students will have access to learning experience and supplemental learning resources commensurate with their learning styles, needs and level of development. (d) Local and state personnel will have access to formative and summative data on student achievement and program success for planning and reporting purposes. (e) Students exiting from the program will have access to competency-based skill record of proficiency levels achieved through the instructional program. (f) 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. Recommendations were made by a committee vocational directors, state staff, community college representatives relative to the articulation of secondary/post secondary efforts. 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. 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.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Curriculum Development (Continued)		
(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.		
(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.		(c) In addition, selected LEAs continued implementation of pre-post assessment system for collecting data, with multi-year data being available for analysis.

TABLE 6 Continued - Funding by purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Pre-Service and In-Service		
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) The pre-service program for vocational education personnel did receive a high priority of attention and support. Vocational education continued to be involved in the Quality Assurance Program for North Carolina.
(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 in-service program has a direction set and is one of the priorities in vocational education The pre-service program has not set a a direction, but the direction is being studied.
(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 in-service process is in place. It is made up of four components, which are needs assessment, planning based on needs, implementation of planning, and evaluation. Results show that the process has improved the planning and implementation of in-service.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Pre-Service and In-Service (Continued)		
(d) State directed in-service activities will give specific attention to program areas needs with high priority going to such areas of 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 and Handicapped, overcoming sex bias and sex stereotyping. Evidence will be seen in training personnel for new and emerging occupations and improved vocational administration.	(d) Special attention and priority were given to training of personnel in special populations, equity, vocational administration, and new and emerging occupations.
(e) Develop, adapt, and implement a model for the providing of in-service training of vocational personnel on a regional basis.	(e) Planning and operating of in-service training of vocational personnel on a regional basis.	(e) The delivery of training included a regional approach, sub-regional and selected high priority state level training.
102(a) Administration		
Provide for administration of Subpart 3 activities.	Improve the quality of programs and activities under this Subpart.	Improvement in the quality of programs was accomplished as a result of activities conducted under this Subpart.
SUBPART 4 (Section 140)		
Special Program for Disadvantaged		
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 FY83, specialized programs and services were provided for 710 of the most severely disadvantaged students in areas of greatest need. A total of $369,927 in state/federal funds was expended to support these programs.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART 5 (Section 150)		
Consumer Homemaking		
Ancillary Services		
Educational Programs		
(a) Provide state leadership in administration and supervision and commit resources to Local Education Agencies for programs in Consumer and Homemaking Education.	(a) Provide for approximately 800 Consumer/Homemaking teachers in 143 Local Education Agencies.	a) . Provided state staff of four consultants . two secretaries for the state level administration of the program.
(b) Provide resources up to 90% of cost of programs in depressed areas.	(b) Approximately 48,000 students will benefit from Consumer/Homemaking Education.	b) . Initiated 8 Regional Leadership Councils for Home Economics to establish communication and staff development network.
(c) Programs will be responsive to needs of both males 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.	(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; are responsive to changing roles of men and women in the home and world of work.	c) . Conducted a four day summer workshop for approximately 500 of the 900 home economics teachers.
		d) . Initiated a study of the certification requirements for Consumer/Homemaking and Occupational home economics teachers.
		e) . Conducted program reviews in 20% of the LEAs utilizing 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.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Consumer Homemaking (Continued)		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. j) . Assisted three LEAs in the review of educational specifications and plans for facilities renovation. k) . Assisted with Southern Association Accreditation of four individual schools. l) . Assisted with State Accreditation of these school systems. m) . Provided assistance to the eight regional FHA/HERO Leaders in the planning and conducting of Fall Leaderships for approximately 3,000 officers and project chairpersons. n) . Initiated a newly-composed State Advisory Committee for Home Economics including representation from business, industry, and the media. o) . Initiated curriculum development activities for pilot implementation of four "hybrid" Consumer/Homemaking courses. p) . Reviewed instructional materials and made recommendations regarding the selection of nonbiased materials for use in home economics programs.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
Consumer Homemaking (Continued)		
		q) . Analyzed enrollment statistics for home economics programs for trends in enrollment relating to sex, race, and occupational stereotypes.
		r) . Provided state staff support for the FHA/HERO organizations for some 16,500 members in 350 chapters including a 2-day state leadership meeting for approximately 2,000 members.
		s) . Provided state staff support for Regional competitive activities for FHA/HERO members in 23 proficiency events and sponsored the first state level level competition in all 23 events developed for N. C.

TABLE 6 Continued - Funding by Purpose at the Secondary Level - Projected Benefits and Actual Accomplishments

PROJECTED ACTIVITIES	PROJECTED BENEFITS	ACTUAL ACCOMPLISHMENTS
SUBPART I (Section 102d)		
1. Planning, evaluation and follow-up	1. (a) Improvement in planning process and plans. (b) Improvement in evaluation and follow-up.	1. (a) The major thrusts of the Division are effective planning and evaluation. Some of the results of these efforts are: The development of the FY1984 Annual Program Plan and the FY1982 Accountability Report. 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 and evaluation 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. (b) A more comprehensive process for following up vocational education completers has been implemented.

TABLE 7A

PROJECTED AND ACTUAL FUNDING BY PURPOSE - FY 1983
POSTSECONDARY AND ADULT

PROGRAM SERVICE	PROJECTED - POSTSECONDARY			ACTUAL - POSTSECONDARY			PROJECTED - ADULT			ACTUAL - ADULT		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
DISADVANTAGED	1,196,828	1,196,828		900,578	2,076,559							
Limited English Speaking	7,856	7,856		7,709	7,709							
HANDICAPPED	602,342	602,342		225,059	478,560							
SUBPART 2 (Section 120) SUBTOTAL	1,881,262	80,833,000	4,320,000	1,906,576	83,337,585	4,933,888	1,403,161	47,719,000	8,057,250	1,377,847	48,074,754	11,017,143
A. Vocational Education	1,588,697	50,150,000	2,020,000	1,576,468	51,712,351	2,182,978	1,403,161	40,025,000	8,035,000	1,377,847	40,175,102	11,011,534
B. Work-Study												
C. Cooperative Education												
D. Energy Education												
E. Construction	250,000	125,000	180,000	250,000								
F. Sex Bias Office Personnel	36,665			26,386								
I. Industrial Arts											234,352	
J. Support Services for Women												
K. Day Care Services												
L. Programs/Homemakers, Head-House.	9,100			4,999	4,999							
102 a Administration State	46,800			48,723								
Local		30,566,000	3,110,000		32,620,235	2,756,910		7,834,000	22,250		7,665,300	5,609
SUBPART 3 (Section 130) SUBTOTAL	931,968	7,431,356	176,000	871,467	7,440,034	156,482		1,979,000			1,346,044	
1. Research	115,000	30,356		126,546	17,670							
2. Exemplary												
3. Curriculum Development	63,000											
4. Guidance and Counseling	742,244	7,401,000	176,000	735,310	7,422,346	156,482		1,979,000			1,346,044	
5. Preservice and Inservice Training				2,754								
6. Grants (Overcome Sex Bias)												
102 a Administration State	11,720			6,857								
Local												
SUBPART 4 (Section 140) Special Program for Disadvantaged	147,128			64,764								
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services												
Program Instruction								1,992,000			1,375,852	2,014
Depressed Areas												
SUBPART 1 (Section 102 d)	36,772			33,895								
TOTAL	4,804,156	90,073,392	4,496,000	4,050,048	94,340,447	5,096,370	1,403,161	51,690,000	8,057,250	1,337,847	50,796,650	11,019,157

DEVIATIONS, COMMENTS, SUMMARY AND IMPLICATIONS

POSTSECONDARY AND ADULT

TABLE 7b

DEVIATIONS		COMMENTS, SUMMARY AND IMPLICATIONS	
DISADVANTAGED			
P-SEC ADULT	Actual expenditures more than projected	P-SEC ADULT	In addition to the $2,992,555 expended from FY1983 funds, the unexpended federal balance of $384,480 from FY1982 and an equal amount of State or local matching funds were expended also.
HANDICAPPED			
P-SEC ADULT	Actual expenditures less than projected	P-SEC ADULT	In addition to the $703,619 expended from FY1983 funds, the unexpended federal balance of $414,372 from FY1982 and an equal amount of State or local matching funds were expended also.
SUBPART 2			
P-SEC ADULT	Actual expenditures more than projected	P-SEC ADULT	The level of State and local funding was more than had been projected. The unexpended FY1982 federal balance of $481,800 was expended.
SUBPART 3			
P-SEC ADULT	Actual expenditures less than projected	P-SEC ADULT	The funds appropriated were less than had been projected. The unexpended FY1982 federal balance of $53,563 was expended.
SUBPART 4			
P-SEC	Actual expenditures less than projected	P-SEC	In addition to the $64,764 expended from FY1983 funds, the unexpended balance from FY1982 of $61,869 was expended also.
SUBPART 1 (102d)			
P-SEC	Actual expenditures less than projected	P-SEC	In addition to the expenditures of $33,895 from FY1983 funds, the unexpended balance of $37,644 from FY1982 was expended.

TABLE 8

PROJECTED AND ACTUAL FUNDING BY PURPOSE - FY 1983
SUMMARY FOR POSTSECONDARY AND ADULT

PROGRAM SERVICE	PROJECTED			ACTUAL			ACTUAL FEDERAL GRANT	UNEXPENDED BALANCE	
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL		FEDERAL	ST/LOCAL
DISADVANTAGED	1,196,828	1,196,828		900,578	2,076,559		1,196,975	296,397	0
Limited English Speaking	7,856	7,856		7,709	7,709		7,709		
HANDICAPPED	602,342	602,342		225,059	478,560		602,342	377,283	123,782
SUBPART 2 (Section 120) SUBTOTAL	3,284,423	128,554,000	12,377,250	3,284,423	132,865,286	15,957,106	3,284,423	0	
A. Vocational Education	2,941,858	90,175,000	10,055,000	2,954,315	90,340,400	13,194,587	2,954,315	0	
B. Work-Study									
C. Cooperative Education									
D. Energy Education									
E. Construction	250,000	125,000	190,000	250,000			250,000	0	
F. Sex Bias Office Personnel	36,665			29,386			29,386	0	
I. Industrial Arts					234,352				
J. Support Services for Women									
K. Day Care Services									
L. Programs/Homemakers, Head-House.	9,100			4,999	4,999		4,999	0	
102 a Administration State	46,800			45,723			45,723	0	
Local		38,254,000	2,132,250		42,285,535	2,762,519			
SUBPART 3 (Section 130) SUBTOTAL	931,968	9,410,366	176,000	871,467	8,761,466	156,482	931,968	60,501	12,696
1. Research	115,000	30,366		126,546	17,670		187,047	60,501	12,696
2. Exemplary									
3. Curriculum Development	63,000								
4. Guidance and Counseling	742,244	9,380,000	176,000	735,310	8,743,796	156,482	735,310	0	
5. Preservice and Inservice Training				2,754			2,754	0	
6. Grants (Overcome Sex Bias)									
102 a Administration State	11,720			6,857			6,857	0	
Local									
SUBPART 4 (Section 140) Special Program for Disadvantaged	147,128			64,764			147,128	82,364	
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services									
Program Instruction		1,992,000			1,375,852	2,014			
Depressed Areas									
SUBPART 1 (Section 102 d)	36,772			33,895			36,772	2,877	
TOTAL	6,207,317	141,763,392	12,553,250	5,387,895	145,565,432	16,115,602	6,207,317	819,422	136,478

TABLE 9

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

Projected Activity	Projected Benefits	Actual Accomplishments
DISADVANTAGED AND LIMITED ENGLISH SPEAKING		
Provide tutorial assistance, remedial education, skill development, consumer education, guidance, motivational training, job orientation and placement which will assist these target groups to succeed in vocational education.	Provide instruction and program services which will assist 42,000 postsecondary and adult disadvantaged and 3,000 limited English speaking individuals to succeed in vocational education and to develop employment skills.	There were 26,359 postsecondary and adult students and 854 limited English speaking students which were provided programs, services on activities paid for from these funds. An additional 29,731 disadvantaged and 2,607 limited English speaking were enrolled but did not require additional assistance.
HANDICAPPED		
Provide counseling, remedial education, tutorial assistance, reader services, interpreter services, work evaluation, skill training, consumer education, motivational training, job orientation and placement which will assist this group to succeed in vocational education.	Provide instruction and program services to assist 3,000 postsecondary and adult handicapped to succeed in vocational education and to develop employment skills.	There were 3,492 handicapped students which received programs, services, and activities paid for from these funds. An additional 3,356 handicapped students were enrolled but did not require additional assistance.
SUBPART 2		
Vocational Education		
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 77,240 full- and part-time students so that they can qualify for employment or upgrade job skills.	There were 84,418 part-time and full-time postsecondary students enrolled and 33,782 part-time and full-time long term adults (vocational) students enrolled.

Table 9

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

Projected Activity	Projected Benefits	Actual Accomplishments
Cooperative Education Provide work experience related to program of study through cooperating businesses and industries.	Provide work experience through cooperating businesses and industries for 2,000 students. Funded from State vocational education funds.	There were 4,042 postsecondary and long term adult students enrolled in cooperative education.
Construction Expand facilities.	Added space will be available to provide additional program options.	There were 32 uncompleted construction projects at the end of FY1982. During FY1983, 23 of these projects were completed and 13 new projects were started. At the end of FY1983, there were 22 construction projects in the design or construction phase.
Sex Equity Personnel 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 results of activities of sex equity personnel are listed in the FY1983 Accountability Report.
Support Services for Women 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 157 women who received services that would lead to gainful employment in addition to the 3,033 women receiving services in the Human Resources Development Program.

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

Projected Activity	Projected Benefits	Actual Accomplishments
Program for Homemakers - Heads of Household Provide vocational programs orientation in how to seek employment and job placement services.	Provide instruction and program services which will assist 350 homemakers and heads of households to develop employment skills and become employable.	There were 376 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 4,358 individuals; 3,033 or 69.6% of this group were women and 1,743 or 40% were welfare recipients.
Administration Provide for the administration and supervision of vocational education.	Improve the quality of programs, services, and activities.	An expenditure of $35,377,145 was used to provide for the administration and supervision of post-secondary eduction programs.
SUBPART 3		
Research 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.	Seven projects were granted funding and five projects were completed.
Curriculum Development Support the continued development and revision of curriculum materials.	Curriculum content and job competencies learned will be related to present and future job needs.	In an effort to improve curriculum, 3 competency based curriculum were completed and 6 new curriculum were developed.

Table 9

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

Projected Activity	Projected Benefits	Actual Accomplishments
Guidance and Counseling Provide counseling and guidance services for all students.	Assistance to students in selecting program and preparing for entrance into the labor market.	Expenditures of $7,578,846 were made to provide guidance and counseling for 80,407 post-secondary students.
Pre-Service and In-Service Training Provide in-service training for instructors and administrators.	Improve the quality of instruction and administration.	Eighteen in-service training sessions were provided to 719 instructors and administrators.
Grants (Overcome Sex Bias) Provide support for activities that are directed toward reducing sex discrimination and sex stereotyping.	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.	No grants from this subpart were made.
Administration Provide for administration and supervision of vocational education.	Improve the quality of programs, services, and activities.	Information is included as a part of the data in Subpart 2.
SUBPART 4		
Special Programs for Disadvantaged 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.	There were 4,530 young adults who were provided programs, services and activities which were funded from these funds.

Table 9

FUNDING BY PURPOSE AT THE ADULT LEVEL—PROJECTED BENEFTTS AND ACTUAL ACCOMPLISHMENTS

Projected Activity	Projected Benefits	Actual Accomplishments
SUBPART 1		
102 (d) Plans, Reports, and Evaluation 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 graduates and leavers. The results are summarized in the FY 1983 Accountability Report.
SUBPART 2		
Vocational Education 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 33,782 long-term adult (vocational) and 175,655 short-term (extension) adults enrolled. Included in the short-term enrollments are the following specific categories: a. Ambulance Attendant 17,706 (+4,806) b. Apprenticeship Related 3,174 (+1,174) c. Corrections* d. Human Resource Development 3,863 (-587) e. New & Expanding Industry 5,508 (+2,058) f. Remedial 750 (-50) *Recent data is not available to provide the number of correctional inmates which have received training in adult extension. There were 85 inmates enrolled in postsecondary curriculum programs and 1,079 enrolled in long-term adult (vocational) programs.
Administration Provide for the administration and supervision of vocational education.	Improve the quality of programs, services, and activities.	An expenditure of $7,670,909 was used to provide the administration and supervision of adult programs.

Table 9

FUNDING BY PURPOSE AT THE ADULT LEVEL—PROJECTED BENEFITS AND ACTUAL ACCOMPLISHMENTS

Projected Activity	Projected Benefits	Actual Accomplishments
SUBPART 3		
Guidance and Counseling		
Provide counseling and guidance services for all students.	Assistance to students in selecting programs and preparing for entrance into the labor market.	An expenditure of $1,346,044 was made to provide administration and supervision for the short-term adult programs.
SUBPART 5		
Consumer/Homemaking		
Provide consumer and home-making programs and activities.	Provide instruction and program services to assist 33,500 adults to become better consumers and homemakers.	There were 10,308 individuals enrolled in consumer and homemaking courses.

Table 9

RESULTS OF ACTIVITIES OF SEX EQUITY PERSONNEL/POSTSECONDARY

1. As a result of the report, Participation by Minorities and Women in the North Carolina Community College System 1976-77 - 1981-82, postsecondary officials have a better understanding of the progress women have been making in enrollment and employment. The report shows that female enrollment, for example, has increased during the six years of data collection. For example, FULL TIME curriculum women increased 31% in total occupational programs; in the nontraditional area females increased 59% in engineering and science, and 72% in trades and industry. PART TIME curriculum female enrollment increased even faster; 125% in occupational programs, 191% in engineering and science, and 140% in trades and industry.

2. Awareness Campaign

   a. As a result of the circulation of the newsletter, The Equity Express (three issues annually), the sex equity office handled inquiries about laws, program and training materials, and equity workshops.

   b. Bringing Home the Bread (a slide presentation developed by the sex equity office on nontraditional working women in North Carolina history) continues to circulate to schools, civic organizations, and women's forums (such as the Governor's Conference on Women and the Economy).

3. Resulting from the formation of an ad hoc sex equity committee was the presentation of a statewide workshop (November, 1982) on sexual harassment. During FY 1983 the sex equity coordinator led a committee in the writing and editing of a problems and issues booklet on sexual harassment for all institutions in the North Carolina community college system. As a result of this effort, all institutions have a "prevention and treatment manual" for sexual harassment.

4. As a result of the Methods of Administration (MOA), the sex equity coordinator assisted the MOA team in its compliance review of institutions.

5. A program for displaced homemakers conducted jointly with the Council on the Status of Women resulted in awareness training for over 100 women in the state.

6. The sex equity coordinator acted as a resource person for planners of the Governor's Conference on Women and the Economy, which resulted in a statewide sex equity conference attended by over 900 North Carolina men and women.

7. Continued association with the State Council on the Status of Women has led to the sex equity coordinator's participation on a task force to study and report on comparable worth to the state legislature.

8. Collaboration with the North Carolina Department of Administration resulted in a random sampling of North Carolina men and women's perceptions of their job training needs and their willingness to undertake nontraditional training. Preliminary results show that 40% of North Carolina women and 45% of North Carolina men would consider entering an occupation that is not traditional for their sex.

STATE SUMMARY OF FUNDING BY PURPOSE
SECONDARY, POSTSECONDARY AND ADULT - FY1982-83

TABLE 10

PROGRAM SERVICE	PROJECTED FEDERAL	PROJECTED STATE	PROJECTED LOCAL	ACTUAL FEDERAL	ACTUAL STATE	ACTUAL LOCAL	ACTUAL FEDERAL GRANT	UNEXPENDED BALANCE FEDERAL	UNEXPENDED BALANCE STATE/LOCAL
DISADVANTAGED	3,606,063	2,160,522	1,445,541	2,274,075	2,622,746	822,721	3,606,210	1,332,135	1,040,327
Limited English Speaking	8,349	8,053	296	7,709	7,709	-0-	8,202	493	493
HANDICAPPED	1,807,206	1,084,288	722,918	1,119,406	837,473	537,112	1,807,206	687,800	432,621
SUBPART 2 (Section 120) SUBTOTAL	9,854,257	164,704,000	28,452,250	9,580,025	171,096,127	33,024,337	9,854,257	274,232	61,714
A. Vocational Education	9,140,611	120,175,000	24,855,000	8,958,256	121,054,270	28,024,191	9,011,806	53,550	
B. Work-Study				62,887		25,832	206,885	143,998	61,714
C. Cooperative Education		<6,132,000>	<2,743,000>		<8,203,438>	<3,668,397>			
D. Energy Education									
E. Construction	250,000	125,000	190,000	250,000			250,000		
F. Sex Bias Office Personnel	81,735			46,000			62,721	16,721	
I. Industrial Arts		1,500,000	600,000		3,288,800	1,279,969			
J. Support Services for Women									
K. Day Care Services									
L. Programs/Homemakers, Head-House	9,100			4,999	4,999		4,999		
102 a Administration State	372,811	2,400,000		257,883	2,152,515		317,846	59,963	
Local		40,504,000	2,807,250		44,595,543	3,694,345			
SUBPART 3 (Section 130) SUBTOTAL	2,79[illegible],184	9,655,961	424,005	2,227,856	11,252,310	1,601,890	2,796,184	568,328	12,696
1. Research	16[illegible],000	30,366		126,546	41,987		262,047	135,501	12,696
2. Exemplary	12[illegible],000			95,229			107,251	12,022	
3. Curriculum Development	11[illegible],000			24,724			214,200	189,476	
4. Guidance and Counseling	1,75[illegible],327	9,554,503	424,005	1,729,848	11,210,323	1,601,890	1,729,848		
5. Preservice and Inservice Training	56[illegible],473			205,824			426,179	220,355	
6. Grants (Overcome Sex Bias)									
102 a Administration State	7[illegible],384	71,092		45,685			56,659	10,974	
Local									
SUBPART 4 (Section 140) Special Program for Disadvantaged	44[illegible],427		10,862	241,297		13,185	441,427	200,130	
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services									
Program Instruction	8[illegible],545	2,692,000	400,000		2,440,532	474,419			
Depressed Areas	81[illegible],253	6,600,000	2,905,000	895,798	8,516,825	3,728,899	895,798		
SUBPART 1 (Section 102d)	11[illegible],326			67,532			110,326	42,794	
TOTAL	19,51[illegible],610	186,904,824	34,360,872	16,413,698	196,773,722	40,202,563	19,519,610	3,105,912	1,547,851

< Non-Add >

TABLE 11
LEVEL: STATE

STATE MAINTENANCE OF EFFORT

	Expenditures - FY 1982			Expenditures - FY 1983		
	Federal	State	Federal Unexpended	Federal	State	Federal Unexpended
Disadvantaged	<3,689,606>	<3,689,606>	-0-	<2,274,075>	<3,445,467>	<1,332,135>
Limited English Speaking	< 9,216>	< 9,216>	-0-	< 7,709>	< 7,709>	< 493>
Handicapped	<1,849,411>	<1,849,411>	-0-	<1,119,406>	<1,374,585>	< 687,800>
Subpart 2	15,633,648	206,948,588	-0-	12,981,215	210,326,091	2,294,660
Subpart 3	2,860,461	13,039,673	-0-	2,227,856	12,854,200	568,328
Subpart 4	451,836	7,006	-0-	241,297	13,185	200,130
Subpart 5	916,936	13,805,499	-0-	895,798	13,782,809	-0-
Section 102 (d)	112,944	-0-	-0-	67,532	-0-	42,794
TOTAL	19,975,825	233,800,766	-0-	16,413,698	236,976,285	3,105,912
Federal Grant	19,975,825			19,519,610		

< > Non-Add Figures

TABLE 12

SUMMARY OF FY 1982 UNEXPENDED FEDERAL FUNDS EXPENDED IN FY 1983

	Secondary				Post-Secondary			
	Federal Funds			State Local Match	Federal Funds			State Local Match
	Balance Forward	Expended	Unexpended		Balance Forward	Expended	Unexpended	
Disadvantaged	<917,400>	<917,394>	< 6 >	<921,983>	<384,480>	<384,480>	-0-	<438,513>
Limited English Speaking	< (6) >	-0-	< (6) >	-0-	-0-	-0-	-0-	-0-
Handicapped	<266,478>	<266,478>	-0-	<264,800>	<414,372>	<414,372>	-0-	<376,589>
Subpart 2	1,613,051	1,613,051 (1	-0-	1,270,768	1,280,652	1,280,652	-0-	815,102
Subpart 3	698,426	698,426 (2	-0-	-0-	53,564	53,564	-0-	-0-
Subpart 4	180,209	180,209	-0-	-0-	61,869	61,869	-0-	-0-
Subpart 1	62,649	62,649	-0-	-0-	37,644	37,644	-0-	-0-
TOTAL	2,554,335	2,554,335	-0-	1,270,768	1,433,729	1,433,729	-0-	815,102

(1) 111,687 was spent in the 25-27 month (July 1 - September 30, 1983)
(2) 242,039 was spent in the 25-27 month (July 1 - September 30, 1983)

< > Non-Add Figures

TABLE 13

MINIMUM PERCENTAGES OF BASIC GRANT 1982-83

	Basic Grant	Sex Bias	Disadvantaged 20%	Handicapped 10%	Post-Secondary 15%	Subpart 2 80%	Subpart 3 20%
Total Grant	$18,072,059	$50,000	$3,614,412	$1,807,206	$2,710,809	$7,093,448	$2,796,184
Post-Secondary	6,023,417	16,665	1,204,684	602,342	2,710,809	556,949	931,968
Secondary	12,048,642	33,335	2,409,728	1,204,864	-0-	6,536,499	1,864,216
	Special Disadvantaged (Subpart 4)						
Total Grant	441,427						
Post-Secondary	147,128						
Secondary	294,299						
	Consumer and Homemaking (Subpart 5)						
Total Grant	895,798						
Post-Secondary	-0-						
Secondary	895,798						
	Limited English Speaking (To be expended from Disadvantaged Funds)						
Total Grant	8,349						
Post-Secondary	7,856						
Secondary	493						

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

TABLE 14a

		ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA NAME	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	ALAMANCE	513.50	23.00	4.00	3.50		768196	35282	6132	5369		349277
70	BURLINGTON	293.50	25.50	4.00	3.50		439076	39117	6132	5369		209869
74	ALEXANDER	176.00	29.00	5.00	4.00		278256	44486	7665	6136		118245
72	ALLEGHANY	69.50	30.50	5.00	4.50		106961	46787	7665	6903		65456
72	ANSON	215.00	26.50	4.50	4.00		330885	43719	6899	6136		150749
72	ASHE	257.00	31.50	5.00	4.50		395523	48321	7665	6903		178271
72	AVERY	107.00	30.00	5.00	4.50		164673	46020	7665	6903		87602
70	BEAUFORT	165.50	29.50	5.00	4.00		247588	45253	7665	6136		131418
70	WASHINGTON	134.50	27.00	4.50	4.00		201212	41418	6899	6136		109571
74	BERTIE	198.00	31.50	5.00	4.50		309876	48321	7665	6903		130971
74	BLADEN	264.00	31.00	5.00	4.50		417384	47554	7665	6903		168475
68	BRUNSWICK	296.00	26.00	4.50	3.50		430088	39884	6899	5369		226936
68	BUNCOMBE	941.50	24.00	4.00	3.50		1368000	36816	6132	5369		666502
68	ASHEVILLE	235.50	27.50	4.50	4.00		342182	42185	6899	6136		187013
70	BURKE	508.00	24.00	4.00	3.50		759968	36816	6132	5369		346408
70	CABARRUS	348.00	23.00	4.00	3.50		520608	35282	6132	5369		242168
70	CONCORD	114.00	28.00	4.50	4.00		170544	42952	6899	6136		97085
70	KANNAPOLIS	180.00	24.50	4.00	3.50		269280	37583	6132	5369		136442
72	CALDWELL	514.00	26.50	4.50	4.00		791046	40651	6899	6136		328507
72	CAMDEN	38.50	29.50	5.00	4.00		59252	45253	7665	6136		46008
70	CARTERET	268.00	28.00	4.50	4.00		400928	42952	6899	6136		195821
74	CASWELL	154.50	30.00	5.00	4.50		244265	46020	7665	6903		107111
68	CATAWBA	524.50	21.50	3.50	3.00		762099	32981	5366	4602		378846
68	HICKORY	167.50	25.00	4.00	3.50		243378	38350	6132	5369		137990
68	NEWTON	91.50	26.50	4.50	4.00		132950	40651	6899	6136		87829
68	CHATHAM	243.00	26.00	4.50	3.50		353079	39884	6899	5369		190697
72	CHEROKEE	129.50	30.00	5.00	4.50		199301	46020	7665	6903		101068
74	CHOWAN	95.00	33.00	5.50	5.00		150195	50622	8432	7670		78215
74	CLAY	43.00	36.00	6.00	5.00		67983	55224	9198	7670		49216
70	CLEVELAND	347.00	23.00	4.00	3.50		519112	35282	6132	5369		242526
70	KINGS MOUNTAIN	152.50	25.00	4.00	3.50		228140	38350	6132	5369		119139
70	SHELBY	164.50	25.00	4.00	3.50		246092	38350	6132	5369		126833
74	COLUMBUS	429.00	29.50	5.00	4.50		678249	45253	7665	6903		259322
74	WHITEVILLE	96.50	30.50	5.00	4.50		152567	46787	7665	6903		75162
72	CRAVEN	527.50	26.50	4.50	4.00		811823	40651	6899	6136		336587
72	CUMBERLAND	1415.50	26.50	4.50	4.00		2178455	40651	6899	6136		868055
72	FAYETTEVILLE	407.50	25.50	4.00	3.50		627143	39117	6132	5369		263574
72	CURRITUCK	91.50	30.50	5.00	4.50		135429	46787	7665	6903		72638
68	DARE	67.00	26.50	4.50	4.00		97351	40651	6899	6136		71076
70	DAVIDSON	622.50	24.00	4.00	3.50		931260	36816	6132	5369		419819
70	LEXINGTON	118.00	26.50	4.50	4.00		176528	40651	6899	6136		99663
70	THOMASVILLE	102.50	28.00	4.50	4.00		153340	42952	6899	6136		87712
68	DAVIE	183.50	22.00	3.50		3.00	266626	33748	5366		4602	146043

TABLE 14a

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1982-83
FOR SUB-PARTS 2, 3 & 5
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		ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA NAME	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	ALAMANCE	513.50	23.00	4.00	3.50		559732	34792	6037	5462		250184
70	BURLINGTON	300.00	25.50	4.00	3.50		327010	38574	6037	5462		153146
74	ALEXANDER	176.00	29.00	5.00	4.00		191846	43869	7546	6242		98418
72	ALLEGHANY	69.50	30.50	5.00	4.50		75757	46138	7546	7023		50359
72	ANSON	215.00	28.50	4.50	4.00		234357	43112	6791	6242		115894
72	ASHE	257.00	31.50	5.00	4.50		280138	47650	7546	7023		137049
72	AVERY	107.00	30.00	5.00	4.50		116633	45381	7546	7023		67375
70	BEAUFORT	165.50	29.50	5.00	4.00		180400	44625	7546	6242		93819
70	WASHINGTON	138.00	32.00	6.00	5.00		150424	48407	9055	7803		83241
74	BERTIE	196.00	31.50	5.00	4.50		213646	47650	7546	7023		108996
74	BLADEN	267.00	36.00	5.00	4.50		291039	54458	7546	7023		143718
68	BRUNSWICK	296.00	26.00	5.50	3.50		322650	39330	8300	5462		152226
68	BUNCOMBE	941.50	24.00	4.00	3.50		1026265	36305	6037	5462		447480
68	ASHEVILLE	235.50	27.50	4.50	4.00		256703	41599	6791	6242		124862
	BURKE	508.00	19.00	4.00	3.50		553736	28741	6037	5462		245815
	CABARRUS	356.50	29.00	4.00	3.50		388596	43869	6037	5462		180740
70	CONCORD	114.00	32.50	4.50	4.00		124264	49163	6791	6242		71284
70	KANNAPOLIS	180.00	24.50	4.00	3.50		196206	37061	6037	5462		97498
72	CALDWELL	514.00	26.50	4.50	4.00		560277	40087	6791	6242		252484
72	CAMDEN	33.00	29.50	5.00	4.00		35971	44625	7546	6242		32883
70	CARTERET	274.00	35.00	6.00	5.00		298669	52945	9055	7803		147167
74	CASWELL	154.50	30.00	5.00	4.50		168410	45381	7546	7023		89220
68	CATAWBA	534.50	21.50	3.50	3.00		582622	32523	5282	4682		258692
68	HICKORY	167.50	25.00	4.00	3.50		182580	37818	6037	5462		91979
68	NEWTON	94.00	25.00	4.00	3.50		102463	37818	6037	5462		58177
68	CHATHAM	243.00	26.00	4.50	3.50		264878	39330	6791	5462		127392
72	CHEROKEE	129.50	30.00		4.50		141159	45381		7023		75423
74	CHOWAN	100.50	33.50	5.50	5.00		109548	50676	8300	7803		66455
74	CLAY	43.00	36.00	2.00	5.00		46871	54458	3018	7803		39551
70	CLEVELAND	353.50	30.50	5.00	4.00		385326	46138	7546	6242		180740
70	KINGS MOUNTAIN	156.00	29.50	5.50	3.50		170045	44625	8300	5462		89450
70	SHELBY	164.50	25.00	4.00	3.50		179310	37818	6037	5462		90600
74	COLUMBUS	429.00	29.50	5.00	4.50		467624	44625	7546	7023		215232
74	WHITEVILLE	85.50	30.00	5.00	4.50		93198	45381	7546	7023		57487
72	CRAVEN	537.00	33.50	6.00	5.00		585347	50676	9055	7803		267430
72	CUMBERLAND	1445.00	26.50	4.50	4.00		1575096	40087	6791	6242		680648
72	FAYETTEVILLE	407.50	25.50	4.00	3.50		444188	38574	6037	5462		202585
72	CURRITUCK	83.00	30.50	6.50	4.50		90473	46138	9810	7023		57257
68	DARE	67.00	26.50	4.50	4.00		73032	40087	6791	6242		46910
70	DAVIDSON	622.50	24.00	4.00	3.50		678545	36305	6037	5462		300773
	LEXINGTON	118.50	26.00	4.50	4.00		129169	39330	6791	6242		70364
	THOMASVILLE	102.50	28.00	4.50	4.00		111728	42356	6791	6242		63926
68	DAVIE	186.50	22.00	3.50		3.00	203291	33280	5282		4682	98878

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TABLE 14a

		ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA NAME	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
72	DUPLIN	389.50	28.50	4.50	4.00		599441	43719	6899	6136		255187
68	DURHAM	651.00	23.00	4.00		3.50	945903	35282	6132		5369	467146
68	DURHAM CITY	379.50	23.00	3.50		3.00	551414	35282	5366		4602	280783
72	EDGECOMBE	240.00	29.50	5.00	4.50		369360	45253	7665	6903		166904
72	TARBORO	118.50	27.50	4.50	4.00		182372	42185	6899	6136		92397
68	FORSYTH	1786.00	23.00	4.00	3.50		2595058	35282	6132	5369		1243219
74	FRANKLIN	174.00	33.00	5.50	4.50		275094	50622	8432	6903		119829
74	FRANKLINTON	42.00	32.00	5.50	4.50		66402	49088	8432	6903		45966
72	GASTON	1276.00	24.00	4.00	3.50		1963764	36816	6132	5369		782476
74	GATES	53.50	33.00	5.50	5.00		84584	50622	8432	7670		53162
70	GRAHAM	68.00	33.00	5.50	5.00		101728	50622	8432	7670		72194
74	GRANVILLE	270.00	29.50	5.00	4.50		426870	45253	7665	6903		171000
72	GREENE	112.50	34.00	5.50	5.00		173138	52156	8432	7670		93876
68	GUILFORD	1007.00	20.00	3.50	3.00		1463171	30680	5366	4602		707680
68	GREENSBORO	1074.00	20.00	3.50	3.00		1560522	30680	5366	4602		753492
68	HIGH POINT	369.00	20.00	3.50	3.00		536157	30680	5366	4602		271438
74	HALIFAX	316.00	31.00	5.00	4.50		499596	47554	7665	6903		197360
74	ROANOKE RAPIDS	90.50	33.00	5.50	4.50		143081	50622	8432	6903		73446
74	WELDON	51.00	32.00	5.50	4.50		80631	49088	8432	6903		50965
74	HARNETT	445.50	26.50	4.50	4.00		704336	40651	6899	6136		266332
72	HAYWOOD	350.00	32.50	5.50	4.50		538650	49855	8432	6903		234827
70	HENDERSON	320.00	26.00	4.50	3.50		478720	39884	6899	5369		227517
70	HENDERSONVILLE	49.00	28.00	4.50	4.00		73304	42952	6899	6136		55410
72	HERTFORD	192.50	30.00	5.00	4.50		296258	46020	7665	6903		138773
74	HOKE	156.00	33.00	5.50	4.50		246636	50622	8432	6903		109830
70	HYDE	31.50	33.00	5.50	5.00		47124	50622	8432	7670		48792
70	IREDELL	395.50	23.00	4.00	3.50		591668	35282	6132	5369		273622
70	MOORESVILLE	76.00	28.00	4.50	4.00		113696	42952	6899	6136		72721
70	STATESVILLE	132.00	26.00	4.50	4.00		197472	39884	6899	6136		107310
68	JACKSON	141.00	29.00	5.00	4.00		204873	44486	7665	6136		123840
72	JOHNSTON	580.50	26.50	4.50	4.00		893390	40651	6899	6136		368307
72	JONES	98.00	32.00	5.50	4.50		150822	49088	8432	6903		83706
72	LEE	292.00	26.00	4.50	3.50		449388	39884	6899	5369		195043
70	LENOIR	380.00	28.50	4.50	4.00		568480	43719	6899	6136		267957
70	KINSTON	183.00	29.00	5.00	4.00		273768	44486	7665	6136		142309
72	LINCOLN	314.00	27.00	4.50	4.00		483246	41418	6899	6136		209105
68	MACON	127.00	29.00	5.00	4.00		184531	44486	7665	6136		114287
74	MADISON	124.00	31.50	5.00	4.50		196044	48321	7665	6903		90976
70	MARTIN	220.50	27.00	4.50	4.00		329868	41418	6899	6136		164709
70	McDOWELL	264.00	27.00	4.50	4.00		394944	41418	6899	6136		192599
68	MECKLENBURG	2922.50	21.50	3.50	3.00		4246393	32981	5366	4602		2018514
70	MITCHELL	84.50	34.50	5.50	5.00		126412	52923	8432	7670		83759
70	MONTGOMERY	154.50	26.50	4.50		4.00	231132	40651	6899		6136	122065
68	MOORE	407.00	23.00	4.00		3.50	591371	35282	6132		5369	300308

TABLE 14a

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		ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA NAME	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
72	DUPLIN	389.50	28.50	4.50	4.00		424568	43112	6791	6242		196146
68	DURHAM	596.00	23.00	4.00		3.50	649659	34792	6037		5462	288126
68	DURHAM CITY	378.50	23.00	4.00		3.50	412577	34792	6037		5462	188098
72	EDGECOMBE	240.00	29.50	3.00	4.50		261608	44625	4527	7023		127392
72	TARBORO	118.50	27.50	4.50	4.00		129169	41599	6791	6242		71054
68	FORSYTH	1786.00	23.00	4.00	3.50		1946797	34792	6037	5462		835403
74	FRANKLIN	167.50	31.00	5.50			182580	46894	8300			93819
74	FRANKLINTON	36.00	25.50	5.50	4.50		39241	38574	8300	7023		32883
72	GASTON	1276.00	24.00	4.00	3.50		1390881	36305	6037	5462		601316
74	GATES	50.00	33.50	5.50	5.00		54502	50676	8300	7803		43230
70	GRAHAM	67.50	33.50	5.50	5.00		73577	50676	8300	7803		51279
74	GRANVILLE	270.00	29.50	5.00	4.50		294309	44625	7546	7023		142108
72	GREENE	112.50	34.00	5.50	5.00		122629	51432	8300	7803		72204
68	GUILFORD	1017.00	25.00	4.50	3.50		1108563	37818	6791	5462		482892
	GREENSBORO	1074.00	20.00	3.50	3.00		1170695	30254	5282	4682		506117
	HIGH POINT	369.00	20.00	3.50	3.00		402222	30254	5282	4682		181889
74	HALIFAX	322.50	31.00	5.00	4.50		351535	46894	7546	7023		166943
74	ROANOKE RAPIDS	90.50	33.00	5.50	4.50		98648	49919	8300	7023		61396
74	WELDON	51.00	32.00	5.50	4.50		55592	48407	8300	7023		42770
74	HARNETT	445.50	26.50	4.50	4.00		485609	40087	6791	6242		220981
72	HAYWOOD	352.50	30.50	5.00	4.50		384236	46138	7546	7023		180510
70	HENDERSON	320.00	26.00	4.50	3.50		348810	39330	6791	5462		162804
70	HENDERSONVILLE	49.00	24.50	4.50	4.00		53412	37061	6791	6242		37712
72	HERTFORD	192.50	30.00	5.00	4.50		209831	45381	7546	7023		106696
74	HOKE	159.50	35.00	7.00	5.50		173860	52945	10564	8583		95199
70	HYDE	31.00	33.50	5.50	5.00		33791	50676	8300	7803		34492
70	IREDELL	395.50	23.00	4.00	3.50		431108	34792	6037	5462		195916
70	MOORESVILLE	68.00	25.00				74122	37818				42770
70	STATESVILLE	132.00	26.00	4.50	4.00		143884	39330	6791	6242		76573
68	JACKSON	144.50	33.00	5.00	4.00		157510	49919	7546	6242		85771
72	JOHNSTON	580.50	26.50	4.50	4.00		632764	40087	6791	6242		283067
72	JONES	98.00	32.00	5.50	4.50		106823	48407	8300	7023		64386
72	LEE	292.50	25.50	4.50	3.50		318834	38574	6791	5462		149927
70	LENOIR	380.00	28.50	4.50	4.00		414212	43112	6791	6242		191777
70	KINSTON	183.00	29.00	5.00	4.00		199476	43869	7546	6242		101637
72	LINCOLN	314.00	27.00	4.50	4.00		342270	40843	6791	6242		160734
68	MACON	130.50	29.00	5.00	4.00		142249	43869	7546	6242		77493
74	MADISON	121.00	33.50	5.50	5.00		131894	50676	8300	7803		75883
70	MARTIN	220.50	27.00	4.50	4.00		240352	40843	6791	6242		117734
70	McDOWELL	264.00	27.00	4.50	4.00		287768	40843	6791	6242		137739
	MECKLENBURG	2922.50	21.50	3.50	3.00		3185619	32523	5282	4682		1356927
	MITCHELL	85.00	34.50	5.50	4.50		92653	52188	8300	7023		59557
70	MONTGOMERY	155.00	26.00	4.50		4.00	168955	39330	6791		6242	87151
68	MOORE	407.00	23.00	4.00		3.50	443643	34792	6037		5462	201205

TABLE 14a

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

		ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA NAME	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	NASH	409.00	25.50	4.00	3.50		611864	39117	6132	5369		283921
72	ROCKY MOUNT	235.50	26.00	4.50	3.50		362435	39884	6899	5369		161228
68	NEW HANOVER	823.50	23.50	4.00	3.50		1196546	36049	6132	5369		585457
74	NORTHAMPTON	196.00	33.50	5.50	5.00		309876	51389	8432	7670		132588
70	ONSLOW	633.00	26.50	4.50	3.50		946968	40651	6899	5369		428523
68	ORANGE	170.00	26.50	4.50		4.00	247010	40651	6899		6136	141504
68	CHAPEL HILL	186.00	24.50	4.00		3.50	270258	37583	6132		5369	150279
72	PAMLICO	88.50	32.00	5.50	4.50		136202	49088	8432	6903		78021
72	PASQUOTANK	194.50	32.50	5.50	4.50		299336	49855	8432	6903		141760
72	PENDER	199.00	29.50	5.00	4.50		306261	45253	7665	6903		142365
74	PERQUIMANS	53.50	34.50	5.50	5.00		84594	52923	8432	7670		53971
68	PERSON	221.50	26.50	4.50	3.50		321840	40651	6899	5369		176357
72	PITT	444.50	26.50	4.50	4.00		684086	40651	6899	6136		286911
72	GREENVILLE	213.00	26.00	4.50	3.50		327807	39884	6899	5369		147762
68	POLK	77.50	28.00	4.50	4.00		112608	42952	6899	6136		79339
68	TRYON	10.50	28.00	4.50	4.00		15257	42952	6899	6136		33527
70	RANDOLPH	498.50	24.00	4.00	3.50		745756	36816	6132	5369		340317
70	ASHEBORO	148.50	26.50	4.50	4.00		222156	40651	6899	6136		118218
74	RICHMOND	365.00	29.50	5.00	4.50		577065	45253	7665	6903		223771
74	ROBESON	574.00	30.50	5.00	4.50		907494	46787	7665	6903		340406
74	FAIRMONT	78.00	34.50	5.50	5.00		123318	52923	8432	7670		67580
74	LUMBERTON	160.50	30.00	5.00	4.50		253751	46020	7665	6903		110443
74	RED SPRINGS	43.50	33.00	5.50	5.00		68774	50622	8432	7670		47607
74	ST PAULS	40.00	33.00	5.50	5.00		63240	50622	8432	7670		45663
70	ROCKINGHAM	187.50	22.00	3.50		3.00	280500	33748	5366		4602	138950
70	EDEN	167.00	23.50	4.00		3.50	249832	36049	6132		5369	127449
70	MADISON-MAYODAN	92.00	25.50	4.00		3.50	137632	39117	6132		5369	80679
70	REIDSVILLE	161.50	23.50	4.00		3.50	241604	36049	6132		5369	123923
68	ROWAN	530.00	27.00	4.00	3.50		770090	35282	6132	5369		384411
68	SALISBURY	94.50	28.00	4.50	4.00		137309	42952	6899	6136		90963
72	RUTHERFORD	412.50	25.50	4.00	3.50		634838	39117	6132	5369		266566
72	SAMPSON	334.50	28.50	4.50	4.00		514796	43719	6899	6136		222269
72	CLINTON	117.50	29.00	4.50	4.00		180833	44486	6899	6136		92693
74	SCOTLAND	249.00	28.50	4.50	4.00		393669	43719	6899	6136		158257
70	STANLY	306.00	24.50	4.00	3.50		457776	37583	6132	5369		217226
70	ALBEMARLE	67.00	28.00	4.50	4.00		100232	42952	6899	6136		66951
68	STOKES	250.00	24.00	4.00		3.50	363250	36816	6132		5369	193679
70	SURRY	327.00	27.00	4.50	4.00		489192	41418	6899	6136		232991
70	ELKIN	25.50	28.00	4.50	4.00		38148	42952	6899	6136		40344
70	MOUNT AIRY	69.50	28.00	4.50	4.00		103972	42952	6899	6136		68554
72	SWAIN	69.50	36.00	6.00	5.00		106961	55224	9198	7670		69632
68	TRANSYLVANIA	162.50	26.50	4.50	4.00		236113	40651	6899	6136		136376
72	TYRRELL	21.00	37.00	6.00	5.50		32319	56758	9198	8437		41499

TABLE 14a

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

		ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA NAME	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	NASH	409.00	25.50	4.00	3.50		445823	38574	6037	5462		203275
72	ROCKY MOUNT	239.50	28.00	5.50	4.50		261063	42356	8300	7023		127621
68	NEW HANOVER	813.50	23.50	4.00	3.50		886741	35549	6037	5462		388383
74	NORTHAMPTON	199.50	34.00	5.50	5.00		217461	51432	8300	7803		112215
70	ONSLOW	632.50	26.50	4.50	4.00		689445	40087	6791	6242		306981
68	ORANGE	173.00	24.50	4.00		3.50	188576	37061	6037		5462	94279
68	CHAPEL HILL	186.00	24.50	4.00		3.50	202746	37061	6037		5462	100258
72	PAMLICO	88.50	32.00	7.00	4.50		96468	48407	10564	7023		60706
72	PASQUOTANK	194.50	32.50	5.50	4.50		212011	49163	8300	7023		108996
72	PENDER	199.00	29.50	5.00	4.50		216916	44625	7546	7023		109456
74	PERQUIMANS	51.00	34.50	5.50	4.50		55592	52188	8300	7023		43920
68	PERSON	221.00	26.50	4.50	4.00		240897	40087	6791	6242		117734
72	PITT	445.00	26.00	4.50	4.00		485064	39330	6791	6242		220521
72	GREENVILLE	213.00	26.00	4.50	4.50		232177	39330	6791	7023		114055
	POLK	76.00	28.00	4.50	4.00		82842	42356	6791	6242		51738
[illegible]	TRYON	10.50	28.00	4.50	4.00		11445	42356	6791	6242		21615
70	RANDOLPH	498.50	24.00	4.00	3.50		543381	36305	6037	5462		243746
70	ASHEBORO	149.00	26.00	4.50	4.00		162415	39330	6791	6242		84391
74	RICHMOND	372.50	29.50	5.00	4.50		406037	44625	7546	7023		189248
74	ROBESON	574.50	30.50	5.50	4.50		626223	46138	8300	7023		282837
74	FAIRMONT	78.50	29.00	5.50	4.50		85568	43869	8300	7023		54038
74	LUMBERTON	160.50	30.00	5.00	4.50		174950	45381	7546	7023		91979
74	RED SPRINGS	42.50	27.00	5.50	5.00		46326	40843	8300	7803		36792
74	ST PAULS	39.50	33.50	5.50	5.00		43056	50676	8300	7803		38401
70	ROCKINGHAM	189.00	23.50	4.00		3.50	206016	35549	6037		5462	101177
70	EDEN	171.00	23.50	5.00		3.50	186396	35549	7546		5462	93359
70	MADISON-MAYODAN	92.00	25.50	4.00		3.50	100283	38574	6037		5462	57487
70	REIDSVILLE	161.50	23.50	4.00		3.50	176040	35549	6037		5462	88530
68	ROWAN	530.00	23.00	4.00	3.50		577717	34792	6037	5462		257772
68	SALISBURY	94.50	28.00	4.50	4.00		103008	42356	6791	6242		60247
72	RUTHERFORD	363.00	25.50	4.00	3.50		395682	38574	6037	5462		182119
72	SAMPSON	334.50	28.50	4.50	4.00		364616	43112	6791	6242		170852
72	CLINTON	101.00	9.50	5.00	4.00		110093	14371	7546	6242		54958
74	SCOTLAND	251.00	28.50	4.50	4.00		273598	43112	6791	6242		132450
70	STANLY	311.00	24.50	5.00	3.50		339000	37061	7546	5462		158205
70	ALBEMARLE	63.50	28.00	4.50	4.00		69217	42356	6791	6242		45990
68	STOKES	250.00	24.00	4.00		3.50	272508	36305	6037		5462	129461
70	SURRY	334.50	27.00	6.00	4.00		364616	40843	9055	6242		170852
70	ELKIN	26.50	28.00	4.50	5.00		28886	42356	6791	7803		29433
70	MOUNT AIRY	71.50	28.00	6.00	4.00		77937	42356	9055	6242		50359
[illegible]	SWAIN	69.00	36.50	6.00	5.00		75212	55214	9055	7803		53578
[illegible]	TRANSYLVANIA	163.00	21.00	4.50	4.00		177675	31767	6791	6242		88530
72	TYRRELL	21.50	37.00	5.50	5.50		23436	55970	8300	8583		31963

TABLE 14a

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

		ESTIMATED MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA NAME	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	UNION	465.00	23.00	4.00	3.50		675640	32282	6132	5369		316896
70	MONROE	99.00	26.50	4.50	4.00		148104	40651	6899	6136		86481
74	VANCE	294.50	31.00	5.00	4.50		465605	47554	7665	6903		185418
68	WAKE	2123.00	20.00	3.50		3.00	3084719	30680	5366		4682	1470761
74	WARREN	128.50	33.00	5.50	4.50		203159	50622	8432	6903		94554
74	WASHINGTON	131.00	30.00	5.00	4.50		207111	46020	7665	6903		94056
68	WATAUGA	174.50	27.50	4.50	4.00		253549	42185	6899	6136		143303
70	WAYNE	585.00	25.50	4.00	3.50		875160	39117	6132	5369		396762
70	GOLDSBORO	210.50	27.00	4.50	4.00		314908	41418	6899	6136		158298
72	WILKES	454.00	26.50	4.50	4.00		698706	40651	6899	6136		292597
70	WILSON	529.00	25.50	4.00	3.50		791384	39117	6132	5369		360858
70	YADKIN	226.50	27.00	4.50	4.00		338844	41418	6899	6136		168556
74	YANCEY	96.00	32.00	5.50	4.50		151776	49088	8432	6903		75962
	GRAND TOTAL	44131.00	3969.00	653.00	529.50	44.50	66239926	6085446	1010288	812253	66263	31320465

TABLE 14a

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

		ACTUAL MONTHS OF EMPLOYMENT					ACTUAL REIMBURSEMENT					
					SUB-PART 5					SUB-PART 5		
REIM. RATE	LEA NAME	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	STATE	SUB-PART 2	SUB-PART 3	EDA COUNTIES	OTHER COUNTIES	LOCAL
70	UNION	465.00	23.00	4.00	3.50		506865	34792	6037	5462		227879
70	MONROE	99.50	26.00	4.50	4.00		108458	39330	6791	6242		61626
74	VANCE	299.50	31.00	5.00	4.50		326465	46894	7546	7023		156365
68	WAKE	2133.00	25.00	4.50		3.50	2325039	37818	6791		5462	996137
74	WARREN	128.50	33.00	5.50	4.50		140069	49919	8300	7023		78872
74	WASHINGTON	131.00	30.00	5.00	4.50		142794	45381	7546	7023		78412
68	WATAUGA	174.50	27.50	4.50	4.00		190211	41599	6791	6242		96808
70	WAYNE	585.00	25.50	4.00	3.50		637669	38574	6037	5462		284217
70	GOLDSBORO	210.50	27.00	4.50	4.00		229452	40843	6791	6242		113135
72	WILKES	463.50	26.50	4.50	4.00		505230	40087	6791	6242		229259
70	WILSON	529.00	25.50	4.00	3.50		576627	38574	6037	5462		258462
70	YADKIN	226.50	27.00	4.50	4.00		246892	40843	6791	6242		120493
74	YANCEY	83.50	26.00		4.50		91018	39330		7023		52428
	GRAND TOTAL	44131.00	3969.00	659.00	528.50	45.50	48104210	6003941	994538	824790	71008	22688111

Table 14B

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT DISTRIBUTION FOR 1982-83
SUB-PART III STAFF DEVELOPMENT
SECONDARY

LEA	FEDERAL/ TOTAL
Alamance	7881
Burlington	4939
Alexander	3049
Alleghany	1145
Anson	3320
Ashe	2596
Avery	1995
Beaufort	2736
Washington	2499
Bertie	2679
Bladen	4101
Brunswick	5218
Buncombe	14890
Asheville	3096
Burke	8338
Cabarrus	6471
Concord	1846
Kannapolis	3158
Caldwell	8554
Camden	881
Carteret	4395
Caswell	2589
Catawba	8150
Hickory	2964
Newton	1888
Chatham	3863
Cherokee	2477
Chowan	1593
Clay	741
Cleveland	5773
Kings Mountain	2582
Shelby	2590
Columbus	5236
Whiteville	1868
Craven	7086
Cumberland	21207
Fayetteville	5999
Currituck	1284
Dare	1421
Davidson	10721
Lexington	2166
Thomasville	1798
Davie	3229
Duplin	5153
Durham	10886
Durham City	5160

Table 14B

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENT DISTRIBUTION FOR 1982-83
SUB-PART III STAFF DEVELOPMENT
SECONDARY

LEA	FEDERAL/ TOTAL
Alamance	7224
Burlington	4884
Alexander	3499
Alleghany	2071
Anson	3671
Ashe	3137
Avery	2686
Beaufort	3246
Washington	3090
Bertie	3268
Bladen	4163
Brunswick	5147
Buncombe	12306
Asheville	3456
Burke	7556
Cabarrus	6042
Concord	2589
Kannapolis	3571
Caldwell	7404
Camden	1893
Carteret	4611
Caswell	3162
Catawba	7194
Hickory	3446
Newton	2717
Chatham	3997
Cherokee	3074
Chowan	2385
Clay	1758
Cleveland	5510
Kings Mountain	3199
Shelby	3159
Columbus	5081
Whiteville	2647
Craven	6475
Cumberland	17330
Fayetteville	5709
Currituck	2197
Dare	2321
Davidson	9221
Lexington	2849
Thomasville	2598
Davie	3642
Duplin	5070
Durham	9484
Durham City	4941

Table 14B

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT DISTRIBUTION FOR 1982-83
SUB-PART III STAFF DEVELOPMENT
SECONDARY

LEA	FEDERAL/ TOTAL
Edgecombe	3716
Tarboro	2032
Forsyth	25112
Franklin	2927
Franklinton	878
Gaston	20119
Gates	1166
Graham	999
Granville	4553
Greene	1802
Guilford	16074
Greensboro	15359
High Point	5855
Halifax	4698
Roanoke Rapids	1709
Weldon	974
Harnett	7183
Haywood	5636
Henderson	5484
Hendersonville	1119
Hertford	2920
Hoke	2734
Hyde	640
Iredell	6313
Mooresville	1615
Statesville	2338
Jackson	2529
Johnston	9151
Jones	1126
Lee	4574
Lenoir	4014
Kinston	2842
Lincoln	5491
Macon	2389
Madison	1896
Martin	3590
McDowell	4489
Mecklenburg	45691
Mitchell	1715
Montgomery	2542
Moore	5791
Nash	6618
Rocky Mount	4180
New Hanover	12787
Northampton	3097
Onslow	8960

Table 14B

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENT DISTRIBUTION FOR 1982-83
SUB-PART III STAFF DEVELOPMENT
SECONDARY

LEA	FEDERAL/ TOTAL
Edgecombe	3966
Tarboro	2759
Forsyth	21323
Franklin	3383
Franklinton	1864
Gaston	16076
Gates	2110
Graham	1928
Granville	4556
Greene	2547
Guilford	13246
Greensboro	12699
High Point	5614
Halifax	4673
Roanoke Rapids	2421
Weldon	1930
Harnett	6660
Haywood	5609
Henderson	5294
Hendersonville	2054
Hertford	3368
Hoke	3243
Hyde	1758
Iredell	5849
Mooresville	2462
Statesville	2907
Jackson	3108
Johnston	8018
Jones	2008
Lee	4689
Lenoir	4076
Kinston	3363
Lincoln	5243
Macon	3063
Madison	2588
Martin	3763
McDowell	4467
Mecklenburg	35822
Mitchell	2432
Montgomery	3109
Moore	5650
Nash	6218
Rocky Mount	4417
New Hanover	10909
Northampton	3448
Onslow	7958

Table 14B

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT DISTRIBUTION FOR 1982-83
SUB-PART III STAFF DEVELOPMENT
SECONDARY

LEA	FEDERAL/ TOTAL
Orange	3101
Chapel Hill	3562
Pamlico	1393
Pasquotank	3281
Pender	3006
Perquimans	1093
Person	3402
Pitt	6719
Greenville	3323
Polk	1093
Tryon	406
Randolph	8554
Asheboro	2490
Richmond	5506
Robeson	8420
Fairmont	1456
Lumberton	2985
Red Springs	1021
St. Pauls	972
Rockingham	3162
Eden	2920
Madison-Mayodan	1758
Reidsville	2628
Rowan	8574
Salisbury	1627
Rutherford	6617
Sampson	4251
Clinton	1931
Scotland	4322
Stanly	4265
Albemarle	1350
Stokes	4324
Surry	5463
Elkin	684
Mt. Airy	1353
Swain	1040
Transylvania	2754
Tyrrell	438
Union	7813
Monroe	1935
Vance	4859
Wake	34971
Warren	2140
Washington	2146
Watauga	3114

Table 14B

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENT DISTRIBUTION FOR 1982-83
SUB-PART III STAFF DEVELOPMENT
SECONDARY

LEA	FEDERAL/ TOTAL
Orange	3540
Chapel Hill	3918
Pamlico	2288
Pasquotank	3757
Pender	3406
Perquimans	2039
Person	3720
Pitt	6368
Greenville	3804
Polk	2025
Tryon	1525
Randolph	7633
Asheboro	3061
Richmond	5262
Robeson	7382
Fairmont	2268
Lumberton	3505
Red Springs	1958
St. Pauls	1916
Rockingham	3533
Eden	3347
Madison-Mayodan	2526
Reidsville	3167
Rowan	7690
Salisbury	2434
Rutherford	6163
Sampson	4508
Clinton	2666
Scotland	4519
Stanly	4357
Albemarle	2249
Stokes	4490
Surry	5276
Elkin	1751
Mount Airy	2298
Swain	2015
Transylvania	3282
Tyrrell	1526
Union	7083
Monroe	2659
Vance	4791
Wake	28508
Warren	2861
Washington	2788
Watauga	3524

Table 14B

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT DISTRIBUTION FOR 1982-83
SUB-PART III STAFF DEVELOPMENT
SECONDARY

LEA	FEDERAL/ TOTAL
Wayne	8297
Goldsboro	3115
Wilkes	7028
Wilson	8380
Yadkin	3514
Yancey	1806
TOTAL	700000

Table 14B

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENT DISTRIBUTION FOR 1982-83
SUB-PART III STAFF DEVELOPMENT
SECONDARY

LEA	FEDERAL/ TOTAL
Wayne	7461
Goldsboro	3588
Wilkes	6386
Wilson	7455
Yadkin	3860
Yancey	2536
TOTAL	700000

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

Table 15

LEA NAME	SUB-PART 2 DISADVANTAGED ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 HANDICAPPED ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 WORK-STUDY ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 4 SPECIAL DISADVANTAGED ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL
ALAMANCE	13551	5420	8130	6776	2710	4065						
BURLINGTON	15116	6046	9069	7558	3023	4535						
ALEXANDER	16269	7809	8460	8134	3905	4230						
ALLEGHANY	17735	7803	9931	8867	3902	4966						
ANSON	16468	7246	9222	8234	3623	4611						
ASHE	18243	8027	10216	9122	4013	5108				12035		633
AVERY	17482	7692	9790	8741	3846	4895				12207		642
BEAUFORT	17461	6985	10477	8731	3492	5238						
WASHINGTON	16156	6463	9694	8078	3231	4847						
BERTIE	17750	8520	9230	8875	4260	4615				12035		0
BLADEN	17501	8401	9101	8751	4200	4550						
BRUNSWICK	15828	5698	10130	7914	2849	5065						
BUNCOMBE	14754	5312	9443	7377	2656	4721						
ASHEVILLE	16901	6085	10817	8451	3042	5408						
BURKE	14333	5733	8600	7166	2867	4300						
CABARRUS	13551	5420	8130	6776	2710	4065						
CONCORD	16679	6671	10007	8339	3336	5004						
KANNAPOLIS	14593	5837	8756	7296	2919	4378						
CALDWELL	15454	6800	8654	7727	3400	4327				11863		624
CAMDEN	16976	7470	9507	8488	3735	4753						
CARTERET	16679	6671	10007	8339	3336	5004				11691		1299
CASWELL	17009	8165	8845	8505	4082	4422				11863		0
CATAWBA	13146	4732	8413	6573	2366	4207						
HICKORY	15290	5505	9786	7646	2752	4893						
NEWTON	16363	5891	10472	8182	2945	5236						
CHATHAM	15828	5698	10130	7914	2849	5065						
CHEROKEE	17482	7692	9790	8741	3846	4895						
CHOWAN	18736	8994	9743	9368	4497	4871						
CLAY	20215	9703	10512	10107	4852	5256						
CLEVELAND	13551	5420	8130	6776	2710	4065						
KINGS MOUNTAIN	14854	5941	8912	7427	2971	4456						
SHELBY	14854	5941	8912	7427	2971	4456						
COLUMBUS	16764	8046	8717	8382	4023	4359						
WHITEVILLE	17255	8283	8973	8628	4141	4486						
CRAVEN	15454	6800	8654	7727	3400	4327				11863		624
CUMBERLAND	15454	6800	8654	7727	3400	4327						
FAYETTEVILLE	14696	6466	8230	7348	3233	4115						
CURRITUCK	17735	7803	9931	8867	3902	4966						
DARE	16363	5891	10472	8182	2945	5236						
DAVIDSON	14333	5733	8600	7166	2867	4300						
LEXINGTON	15636	6254	9381	7818	3127	4691						
THOMASVILLE	16679	6671	10007	8339	3336	5004						
DAVIE	13414	4829	8585	6707	2414	4292						
DUPLIN	16468	7246	9222	8234	3623	4611						
DURHAM	13949	5022	8928	6975	2511	4464						
DURHAM CITY	14219	5119	9100	7110	2559	4550						

Table 15

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

LEA NAME	SUB-PART 2 DISADVANTAGED ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL	HANDICAPPED ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL	WORK-STUDY ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 4 SPECIAL DISADVANTAGED ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL
ALAMANCE	27529	11012	16517	9166	3666	5499	2205		945			
BURLINGTON	15419	6167	9251	7709	3084	4625	5802		2487			
ALEXANDER	16595	7965	8629	8297	3983	4314	2922		1027			
ALLEGHANY	27465	12085	15380	9045	3980	5065	8416		3273			
ANSON	16798	7391	9406	8399	3696	4703	0		0			
ASHE	9581	4215	5365	14165	6233	7932	5002		1945	30258		1593
AVERY	17832	7846	9985	8916	3923	4992	1309		509	27433		1444
BEAUFORT	17811	7124	10686	3906	1562	2343	0		0			
WASHINGTON	37908	15163	22744	18954	7582	11372	3302		1415			
BERTIE	18105	8691	9414	9053	4345	4707	3202		1125	20258		0
BLADEN	31366	15055	16310	15682	7528	8154	0		0			
BRUNSWICK	20924	7533	13391	8440	3039	5401	959		451			
BUNCOMBE	33835	12180	21654	8721	3139	5581	4844		2280			
ASHEVILLE	17240	6206	11033	8620	3103	5516	1521		716			
BURKE	14620	5848	8772	7310	2924	4386	4623		1981			
CABARRUS	30250	12100	18150	16196	6479	9717	12830		5499			
CONCORD	22799	9119	13679	8506	3403	5103	2830		1213			
KANNAPOLIS	14886	5954	8931	7443	2977	4465	916		393			
C[illegible]	8370	3683	4687	7347	3233	4114	1227		477	12083		636
C[illegible]	8676	3818	4858	8658	3810	4848	1816		706			
CARTERET	17013	6805	10207	12912	5165	7747	1973		846	19908		2212
CASWELL	10728	5149	5578	6293	3021	3272	988		347	12083		0
CATAWBA	32318	11635	20683	12224	4400	7823	4142		1949			
HICKORY	15596	5615	9981	7799	2807	4991	816		384			
NEWTON	15596	5615	9981	7799	2807	4991	0		0			
CHATHAM	16145	5812	10332	8073	2906	5166	4807		2262			
CHEROKEE	11492	5057	6435	5747	2528	3218	930		362			
CHOWAN	25868	12417	13451	9555	4587	4968	3887		1366			
CLAY	0	0	0	10309	4949	5360	1031		362			
CLEVELAND	23457	9383	14074	12443	4977	7465	1393		597			
KINGS MOUNTAIN	16519	6608	9911	8233	3293	4939	1688		723			
SHELBY	21727	8691	13036	7576	3030	4545	1080		463			
COLUMBUS	17775	8532	9243	9225	4428	4797	973		342			
WHITEVILLE	10813	5190	5622	8801	4224	4576	859		302			
CRAVEN	58958	25941	33016	28603	12585	16017	1399		544	13283		699
CUMBERLAND	93457	41121	52335	47531	20913	26617	20930		8139			
FAYETTEVILLE	14990	6596	8394	7495	3298	4197	802		312			
CURRITUCK	27118	11932	15186	22240	9785	12454	4887		1901			
DARE	16691	6009	10682	8346	3004	5341	1402		660			
DAVIDSON	18191	7277	10914	7310	2924	4386	851		365			
LEXINGTON	15949	6380	9569	5474	2190	3284	1463		627			
THOMASVILLE	17013	6805	10207	8506	3403	5103	773		331			
DAVIE	16256	5852	10403	9047	3257	5790	4187		1970			
DUPLIN	48176	21198	26978	8399	3696	4703	969		377			
DU[illegible]	14228	5122	9105	7114	2561	4552	802		377			
[illegible] CITY	14504	5221	9282	7252	2611	4641	873		411			

Table 15

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

LEA NAME	SUB-PART 2 DISADVANTAGED ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 HANDICAPPED ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 WORK-STUDY ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 4 SPECIAL DISADVANTAGED ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL
EDGECOMBE	17229	7581	9648	8615	3790	4824				12379		652
TARBORO	15963	7023	8939	7981	3512	4470						
FORSYTH	13949	5022	8928	6975	2511	4464						
FRANKLIN	18488	8874	9614	9244	4437	4807						
FRANKLINTON	17996	8638	9358	8998	4319	4679						
GASTON	13935	6131	7803	6967	3066	3902						
GATES	18736	8994	9743	9368	4497	4871						
GRAHAM	19807	7923	11884	9904	3961	5942				12723		1414
GRANVILLE	16764	8046	8717	8382	4023	4359						
GREENE	19228	9230	9999	9614	4615	4999				13067		0
GUILFORD	12340	4443	7898	6170	2221	3949						
GREENSBORO	12340	4443	7898	6170	2221	3949						
HIGH POINT	12340	4443	7898	6170	2221	3949						
HALIFAX	17501	8401	9101	8751	4200	4550				12551		0
ROANOKE RAPIDS	18488	8874	9614	9244	4437	4807						
WELDON	17996	8638	9358	8998	4319	4679				11863		0
HARNETT	15036	7218	7819	7518	3609	3909						
HAYWOOD	19284	7714	11571	9642	3857	5785				13067		1452
HENDERSON	15828	5698	10130	7914	2849	5065						
HENDERSONVILLE	17169	6181	10988	8585	3090	5494						
HERTFORD	17482	7692	9790	8741	3846	4895						
HOKE	18488	8874	9614	9244	4437	4807				13239		0
HYDE	20390	7340	13049	10195	3670	6525						
IREDELL	13551	5420	8130	6776	2710	4065						
MOORESVILLE	16679	6671	10007	8339	3336	5004						
STATESVILLE	15636	6254	9381	7818	3127	4691						
JACKSON	17704	6374	11331	8852	3187	5665						
JOHNSTON	15454	6800	8654	7727	3400	4327						
JONES	17996	8638	9358	8998	4319	4679						
LEE	15376	6150	9225	7688	3075	4613						
LENOIR	16468	7246	9222	8234	3623	4611						
KINSTON	16721	7357	9364	8360	3679	4682						
LINCOLN	15708	6911	8796	7853	3456	4398						
MACON	17704	6374	11331	8852	3187	5665						
MADISON	17750	8520	9230	8875	4260	4615						
MARTIN	16156	6463	9694	8078	3231	4847						
McDOWELL	16156	6463	9694	8078	3231	4847						
MECKLENBURG	13146	4732	8413	6573	2366	4207						
MITCHELL	20587	8235	12352	10294	4117	6176				12551		1395
MONTGOMERY	15636	6254	9381	7818	3127	4691						
MOORE	13949	5022	8928	6975	2511	4464						
NASH	15116	6046	9069	7558	3023	4535						
ROCKY MOUNT	14949	6577	8371	7474	3289	4186						
NEW HANOVER	14487	5215	9272	7243	2608	4636						
NORTHAMPTON	18982	9112	9871	9491	4556	4935						
ONSLOW	15896	6358	9537	7948	3179	4769						
ORANGE	16096	5794	10301	8048	2897	5151						
CHAPEL HILL	15022	5408	9614	7511	2704	4807						

STATE BOARD OF EDUCATION
ACTUAL ALLOTMENTS BASED ON FORMULAS FOR 1982-83
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Table 15

LEA NAME	SUB-PART 2 DISADVANTAGED ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 HANDICAPPED ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 WORK-STUDY ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 4 SPECIAL DISADVANTAGED ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL
EDGECOMBE	17574	7733	9841	8787	3866	4920	5031		1957	14608		769
TARBORO	16282	7164	9117	8141	3582	4558	1848		719			
FORSYTH	48801	17569	31232	67496	24299	43197	0		0			
FRANKLIN	15142	7268	7873	6030	2895	3135	1016		357			
FRANKLINTON	18356	8811	9545	9178	4406	4772	0		0			
GASTON	14214	6254	7959	7107	3127	3979	902		351			
GATES	19111	9174	9937	9555	4587	4968	4973		1747			
GRAHAM	12532	5013	7519	10101	4041	6060	1820		780	12959		1440
GRANVILLE	19802	9505	10297	8549	4104	4445	973		342			
GREENE	13870	6657	7212	9807	4707	5099	1088		382	13309		0
GUILFORD	24352	8767	15585	15485	5574	9910	1487		700			
GREENSBORO	17588	6331	11256	6293	2266	4027	1488		700			
HIGH POINT	12588	4531	8056	6293	2266	4027	3000		1412			
HALIFAX	31366	15055	16310	12304	5906	6398	2545		894	17784		0
ROANOKE RAPIDS	18858	9052	9806	9429	4526	4903	959		337			
WELDON	6194	2973	3220	5769	2769	2999	2098		737	11083		0
HARNETT	38986	18714	20272	12399	5951	6447	9402		3303			
HAYWOOD	18607	7443	11164	9304	3721	5582	1669		715	13309		1479
SON	16145	5812	10332	8073	2906	5166	1689		795			
ERSONVILLE	15627	5626	10001	4412	1588	2823	716		337			
HERTFORD	17832	7846	9985	12388	5451	6937	1959		762			
HOKE	28993	13917	15076	11118	5337	5781	8602		3022	14484		0
HYDE	12405	4466	7939	7113	2560	4552	887		417			
IREDELL	7079	2832	4247	5040	2016	3024	0		0			
MOORESVILLE	9156	3662	5493	8506	3403	5103	802		344			
STATESVILLE	15949	6380	9569	7974	3190	4784	830		356			
JACKSON	8990	3236	5753	6871	2474	4397	830		391			
JOHNSTON	19236	8464	10772	25243	11107	14136	0		0			
JONES	19707	9460	10247	10530	5054	5475	0		0			
LEE	19969	7988	11981	21414	8565	12848	1816		778			
LENOIR	16798	7391	9406	8399	3696	4703	1697		660			
KINSTON	17056	7504	9551	8528	3752	4775	1416		551			
LINCOLN	16022	7049	8972	15858	6978	8880	1087		423			
MACON	18059	6501	11557	9029	3251	5778	1859		875			
MADISON	19111	9174	9937	9555	4587	4968	4261		1497			
MARTIN	16479	6592	9887	8240	3296	4944	917		393			
McDOWELL	16479	6592	9887	8240	3296	4944	4445		1905			
MECKLENBURG	34496	12418	22077	13794	4966	8828	0		0			
MITCHELL	20642	8257	12385	10356	4143	6213	1945		834	12584		1398
MONTGOMERY	1913	765	1147	7862	3145	4717	0		0			
MOORE	14228	5122	9105	7114	2561	4552	8161		3840			
NASH	15419	6167	9251	7709	3084	4625	1945		834			
ROCKY MOUNT	15248	6709	8538	7624	3355	4269	1673		651			
NEW HANOVER	13307	4790	8516	7388	2660	4728	0		0			
N MPTON	46389	22267	24122	9681	4647	5034	1375		483			
[illegible]	35520	14208	21312	13626	5451	8175	2104		902			
ORANGE	15324	5516	9807	7662	2758	4903	1975		929			
CHAPEL HILL	15324	5516	9807	7662	2758	4903	4216		1984			

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LEA NAME	SUB-PART 2 DISADVANTAGED ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 HANDICAPPED ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 WORK-STUDY ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 4 SPECIAL DISADVANTAGED ESTIMATED FUNDS ALLOTTED FEDERAL	STATE	LOCAL
PAMLICO	18496	8138	10358	9248	4069	5179						
PASQUOTANK	18749	8249	10499	9374	4125	5250				13411		706
PENDER	17229	7581	9648	8615	3790	4824						
PERQUIMANS	19474	9348	10127	9737	4674	5063				12551		0
PERSON	16363	5891	10472	8182	2945	5236						
PITT	15201	6689	8513	7601	3344	4256						
GREENVILLE	14949	6577	8371	7474	3289	4186						
POLK	17169	6181	10988	8585	3090	5494						
TRYON	17169	6181	10988	8585	3090	5494						
RANDOLPH	14333	5733	8600	7166	2867	4300						
ASHEBORO	15636	6254	9381	7818	3127	4691						
RICHMOND	16764	8046	8717	8382	4023	4359						
ROBESON	17255	8283	8973	8628	4141	4486				13411		0
FAIRMONT	19474	9348	10127	9737	4674	5063				13239		0
LUMBERTON	17009	8165	8845	8505	4082	4422						
RED SPRINGS	18736	8994	9743	9368	4497	4871				12035		0
ST PAULS	18736	8994	9743	9368	4497	4871						
ROCKINGHAM	13031	5212	7818	6515	2606	3909						
EDEN	14073	5629	8444	7036	2815	4222						
MADISON-MAYODAN	15116	6046	9069	7558	3023	4535						
REIDSVILLE	14073	5629	8444	7036	2815	4222						
ROWAN	13949	5022	8928	6975	2511	4464						
SALISBURY	17169	6181	10988	8585	3090	5494						
RUTHERFORD	14696	6466	8230	7348	3233	4115						
SAMPSON	16468	7246	9222	8234	3623	4611						
CLINTON	16721	7357	9364	8360	3679	4682						
SCOTLAND	16023	7691	8332	8011	3846	4166				12551		0
STANLY	14593	5837	8756	7296	2919	4378						
ALBEMARLE	16679	6671	10007	8339	3336	5004						
STOKES	14754	5312	9443	7377	2656	4721						
SURRY	16156	6463	9694	8078	3231	4847						
ELKIN	16679	6671	10007	8339	3336	5004						
MOUNT AIRY	16679	6671	10007	8339	3336	5004						
SWAIN	20776	9142	11635	10388	4571	5817				13067		688
TRANSYLVANIA	16096	5794	10301	8048	2897	5151						
TYRRELL	21535	9475	12059	10767	4738	6030				13927		733
UNION	13551	5420	8130	6776	2710	4065						
MONROE	15636	6254	9381	7818	3127	4691						
VANCE	17501	8401	9101	8751	4200	4550						
WAKE	12340	4443	7898	6170	2221	3949						
WARREN	18488	8874	9614	9244	4437	4807						
WASHINGTON	17009	8165	8845	8505	4082	4422						
WATAUGA	16901	6085	10817	8451	3042	5408						
WAYNE	15116	6046	9069	7558	3023	4535						
GOLDSBORO	16156	6463	9694	8078	3231	4847						
WILKES	15454	6800	8654	7727	3400	4327						
WILSON	15116	6046	9069	7558	3023	4535						
YADKIN	16156	6463	9694	8078	3231	4847						
YANCEY	17996	8638	9358	8998	4319	4679						
TOTALS	2330357	979834	1350522	1165181	489914	675264	0			289189		10862

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

Table 15

LEA NAME	SUB-PART 2 DISADVANTAGED ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 HANDICAPPED ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 2 WORK-STUDY ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL	SUB-PART 4 SPECIAL DISADVANTAGED ACTUAL FUNDS ALLOTTED FEDERAL	STATE	LOCAL
PAMLICO	18866	8301	10564	6656	2928	3727	1430		556			
PASQUOTANK	19124	8414	10709	9562	4207	5354	2101		817	21659		1140
PENDER	17574	7733	9841	8787	3866	4920	945		368			
PERQUIMANS	19864	9535	10329	9932	4767	5164	4045		1421	20784		0
PERSON	16691	6009	10682	8346	3004	5341	1445		680			
PITT	23284	10245	13039	10808	4756	6052	955		371			
GREENVILLE	18546	8160	10385	7624	3355	4269	2880		1120			
POLK	17513	6305	11208	8757	3152	5604	2293		1079			
TRYON	13837	4981	8855	0	0	0	716		337			
RANDOLPH	14620	5848	8772	7310	2924	4386	4102		1758			
ASHEBORO	15949	6380	9569	10974	4390	6584	830		356			
RICHMOND	20478	9829	10648	11252	5401	5851	1473		518			
ROBESON	25966	12464	13502	14713	7062	7650	0		0	16159		0
FAIRMONT	17837	8562	9275	9932	4767	5164	0		0	15484		0
LUMBERTON	17350	8328	9022	8675	4164	4511	1930		678			
RED SPRINGS	1000	480	520	4731	2271	2460	1002		352	16258		0
ST PAULS	19111	9174	9937	9555	4587	4968	1973		693			
ROCKINGHAM	14355	5742	8613	7177	2871	4306	0		0			
	16498	6599	9898	9320	3728	5592	1773		760			
ON-MAYODAN	15419	6167	9251	7709	3084	4625	1773		760			
REIDSVILLE	14355	5742	8613	7177	2871	4306	1568		672			
ROWAN	14228	5122	9105	0	0	0	830		391			
SALISBURY	17513	6305	11208	8757	3152	5604	802		377			
RUTHERFORD	14990	6596	8394	7495	3298	4197	2945		1145			
SAMPSON	30687	13502	17184	8399	3696	4703	902		351			
CLINTON	12550	5522	7028	0	0	0	522		203			
SCOTLAND	18371	8818	9552	8172	3923	4249	6045		2124	17784		0
STANLY	16357	6543	9814	22078	8831	13246	2345		1005			
ALBEMARLE	17013	6805	10207	8506	3403	5103	0		0			
STOKES	15050	5418	9632	16349	5885	10463	968		456			
SURRY	22194	8877	13316	16811	6725	10086	2595		1112			
ELKIN	20584	8234	12350	11006	4403	6603	2716		1164			
MOUNT AIRY	18441	7377	11064	8649	3460	5189	2716		1164			
SWAIN	19257	8473	10783	4033	1774	2258	5588		2173	25309		1332
TRANSYLVANIA	16418	5911	10507	8209	2955	5253	4202		1977			
TYRRELL	21966	9665	12300	10983	4833	6150	1159		451	14185		747
UNION	13821	5529	8292	6911	2764	4146	1400		600			
MONROE	9372	3749	5623	7974	3190	4784	3830		1641			
VANCE	17852	8569	9283	12258	5884	6374	2094		736			
WAKE	180268	64897	115371	6293	2266	4027	10613		4994			
WARREN	28993	13917	15076	9429	4526	4903	1316		462			
WASHINGTON	17350	8328	9022	8675	4164	4511	3373		1185			
WATAUGA	17240	6206	11033	8620	3103	5516	0		0			
WAYNE	15419	6167	9251	7709	3084	4625	0		0			
BORO	16479	6592	9887	8240	3296	4944	1230		527			
W	29653	13047	16605	9965	4385	5580	3239		1260			
WILSON	15419	6167	9251	7709	3084	4625	915		392			
YADKIN	16479	6592	9887	8240	3296	4944	2718		1165			
YANCEY	13682	6568	7114	4516	2168	2348	959		337			
TOTALS	2927595	1219853	1707678	1432858	599369	833436	324393	0	132845	393048	0	14889

TABLE 16

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

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

TABLE 17

ALLOTMENTS OF FEDERAL AND REQUIRED
MATCHING FUNDS BY PURPOSE
FY 1983
POSTSECONDARY AND ADULT

	Disadv.	Hand.	Sub. 2	Sub. 3	Sub. 4	Total	% Fed. Funds
Anson Tech. College	15,537	7,768	38,655	9,474	1,163	72,597	51
Asheville-Buncombe T.C.	55,624	27,812	138,394	33,922		255,752	47
Beaufort Co. C.C.	24,498	12,249	60,950	14,940		112,637	55
Bladen Tech. College	15,397	7,698	38,307	9,388	1,149	71,939	47
Blue Ridge Tech. Coll.	30,926	15,463	76,944	18,860	2,312	144,505	47
Brunswick Tech. College	15,062	7,531	37,473	9,184	1,119	70,369	55
Caldwell C.C. & T.I.	40,068	20,034	99,690	24,436	2,989	187,217	45
Cape Fear T.Institute	95,413	47,706	237,390	58,188	7,112	445,809	53
Carteret Tech. College	26,513	13,257	65,964	16,168	1,973	123,875	49
Catawba Valley T.C.	60,030	30,015	149,355	36,608	4,476	280,484	55
Central Carolina T.C.	77,008	38,504	191,599	46,964	5,743	359,818	55
Central Piedmont C.C.	153,925	76,962	382,973	93,872	11,486	719,218	51
Cleveland Co. T.I.	32,418	16,209	80,658	19,770	2,415	151,470	53
Coastal Carolina C.C.	53,844	26,922	133,966	32,836	4,020	251,588	45
Coll. of the Albemarle	27,055	13,528	67,316	16,500	2,017	126,416	45
Craven Community Coll.	29,604	14,802	73,657	18,054	2,209	138,326	45
Davidson Co. C.C.	36,419	18,210	90,612	22,210	2,709	170,160	47
Durham Tech. Institute	62,692	31,346	155,978	38,234	4,683	292,933	53
Edgecombe Tech. Inst.	40,762	20,381	101,417	24,858	3,033	190,451	47
Fayetteville T. Inst.	153,353	76,677	381,550	93,522	11,441	716,543	47
Forsyth Tech. Inst.	78,028	39,014	194,137	47,586		358,765	53
Gaston College	46,588	23,294	115,912	28,412	3,475	217,681	47
Guilford Tech. Inst.	105,142	52,571	261,599	64,122		483,434	55
Halifax Co. C.C.	23,514	11,757	58,502	14,338	1,752	109,863	45
Haywood Tech. College	42,646	21,323	106,105	26,008	3,181	199,263	51
Isothermal C.Coll.	24,008	12,004	59,732	14,642	1,796	112,182	49
James Sprunt T.Coll.	27,039	13,519	67,272	16,490	2,017	126,337	49
Johnston Co.T. Inst.	50,442	25,221	125,501	30,760		231,924	49
Lenoir Co. C. Coll.	49,735	24,868	123,744	30,332	3,711	232,390	47
Martin Comm. College	16,017	8,008	39,850	9,770	1,193	74,838	53
Mayland Tech. Coll.	26,173	13,087	65,120	15,962	1,958	122,300	51
McDowell Tech. Coll.	16,258	8,129	40,452	9,916	1,207	75,962	53
Mitchell Comm. College	22,228	11,114	55,308	13,558	1,663	103,871	51
Montgomery Tech. Inst.	12,453	6,226	30,984	7,594	928	58,185	53
Nash Tech. Institute	26,762	13,381	66,574	16,322	2,003	125,042	51
Pamlico Tech. College	5,708	2,853	14,204	3,482	427	26,674	51
Piedmont Tech. College	22,552	11,275	56,112	13,754	1,679	105,372	55
Pitt Community College	62,981	31,491	156,702	38,408	4,697	294,279	47
Randolph Tech. College	28,211	14,106	70,194	17,206	2,106	131,823	49
Richmond Tech. Inst.	38,404	19,203	95,554	23,422	2,873	179,456	45
Roanoke-Chowan T.I.	19,807	9,904	49,284	12,082	1,473	92,550	49
Robeson Tech. Inst.	49,026	24,514	121,982	29,900	3,652	229,074	45
Rockingham Comm. Coll.	22,332	11,166	55,564	13,620	1,664	104,346	53
Rowan Tech. College	47,968	23,984	119,348	29,254	3,578	224,132	49
Sampson Tech. College	26,921	13,460	66,982	16,418	2,003	125,784	49
Sandhills C. College	40,090	20,044	99,746	24,450		184,330	55
Southeastern C.Coll.	35,226	17,613	87,644	21,484	2,621	164,588	45
Southwestern Tech. C.	32,901	16,450	81,860	20,066		151,277	55
Stanly Tech. College	28,028	14,014	69,736	17,094	2,091	130,963	51
Surry Comm. College	35,973	17,986	89,504	21,938	2,680	168,081	49
Tech. Coll. of Alamance	53,765	26,882	133,772	32,790	4,005	251,214	51
Tri-County Comm. Coll.	18,496	9,248	46,020	11,282	1,384	86,430	53
Vance-Granville C.C.	27,729	13,865	68,994	16,912	2,062	129,562	45
Wake Tech. College	50,582	25,291	125,852	30,848		232,573	53
Wayne Comm. College	53,608	26,805	133,384	32,696	4,005	250,498	49
Western Piedmont C.C.	29,248	14,624	72,772	17,838	2,179	136,661	51
Wilkes Comm. College	35,973	17,987	89,504	21,938	2,680	168,082	47
Wilson Co. Tech. Inst.	32,696	16,349	81,352	19,938	2,460	152,795	51
Total	2,411,406	1,205,704	5,999,706	1,470,620	147,252	11,234,688	

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 is based on all "program leavers" and all "program completers." The surveys conducted one year after student exits request that former students provide status information including training and/or employment and employers. Employers will then be surveyed. Leavers and completers will be contacted again after 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, and a longitudinal report on employment experience. These files will be maintained in The Management Information Systems Division of the State Agency.

Status of Students Followed Up in FY83

Students followed up in FY 1983 were completers or leavers during 1981-82. Data provided by the Management Information Systems Division of the State Department of Education for the federal follow-up report dated November 30, 1983, reflects the status of students, and are shown in Table 19, on the following page.

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) satisifies 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 of 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.

STATUS OF STUDENTS FOLLOWED UP IN FY1983

TABLE 18

Number and percent of student follow-up returns by program area:

Program Area	Number	Percent of Total
Agriculture	698	8%
Business & Office	2724	31%
Health Occupations	567	6%
Home Economics-Occupational	930	10%
Marketing & Distributive Education	1099	12%
Trade & Industrial Ed.	2969	33%
TOTAL	8987	100%

TABLE 19

Status of student respondents by program area and overall skill development areas:

Status	Program Areas													
	All Respondents in Skill Dev.		AG		BOE		HO		HE-O		MDE		T&I	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Military	253	3%	38	5%	22	1%	5	1%	4		28	2%	156	5%
Employed-Related	2594	29%	177	25%	858	32%	98	17%	197	21%	405	37%	859	29%
Employed-Not Related	1499	17%	137	20%	319	12%	66	12%	137	15%	193	18%	647	22%
Pursuing Additional Education	1554	17%	108	16%	582	21%	148	26%	154	17%	158	14%	404	14%
Unemployed	849	9%	77	11%	219	8%	53	9%	191	21%	83	8%	226	7%
Not In Labor Force	266	3%	19	3%	62	2%	24	4%	75	8%	33	3%	53	2%
Not Known	1972	22%	142	20%	662	24%	173	31%	172	18%	199	18%	624	21%
TOTAL	8987	100%	698	100%	2724	100%	567	100%	930	100%	1099	100%	2969	100%

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 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 additonal emphasis or modification;
- Give visibility to innovative programs and practices;
- Provide an opportunity for exchange of ideas and information about vocational education program managements; 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, employers 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 report in the Local Education Agency Vocational Education Annual Application for State/Federal Funding the year following the review.

Program Reviews for FY1983

During FY83, 32 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 FY83 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 FY1983 Program Review are shown in Table 19a & b.

TABLE 19a

PROGRAM REVIEW FY1983
INVOLVEMENT BY THE
32 PARTICIPATING LOCAL EDUCATIONAL AGENCIES

EVALUATION ELEMENT	GROUP INVOLVED	NUMBER RESPONDENTS
Planning	Local Vocational Directors	32
Vocational Development	Guidance Personnel	62
Instructional - Regular	Vocational Teachers	1,413
Instructional - Disadvantaged/ Handicapped	Personnel paid from special funds for Disadvantaged/ Handicapped	58
TOTAL		1,565

Participation of Instructional Personnel in Regular Programs by Program Area:

Pre-Vocational Education	149
Agricultural Education	142
Business Office Education	253
Marketing & Distributive Education	57
Health Occupations Education	30
Home Economics Education	374
Industrial Arts Education	121
Trade & Industrial Education	287
	1,413

RESULTS OF THE FY83 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. 1982-83

TABLE 19b

Element	Mean Score Criterion		Mean Score Standard
Administration Element		(N=32)	
1. Planning	1.12		1.16
2. Advisory Groups/Relevant Others	1.32		1.17
3. Documentation of Policies/Procedures/Plans	1.12		1.14
4. Implementation of Policies/Procedures/Plans	1.12		1.25
5. Fiscal	1.03		1.10
6. Evaluation	1.48		1.43
7. Information Collection	1.15		1.20
8. Professional Development	1.09		1.23
9. Equity	1.18		1.30
OVERALL MEAN SCORE		1.23	
Vocational Development Element		(N=62)	
1. Student Eligibility, Enrollment	1.08		1.21
2. Guidance, Counseling, Placement	1.26		1.32
3. Equity	1.20		1.22
4. Job Placement Activities	1.69		1.60
OVERALL MEAN SCORE		1.35	
Instructional Program: Disadvantaged/Handicapped		(N=58)	
1. This program is based on current and projected occupational opportunities and students interests and needs.	1.10		1.15
2. Proper procedures are used to enroll only those students eligible for participation in this program.	1.19		1.18
3. Established program admission procedures are in evidence and facilitate accomplishment of program competencies.	1.16		1.17
4. Adequate provisions exist to promote sex equity and to eliminate sex bias, stereotyping, and discrimination.	1.13		1.12
5. Program competencies are used to encompass sufficient scope.	1.17		1.16
6. Organized learning experiences are provided to meet program competencies.	1.18		1.11
7. Organized cooperative learning experiences are provided to meet program competencies.	1.30		1.16
8. Adequate and appropriate provisions exist to accommodate disadvantaged students.	1.11		1.10
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.	1.14		1.12
11. Tools and equipment are fully operational and are used to meet program competencies.	1.06		1.09
12. The facility provides space and learning stations to meet program competencies.	1.20		1.15
13. Adequate provisions exist for the safety and health of students and teachers.	1.11		1.18
14. The student-teacher ratio permits each student to attain program competencies.	1.18		1.15
15. Supervisory, administrative, and consultative personnel provide assistance for program improvement.	1.17		1.18
OVERALL MEAN SCORE		1.14	

RESULTS OF THE FY83 PROGRAM REVIEW

Program Review Data Analysis by Standard and Criterion Statement for EACH Element in the Program Review Process. Expressed by mean scores - criteria/mean score/standard. 1982-83 (Continued)

TABLE 19b

	Element	Mean Score Criterion	Mean Score Standard
Instructional Program: Regular		(N=1,413)	
1.	This program is based on current and projected occupational opportunities and student interests and needs.	1.36	1.38
2.	Curriculum relevance is maintained by advice and support from business, industry, and the community.	1.82	1.80
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.	1.18	1.19
4.	Students are provided necessary information and assistance to make occupational and educational decisions appropriate to their needs and interests.	1.29	1.29
5.	Established program admission procedures are in evidence and facilitate accomplishment of program competencies.	1.21	1.25
6.	The vocational student organization is maintained as an integral part of this program.	1.72	1.69
7.	Adequate provisions exist to promote sex equity and to eliminate sex bias, stereotyping, and discrimination.	1.20	1.23
8.	Program competencies are used and encompass sufficient scope.	1.24	1.26
9.	Organized learning experiences are provided to meet program competencies.	1.14	1.17
10.	Organized cooperative learning experiences are provided to meet program competencies.	1.28	1.26
11.	Adequate and appropriate provisions exist to accommodate disadvantaged students.	1.23	1.22
12.	Adequate and appropriate provisions exist to accommodate handicapped students.	1.31	1.33
13.	Instructional materials and consumable supplies are adequate and appropriate to meet program competencies.	1.28	1.29
14.	Tools and equipment are fully operational are used to meet program competencies.	1.34	1.31
15.	The facility provides space and learning stations to meet program competencies.	1.38	1.37
16.	Adequate provisions exist for the safety and health of students and teachers.	1.31	1.33
17.	The student-teacher ratio permits each student to attain program competencies.	1.24	1.32
18.	Supervisory, administrative, and consultative personnel provide assistance for program competencies.	1.23	1.24
OVERALL MEAN SCORE		1.35	

Table: 19c

PRIORITY AREAS FOR IMPROVEMENT BASED ON ASSESSMENT OF STANDARDS IN PROGRAM REVIEW FOR FY 1983

Priorities are determined by mean scores of standards and are shown in order of most to least improvement.

Planning Element (N=32 Local Vocational Directors)

Priority	Standard Number	Standard	Mean Score
1	6	Evaluation	1.43
2	9	Equity	1.30
3	4	Implementation of policies/procedures/plans	1.25
4	8	Professional development	1.23
5	7	Information collection	1.20
6	2	Advisory groups/relevant others	1.17
7	1	Planning	1.16
8	3	Documentation of policies/procedures/plans	1.10
9	5	Fiscal	1.10

Vocational Development (N=62 Guidance and Job Placement Personnel)

Priority	Standard Number	Standard	Mean Score
1	4	Job Placement activities	1.60
2	2	Guidance, counseling, placement	1.32
3	3	Equity	1.22
4	1	Student eligibility, enrollment	1.21

Instructional Element - Disadvantaged/Handicapped (N=58 Vocational Personnel in Special Programs/Services)

Priority	Standard Number	Standard	Mean Score
1	2	Proper procedures are used to enroll only those students eligible for participation in this program	1.18
2	13	Adequate provisions exist for the safety and health of students and teacher	1.18
3	15	Supervisory, administrative, and consultative personnel provide assistance for program improvement	1.18
4	3	Establish program admission procedures are in evidence and facilitate accomplishment of program competencies	1.17
5	5	Program competencies are used to encompass sufficient scope	1.16
6	7	Organized cooperative learning experiences are provided to meet program competencies	1.16
7	1	This program is based on current and projected occupational opportunities and student interests and needs	1.15

Instructional Element - Disadvantaged/Handicapped Continued

Priority	Standard Number	Standard	Mean Score
8	12	The facility provides space and learning stations to meet program competencies	1.15
9	14	The student-teacher ratio permits each student to attain program competencies	1.15
10	4	Adequate provisions exist to promote sex equity and to eliminate sex bias, stereotyping, and discrimination	1.12
11	10	Instructional materials and consumable supplies are adequate and appropriate to meet program competencies	1.12
12	6	Organized learning experiences are provided to meet program competencies	1.11
13	8	Adequate and appropriate provisions exist to accommodate disadvantaged students	1.10
14	11	Tools and equipment are fully operational and used to meet program competencies	1.09
15	9	Adequate and appropriate provisions exist to accommodate handicapped students	1.05

Instructional Element - Regular (N=1,413 Vocational Teachers in Regular Programs)

Priority	Standard Number	Standard	Mean Score
1	2	Curriculum relevance is maintained by advice and support from business, industry, and the community	1.80
2	6	The vocational student organization is maintained as an integral part of this program	1.69
3	1	This program is based on current and projected occupational opportunities and student interests and needs	1.38
4	15	The facility provides space and learning stations to meet program competencies	1.37
5	12	Adequate and appropriate provisions exist to accommodate handicapped students	1.33
6	16	Adequate provisions exist for the safety and health of students and teachers	1.33
7	17	The student-teacher ratio permits each student to attain program competencies	1.32
8	14	Tools and equipment are fully operational and used to meet program competencies	1.31
9	4	Students are provided necessary information and assistance to make occupational and educational decisions appropriate to their needs and interests	1.29
10	13	Instructional materials and consumable supplies are adequate and appropriate to meet program competencies	1.29
11	8	Program competencies are used and encompass sufficient scope	1.26

Instructional Element - Regular Continued

Priority	Standard Number	Standard	Mean Score
12	10	Organized cooperative learning experiences are provided to meet program competencies	1.26
13	5	Established program admission procedures are in evidence and facilitate accomplishment of program competencies	1.25
14	18	Supervisory, administrative, and consultative personnel provide assistance for program competencies	1.24
15	7	Adequate provisions exist to promote sex equity and to eliminate sex bias, sterotyping, and discrimination	1.23
16	11	Adequate and appropriate provisions exist to accommodate disadvantaged students	1.22
17	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	1.19
18	9	Organized learning experiences are provided to meet program competencies	1.17

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 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 as 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 are 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 are 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 "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. Local directors are encouraged to develop the process most likely to result in program improvement in their local educational agency. Improvements are being made in many LEAs as reported in the Annual Application for Vocational Education funds.

Examples of Improvements Reported in FY1983 Based on FY1982 Program Reviews

Following are examples of program improvements reported in the FY83 Annual Application for Vocational Education State/Federal funding.

- Classroom floor space has been expanded.
- Appropriate safety posters have been posted.
- Three member advisory council has been established.
- More time has been given to coordinator to spend with students.
- Individualized instruction techniques are used to instruct handicapped and disadvantaged students.
- New books have been ordered and are now available on various reading levels.
- Vocational agriculture program is being restructured to more accurately reflect vocational needs and student interest.
- Constructive efforts are being made to bring the student ratio into state guidelines.
- System to accomplish follow-up has been organized and improvement will be made as needed.
- Vocational counselors will continue to participate SDPI-sponsored workshops on equity and similar activities in order that they can provide staff development concerning sex equity for all Vocational Education personnel by the 1983-84 school year.
- Plans are being developed in an effort to alleviate space problems.
- The inclusion of machine drafting and related competencies have been expanded.
- The opportunity to participate in VSOs has been made available to all students.
- Program has been coordinated with guidance and ITIE to encourage participation of more female students.
- With principal's approval, meetings are being scheduled during school hours.
- Open house for students by grade level has been scheduled.
- Program has been moved to a location with necessary guidance office space.
- Ramps and bathroom facilities for the handicapped have been installed.
- Classes have been organized in proper scope and sequence.
- More teachers have been given the opportunity to attend vocational summer workshop.
- Space is being provided for individual and group counseling.
- Instructor is taking teacher education course prescribed by SDPI.
- Updated instructional materials for students have been ordered.
- Have become more affiliated with State and National VICA organizations.
- Advisory committee has been set up on a rotational system with the coordinator acting as secretary to keep up-to-date records.
- Students that have successfully completed one introductory home economics course have been instructed to elect advanced level courses.
- Computer programs added to curriculum for disadvantaged and handicapped.
- More hands-on activities are being added to student experiences.
- Computer careers are being added to the business cluster of occupational exploration.
- New courses have been added to the home economics curriculum.
- Plans are underway upon recommendations of the Director of Exceptional Children to provide limited supportive services to the vocational teachers.
- First-aid kits were purchased for all laboratories.
- Local Advisory or Craft Committees have been organized for Home Economics, Health Occupations, and ICT.
- Placement officer administers student interest tests. "Talent Assessment Program" for disadvantaged youth has been ordered and received.
- County-wide orientation programs are now being implemented.
- Monies for staff development has been included in new budget.
- Develop a uniform evaluation instrument system.

Data from the program reviews was analyzed by the state staff and utilized in the improvement of vocational education programs. Some of the ways results were utilized at the secondary level was as follows:

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

- 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 polices 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 the programs.

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 implementated 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.

Chapter Four

EVALUATION OF POST-SECONDARY AND ADULT EDUCATION - FY 1983

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, a breakdown of full-time and part-time enrollment and employment is shown below:

	Technical		Vocational		Total	
	No.	%	No.	%	No.	%
Enrollment						
Full-time	38,072	45.1	19,087	56.5	57,159	48.4
Part-time	46,346	54.9	14,695	43.5	61,041	51.6
	84,418	71.4	33,782	28.6	118,200	100.0
Employment						
Full-time	35,233	41.7	11,193	33.1	46,426	39.3
Part-time	18,816	22.3	5,294	15.7	24,110	20.4
Not employed	30,369	36.0	17,295	51.2	47,664	40.3
	84,418	71.4	33,782	28.6	118,200	100.0

In recent years, the number of students attending part-time has been increasing. To maintain competency and proficiency in their present jobs, 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 64 percent of the technical students and 49 percent of the vocational students 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	584	413
Scholarship	1,031	244
Survivor Education Benefits	894	259
Veterans Benefits	5,845	2,451
Vocational Rehabilitation	175	79
Work Study (College)	391	-
Other Subsidized Programs	3,381	1,121
Prison Inmate	85	1,079
	12,386	5,646

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 extension (short-term adult) 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 1982-83, 14 institutions had visiting committees which assessed the institution and programs and were re-accredited. An additional seven institutions were involved in a self study which is required in the reaffirmation of accreditation.

ENROLLMENT DATA BY PROGRAM AREA BY RACE, FY 1982-83

CURRICULUM (PS & LONG-TERM ADULT)	INDIAN		ASIAN		BLACK		HISPANIC		WHITE	
	M	F	M	F	M	F	M	F	M	F
Agriculture	14	4	3	2	117	18	7	3	1,292	486
Business & Office	120	356	137	212	2,722	6,664	179	227	11,421	23,870
Marketing & Distribution	6	11	1	1	157	177	14	8	459	558
Engineering Technology	87	42	132	28	2,260	843	135	34	11,819	2,900
Health	17	81	5	19	326	2,045	13	87	1,029	9,178
Voc Home Economics	5	23	1	6	241	1,006	15	21	301	2,054
Trade & Industrial	377	80	94	34	5,737	1,273	171	59	17,288	4,327
Remedial	77	149	20	16	764	1,322	44	40	79	1,550
EXTENSION (SHORT-TERM ADULT)										
Agriculture	7	2	3	1	357	256	2		1,169	852
Business & Office	94	123	99	165	1,426	3,725	117	145	10,439	19,574
Marketing & Distribution	1	4	5	4	114	170	3	7	1,596	1,225
Engineering Technology	425	159	64	76	5,641	1,708	495	62	42,207	9,339
Health	126	195	18	25	1,393	3,588	102	49	13,661	14,222
Voc Home Economics	99	14	5	3	1,203	584	34	5	1,365	1,087
Trade & Industrial	268	76	64	13	3,133	1,458	161	13	13,192	4,848
Consumer & Homemaking	82	357	17	18	928	2,249	25	39	1,875	4,718

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 1983, there were 816 graduates of the Associate Degree and Nursing Education Options programs that took the registered nursing examination. Seven hundred and fifty-one or 92% passed the examination on the first taking of the exam. In 1983, 916 practical nursing education graduates took the examination for licensed practical nursing. Ninety-four percent (863 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 1982-83, 71% of those taking the salesman exam passed while 50% of those taking the brokers exam passed.

Faculty and Staff Qualifications

One factor in program quality is the faculty qualification. The following table indicates the educational attainment and the percent distribution of the full-time faculty in vocational/technical education.

Educational Attainment	Technical M	Technical %	Technical F	Technical %	Vocational M	Vocational %	Vocational F	Vocational %	Total M+F	Total %
Less than H.S.	0		0		9	1.5	1	0.5	10	0.4
H.S. Graduate	12	1.5	2	0.3	151	25.6	5	2.4	170	7.2
1 Year College	7	0.9	3	0.4	22	3.7	9	4.3	41	1.7
Voc Diploma	6	0.7	3	0.4	127	21.5	32	15.2	168	7.1
2 Year College	9	1.1	4	0.5	39	6.6	8	3.8	60	2.6
Associate Degree	42	5.2	24	3.2	67	11.3	12	5.7	145	6.2
3-4 Year College	20	2.5	14	1.9	23	3.9	22	10.4	79	3.3
Bachelor Degree	235	29.0	266	35.8	90	15.2	95	45.0	686	29.1
Master Degree	434	53.5	413	55.5	57	9.6	27	12.8	931	39.5
Doctor Degree	46	5.7	15	2.0	6	1.0	0	0	67	2.8
	811		744		591		211		2,357	

	Technical M	Technical F	Vocational M	Vocational F
Average Years Experience	14.7	12.0	18.4	14.6

The degree held by the largest number of instructors is the master's degree. More than 71 percent of the faculty holds a bachelor's degree or higher degree. Any instructor with less than an associate degree can work toward that degree and be awarded an associate degree by any institution in the community college system. State Board of Community College policy provides the granting of educational leave to any instructor who desires to work for a higher degree.

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 1982-83, 4,042 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.

Human Resource Development Program (HRD)

The Human Resources Development Program offered by the postsecondary 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 1982-83 with a state appropriation of $3,367,616 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.

	1982-83	Rate %
Number Enrolled	4,358	-
Number Completed	2,964	76.9
Placed in Jobs	1,336	45.0
Placed in Training	465	15.6
Race - Black	2,406	55.2
White	1,900	43.6
Other Minority	52	1.2
Sex - Male	1,325	30.4
Female	3,033	69.6
Less than 12th Grade	2,653	60.9
H.S. Graduate	1,705	39.1

During 1982-83, HRD students were predominately female, black and had not graduated from high school. CETA stipends or other CETA benefits amounting to $718,110 were provided to 2,457 (56%) students. Slightly more than 4 out of 10 HRD students, 1,743 (40%) 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 1982-83, 3,413 persons who had completed the program the previous year, were provided follow-up services. Of this group 2,363 (69.2%) had been placed in jobs and 651 (19.1%) had been placed in skill training.

As a result of the HRD program, the payment of public assistance to 1982-83 HRD graduates was reduced by $1,032,284. The increase in the income of HRD graduates was $7,528,205.

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 1982-83, there were 163 women receiving support services and 407 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 co-operation 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 postsecondary 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 1982-83, there were 85 inmates that were enrolled in technical education and 1,079 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. Recent data is not available from the Department of Correction to indicate the number of inmates enrolled in short-term vocational education courses.

CETA (Comprehensive Education & Training Act)

The State Board of Community Colleges was 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 1982-83, there were 516 CETA clients enrolled in class size programs and 997 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.

Apprenticeship

Postsecondary institutions provide related instruction in the apprentice's area of work. During 1982-83, 3,174 apprentices were enrolled in related instruction classes.

In 1982-83, 55 percent of the training was provided in high technology areas and 24 percent to textile and related industries. There were 6,890 individuals trained during 1982-83 at an average cost of $436.43 per individual. Of the training provided, 25 percent occurred in the coastal area, 55 percent in the piedmont and 20 percent in the mountains.

There were 38 institutions which provided training for 65 new industries and 27 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 are not limited to any one procedure of committee.

Program for Traget 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 1982-83 and is listed below.

Disadvantaged	Curriculum	Extension	Total
No additional program assistance	16,625	13,186	29,811
With additional program assistance	17,013	4,968	21,981
Separate program	2,738	2,375	5,113
Total	36,378	20,529	56,905

Handicapped	Curriculum	Extension	Total
No additional program assistance	1,819	1,537	3,356
With additional program assistance	1,337	521	1,858
Separate program	0	1,620	1,620
Total	3,156	3,678	6,834

Limited English Proficiency	Curriculum	Extension	Total
No additional program assistance	699	1,908	2,607
With additional program assistance	84	213	297
Separate program	0	73	73
Total	783	2,194	2,977

Special Program- Disadvantaged	Curriculum	Extension	Total
With additional program assistance	627	1,224	1,851
Separate program	328	556	884
Total	955	1,780	2,735

Student Follow-up Survey - Completers

A follow-up survey was conducted of those enrolled in 1981-82. Surveys were mailed to 12,822 completers. There were 3,649 returns (28.5%) which proviced useable data. Since this data was compiled, approximately 2,000 additional survey forms have been received. As time will permit, the data from these forms will be merged with the existing data.

The following data indicates the status of 3,649 completers who provided job title or job description information:

26 - full-time military service
2,120 - employed in a field related to training
727 - employed in a field not related to training
338 - pursuing additional education
266 - unemployed - seeking employment
172 - not in labor force - not pursuing additional education
3,649

Wage data was supplied by 1,663 (719 male and 944 female) respondents. The following data indicates the range of wages for male and female by program area.

	M	F
01. Agriculture	$4.27 - 6.09	$4.25 - 5.69
04. Distribution	4.00 - 8.84	4.00 - 7.55
07. Health	2.75 -10.00	4.00 - 8.24
09. Home Economics	3.63 -	4.04 - 7.10
14. Business & Office	5.00 - 9.50	4.45 - 7.08
16. Technical	5.00 -11.60	3.90 - 9.55
17. Trade & Industry	3.21 -11.00	3.50 - 8.25

Caution should be exercised with this data because of the low number of respondents. There was a large number of individuals that refused to supply wage data, hours worked per week, job title or description, name and addresses of employer or supervisor's name. Many indicated this was none of our business and inferred it was an invasion of their privacy.

The mean of employer ratings for completers ranged between 4.14 (technical knowledge) to 4.44 (relative preparation) on a five point scale with five being the highest rating. The mean for overall rating was 4.23.

Student Follow-up Survey - Leavers

The category of leavers encompasses a group which is not interested in completing requirements for an associate degree or diploma. In addition to those not interested in completing program requirements, others are limited because of time and money constraints, job responsibilities and family responsibilities.

The following data indicates the status of 12,445 leavers who provided job title or job description information:

270	- full-time military service
4,019	- employed in field related to training
4,137	- employed in 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	

Wage data and employer ratings were not developed separately. It is assumed that the data would be similar for that reported by completers.

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 1982-83, 3,451 trainees were provided skill development classes. There were 424 industries served through this program conducted at 15 centers. Approximatley 51 percent of the training was conducted at the 15 centers and 49 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.

Chapter Five

CONSIDERATION OF RECOMMENDATIONS FROM THE STATE ADVISORY COUNCIL

It is the duty of The Council to make recommendations to the State Board of Education and to the State Board of Community Colleges. Each respective Board gives consideration to the recommendations and takes whatever action deemed necessary. Following the Recommendations of the State Advisory Council are the Board Responses for Secondary and then for Post-secondary.

RECOMMENDATIONS

The Council recommends that the State Board of Education:

(1) Seek legislative authority for guidance;

(2) Establish Vocational Education as a high school requirement; and

(3) Determine the supply of and demand for teachers.

The Council recommends that the State Board of Community Colleges:

(1) Determine the needed state funds for Adult Basic Education (ABE);

(2) Seek to administer state occupational licensing and certification exams; and

(3) Exempt "unemployed individuals" identified by the Employment Security Commission (ESC), from state tuition and registration fees.

RESPONSES

STATE BOARD OF EDUCATION: SECONDARY

Recommendation 1. Seek Legislative Authority For Guidance

AUTHORITY FOR GUIDANCE

Legislative Authority for Guidance

The State Board of Education adopted the Master Plan for Elementary and Secondary Guidance in 1979. The plan was a cooperative undertaking between the Divisions of Vocational Education and Pupil Personnel Services. Representatives from all disciplines and levels of education, business and industry and other appropriate publics had input in the development of the plan.

Legislation which would increase appropriations for guidance personnel would ensure that "every child shall have access to guidance services" - - a statement included in the Master Plan and adopted by State Board. Included in adoption of the Master Plan for Elementary and Secondary Guidance by the State Board of Education was the mandate that every LEA must develop a comprehensive plan for the delivery of guidance services.

In 1974, the North Carolina Legislature appropriated $5.7 million for Instructional Support Personnel to include counselors, psychologists, nurses and social workers. Subsequently the Instructional Support Personnel funds included media personnel and assistant school principals, thus reducing the funds for employment of counselors. In addition, LEAs prioritized in favor of Assistant Principals.

Guidance is More than Counseling

Guidance is a program. Counseling is a process - - an integral part and the core of a guidance program, both individual and group counseling. The Master Plan for Elementary and Secondary Guidance has assisted LEAs in the design, development and evaluation of systematic guidance programs. The supplement to the plan, vocational development - - developed by the Division of Vocational Education enhances the comprehensiveness of the guidance program.

Implementation of the Master Plan has resulted in a closer relationship between counselors, vocational counselors, vocational educators and other school personnel to carefully scrutinize what agencies, best prepare which individuals, for what kind of occupations, under what conditions, with what effects, at what stage of their lives, with appropriate attention to their general education development and role as productive adults.

Guidance at Top of People's Concerns

Senate Bill 553 mandates qualifications for Registered Practicing Counselors only. Counselors in private practice must adhere to aforementioned standards. School counselors adhere to certification standards as set forth by the State Board of Education. Since guidance focuses on the affective needs of students, it should be an integral part of the educational process and should enjoy equal status with instruction which addresses the cognitive needs of students.

Needed: Legislative Policy for Guidance.

"Privileged Communication" was the first provision for guidance. Appropriation for pupil personnel workers was the second provision. Registered Practicing Counselors was the most recent provision.

Legislative policy primarily needs to address appropriations for increased student services personnel including counselors. (The State Board of Education currently mandates through the Master Plan that each LEA must develop a program.)

Recommendation 2. Establish Vocational Education As a High School Requirement

While making vocational education a high school requirement probably has appeal to selected groups in this state, one needs to examine the benefits of this. For example, if the requirement is going to be only that of a single course in vocational education, one needs to look at the current system. Presently, for a student to derive the greatest benefits from vocational education, he or she needs to be enrolled in a sequence of courses, which creates a program, across several grades. This indepth approach, by all statistics, seems to be beneficial to and effective for a student. However, the compromise that a student has to make in his or her education schedule is that of foregoing other courses offered in order to do this. On the other hand, if only a single course is required, we could probably question the value of this to a student, unless it is to satisfy a personal or avocational need. Surely, it is not likely to produce the kinds of skills which a student would need to impress a future employer.

However, if we look to broadening the definition of vocational education toward providing more general skills that would have application to their daily living, then the requirement might be acceptable. Another approach might be to include a course in the public schools which is designed to assist students in seeking, finding, and keeping a job. This could have benefit to all. The Division of Vocational Education has such a course, but it is in limited use in local education agencies at this time.

If this recommendation encourages a requirement for the student which includes a sequence of courses over several years during his/her secondary schooling, this could infringe on a student's personal choice extensively. While the intent of this recommendation is worthwhile in having vocational education recognized as an integral part of the total education program, history seems to indicate that the needs of students are best served through vocational education being a viable elective alternative in the selection of a high school program by students.

Recommendation 3. Determine The Supply of and Demand for Teachers

The State Board accepts this recommendation and agrees with the Council in principle. The Personnel Services Area within the Department is working jointly with the University System to determine the potential supply of teachers. This action is based upon a joint agreement between the State Board of Education and the Board of Governors for the Greater University System. Subsequently, a plan is being drawn to survey local education agencies as to teacher demand by specific vocational subject areas. These two analyses will then be used to develop a plan to deal with the supply of and demand for teachers both now and in the immediate future.

STATE BOARD OF COMMUNITY COLLEGES - POSTSECONDARY

Recommendation 1. Determine the Needed State Funds for Adult Basic Education

Support for Adult Basic Educaion (ABE) has been a continuing priority for the State Board of Community Colleges. The State Board shares the Advisory Council's concern that illiteracy is a serious problem for North Carolina and should be eliminated to the extent possible. It has authorized that curriculum level funding shall be earned by ABE classes.

Since the General Assembly did not grant additional funds for such ABE enrollments, the funding earned by ABE enrollments was in effect reallocated from other programs. But the effect of placing an emphasis on ABE and encouraging efforts to increase enrollments was achieved. Funds to replace those diverted from other programs is being requested in 1984.

During 1982-83, $2,569,751 in federal funds and approximately $2,300,000 in state funds were spent for 33,062 ABE students (14,365 in grades 1 - 4; 18,697 in grades 5 - 8). The current allocation of $9.5 million is based on the funding earned by the prior year's enrollments (full time equivalent, or FTE credits). The State Board will continue to monitor the increases in enrollments and request funds to cover the FTE credits earned by ABE enrollments to avoid diverting funding from other programs to support this priority.

The Department of Community Colleges is also planning a statewide awareness campaign and other efforts to involve as many illiterate adults as possible in ABE programs.

Recommendation 2. Seek to Administer State Occupational Licensing and Certification Examinations

The State Board of Community Colleges shares the State Advisory Council's concern that the process of examination and licensure be made as convenient as possible for the student. The State Board, therefore, supports development of agreements between the licensing agencies and institutions which would result in those agencies which grant practice licenses scheduling examinations on community college campuses throughout the state.

Recommendation 3. Exempt "Unemployed Individuals", Identified by the Employment Security Commission (ESC), from State Tuition and Registration Fees

The State Board of Community Colleges shares the State Advisory Council on Education's concern that the unemployed - particularly the displaced worker and the long-term unemployed - should have opportunities for training or retraining through the community college system. Finding ways to improve accessibility to community college programs for the unemployed is a major interest of the State Board. Although a blanket waiver of tuition raises a number of difficulties in establishing criteria, administering such a program, and controlling costs, a dialogue should be begun in which this and other options for increasing access to training for the unemployed are considered.

The community college system now provides opportunities for many citizens to

train for new jobs while they are working, or to train for permanent jobs while temporarily unemployed or employed in part-time jobs. These persons are often enrolled at considerable temporary hardship to themselves and their families. If they are older students or part-time students, they may not have access to adequate student aid. Student aid should be expanded.

The State Board of Community Colleges joins the State Advisory Council in urging the Employment Security Commission to reverse its prior policies and actively encourage persons drawing Unemployment Insurance benefits to enter retraining programs which will qualify them for better jobs. This is especially important for people whose skills are outdated but whose resources for supporting themselves while in training are limited.

The Job Training Partnership Act (JTPA) provides funds to North Carolina for training the economically disadvantaged, including the unemployed. Under Title II, persons qualify for JTPA assistance by having incomes below the poverty level (or 70 percent of the lower living standard level).

Title III of JTPA provides funds for unemployed individuals who lose their jobs because competition or changing technology has eliminated them. These workers are not subject to an income test, but must have little prospect of returning to the same or a similar job.

JTPA funds are available to pay tuition and supplies as well as certain other costs of training for persons in each group. However, the Act provides that only 15 percent of available funds may be spent on supportive services - items such as day care, transportation, medical or other assistance - and no JTPA money may be used as stipends. This restriction has limited the numbers of the unemployed who can take advantage of training, particularly the one and two year programs of the community college system.

Not every person who is unemployed is in need of training or retraining. JTPA provides an existing mechanism for certifying eligibility of need for training. Title III, the Dislocated Worker program, is particularly designed to address the needs of the general group of unemployed individuals. The existence of a certification mechanism through JTPA offers an opportunity to facilitate efficient use of any additional resources which can be found to help the unemployed.

The State Board of Community Colleges recommends that JTPA funds be used to pay the costs of training the unemployed through community college institutions; that wherever possible other forms of aid be provided to eligible unemployed persons to assist them with living expenses and other costs of attending classes (such as transportation and day care); and that persons drawing Unemployment Insurance benefits who need training or retraining to obtain more permanent jobs be actively encouraged to enroll in training using JTPA Title III funds for tuition whenever possible.

Chapter Six

PART A

RESULTS OF COORDINATION BETWEEN VOCATIONAL EDUCATION AND JTPA

Secondary

In March, 1983, the State Board of Education adopted a policy to:

(1) establish a job placement center in every high school, and

(2) establish an Extended Day Program in each local educational agency to assist dropouts and/or potential dropouts.

Each of the two major projects above have vocational components and are coordinated with the JTPA program.

A short description of these projects follows.

Dropout Prevention/Job Placement

There are 165 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 3,300 of the 6,600 students are working in part time jobs, including Saturdays and Sundays. The major goal is to assist all 6,600 in receiving high school diplomas.

Extended School Day

There are 32 federally funded Extended School Day Programs operating in various high schools during 1982-83 school year. These programs serve approximately 1,280 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 1,280 enrolled students, approximately 600 were placed in private sector jobs. The remaining 600 were placed in public service employment. The major goal is to assist all 1,280 in receiving high school diplomas, and permanent employment in the private sector.

Postsecondary and Adult

The North Carolina Community College was involved in CETA activities during the 1983 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 FY82 was an individual referral student in a community college or technical institute (college) enrolled in a one (1) year or less occupational program.

In FY83, a total of 3,955 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 FY83:

Activity	Participants
Individual Referral	2109
Class size training programs	516
Adult Basic Education/GED	766
Orientation and Motivation (Human Resource Development)	323
Counseling	104
Job Development	104
Allowances	999

Chapter Six
Part B
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 submittted for FY83, 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

Clientele Group Represented	Percent of Total	Projected Total for State
Business	23	804
Industry	9	313
Labor	6	232
Trade	5	174
Technical	5	163
Office	4	129
Health	4	143
Home Economics	4	146
Agriculture	6	211
Marketing & Distribution	10	368
Education	10	368
Industry Hunters	1	41
Employment & Training Agencies	2	85
JTPA & ESC	5	163
Parents	4	153
Other (specify)	2	75
TOTALS	100	3,568

Student
Law Enforcement
State Government
Homemaker
Manpower Representative
FHA
Community Schools

Race and Sex	
White Males	52%
White Females	18%
Black Males	16%
Black Females	12%
American Indian Males	1%
American Indian Females	1%
	100%

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 FY83 local applications was examined. Assuming the sample to be representative, and 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)	163	334	95
Review Occupational/Community Surveys (Job Needs)	118	180	61
Advise on Course Content (Relevance of programs)	162	337	131
Review of Student Placement Data	64	187	123
Equipment and Facility Planning Recommendations	122	381	82
Identification of Potential Vocational Teachers	88	184	37
Identify Community Resources to Support Vocational Education Programs	159	470	235
Review Evaluation Data	88	395	235
Advise on Local Plan Development			
(a) Continuing Plan	119	201	176
(b) Annual Plan & Application	161	218	102
Conduct Program Visitation in the LEA	139	306	102
Conduct Program Visitation outside the LEA	24	92	41
Other (specify)	20		
TOTALS	1,450	3,285	1,502

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:

Council	Projected Number of Times Activity Occurred During FY83
Advise on Course Content (Relevance of programs)	162
Identify Community Resources to Support Vocational Education Programs	159
Advise on Local Plan Development (b) Annual Plan & Application	161
Conduct Program Visitation in the LEA	139
Advise on Local Plan Development (a) Continuing Plan	119
Individual	
Identify Community Resources to Support Vocational Education Programs	470
Review Evaluation Data	395
Equipment and Facility Planning Recommendations	381
Advise on Course Content (Relevance of programs)	337
Conduct Program Visitation in the LEA	306
Sub-Group	
Identify Community Resources to Support Vocational Education Programs	235
Review Evaluation Data	235
Advise on Local Plan Development (a) Continuing Plan	176
Advise on Course Content (Relevance of programs)	131
Review of Student Placement Data	123

Local directors report that involvement of business and industry, agriculture, and the lay community is having a positive impact on vocational programs in the areas of activities shown above.

PART B (CONTINUED)

RESULTS OF 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	128
Industry	103
Labor	53
General Public	203
Sex	
Male	367
Female	120
Race	
Indian	1
Black	87
Asian	0
Hispanic	2
White	374

A review of comments in the local applications indicate the local advisory councils' activities included: 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 1983, institutions requested the approval of 44 new curricula which was granted by the State Board of Community Colleges. During the same period 62 curricula were terminated.

Reports from the institutions indicate that advisory council participation is having a positive influence on curriculum revision and development and recommendations in the selection of equipment.