

North Carolina

# **State Plan for Vocational Education**

AMENDMENTS TO THE FIVE YEAR PLAN  
AND THE FISCAL YEAR 1982 PLAN

**State Board of Education**

**Raleigh, North Carolina**





## INTRODUCTION

This document is a compilation of amendments to the Five Year State Plan for Vocational Education (FY 1978 - 1982) submitted to the U. S. Office of Education in June 1977 and the FY 1982 Annual Plan component submitted to the U. S. Department of Education in May 1980 as a part of the three year plan.

These amendments are for the purpose of up-dating both plans in order that they will be consistent and in line with present program operations as well as in compliance with Federal and State regulations.



AMENDMENTS TO THE  
FIVE YEAR PLAN



## TABLE OF CONTENTS\*

Amendments to the  
Five Year Plan

	<u>Page</u>
I. B-1	I-1
B-1.1	
B-1.2	
B-1.3	
B-1.4	I-2,3,4,5,6
	I-7
I. B-2	I-11
B-3.1	I-11
B-5.2	
B-6.1	I-13
B-6.2	
B-7.1	I-14
B-7.3	
B-7.4	I-15
B-8.24	
B-8.25	I-22
B-9.2	
B-9.3	I-24
B-9.4	
B-13.6	
B-14.1	I-30
B-15.5	
B-16.1	I-32
B-18.1	I-35
B-18.47	
B-19.1	I-37
B-19.2	
B-21.1	I-39
B-22.1	
B-22.3	I-40
B-22.4	
B-23.1	I-41
B-24.1	



I. B-25	I-42
B-26.1	
B-27.1	I-43
B-28.1	
B-28.2	
B-29.1	I-44
B-29.2	
B-31.1	I-50
B-31.4	I-51
B-31.5	
B-32.1	
B-33.1	I-52
B-34.1	I-53
B-34.2	
B-35.1	I-55
State Employment and Training Council	I-58 & I-59
Assistance to the Rehabilitation of Prison Inmates Through Vocational Education	I-64
Assistance to the Development of Job Skills Through Apprenticeship Related Instruction	I-64
Assistance to the Economic Development of the State	I-65
Assistance to American Indians	I-65
Mission of Vocational Education	II-1
Goals for Carrying Out the Mission For Vocational Education	II-1 & II-2

\*This table of contents indicates those pages (in the right-hand column) on which changes have been made. It is to aid the reviewer in replacing pages of the Five Year Plan which contain such changes: Remove the existing pages and substitute the new pages referenced in the right hand column. Note that changes have been made only in those sections listed in the left-hand column.

## CERTIFICATION

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



## PART I-B

## ADMINISTRATIVE POLICIES AND PROCEDURES

## I. B-1 STATE BOARD, SOLE STATE AGENCY

Sec 104(a)(1)

*I. B-1.1 Name and Designation of State Board*

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

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

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

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

*I. B-1.2 Executive Officer Designation*

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

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

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

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

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

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

*II. Basic Assumption*

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

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

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

- (a) to prepare individuals for entry-level employment in recognized occupations, new occupations, and emerging occupations at various levels of competence (open entry - open exit). This is to be the major purpose. (Vocational-Skill Development/Job Entry)
- (b) to prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education. (Preparation for Advanced Education)
- (c) to provide individuals with laboratory experiences and activities which assist them in the making of informed and meaningful occupational choices, and/or which serve as the foundation for skilled vocational-technical education. (Prevocational-Introductory)
- (d) to provide individuals with laboratory experiences and activities which assist them (1) in the making of informed consumer decisions and (2) in the application of practical life skills.

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

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



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

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

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

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

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

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

- (a) to provide more diversified vocational education, including consumer and homemaking education, for a higher percentage of youth and adults who wish to be trained or retrained.
- (b) to expand vocational guidance and job placement services.
- (c) to promote apprenticeship-related instruction, cooperative education, and vocational education for new and emerging occupations.
- (d) to develop, adapt, and/or update appropriate curricular materials in vocational education.
- (e) to involve local advisory councils in local planning for vocational education including consumer and homemaking education, and correlate program offerings with labor market needs, present and potential student interests, and annual assessment of the effectiveness and efficiency of current programs in relation to continuing objectives.
- (f) to design programs that involve experiences and activities which develop competencies needed in making appropriate consumer decisions and in the application of practical life skills.

- (g) to continue to develop and improve vocational education opportunities and supportive services for disadvantaged youth, handicapped youth, and youth residing in areas of the State which are economically depressed, have high rates of unemployment, and/or have high rates of school dropouts.
- (h) to eliminate sex/racial bias and discrimination in vocational education.
- (i) to increase attention to vocational education needs of American Indians, Blacks and other minorities, women, and persons of limited English-speaking ability.
- (j) to promote youth organizations as an integral part of vocational education.
- (k) to research and develop activities to discover more effective and efficient strategies for responding to vocational education needs of students.
- (l) to expand and improve opportunities for staff development, especially for personnel in new or modified programs of vocational education, through the articulated efforts of all levels of secondary, post-secondary and higher education, business and industry, and other related institutions.
- (m) to improve articulation among and within secondary vocational education, post-secondary vocational education, and business/industry/agriculture in order to facilitate the transition of students among the three levels and in order to eliminate duplicated program requirements for these students.
- (n) to cooperate with institutions, agencies, councils, business/industry, and other organizations having responsibility for preparing individuals to meet labor market needs.
- (o) to identify and experiment with new strategies for providing quality vocational education programs for students.

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

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

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

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

Prevocational Education  
Agricultural Education  
Distributive Education  
Business & Office Education

Health Occupations Education  
Home Economics Education  
Industrial Arts Education  
Trade & Industrial Education

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

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

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

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

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

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

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

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

- (a) one ten-month position (expressed as months-of-employment) for each 95 youth in Average Daily Membership, grades 7-12, and
- (b) \$45 per Average Daily Membership, grades 7-12, for vocational education equipment, materials, supplies, and other personnel and non-personnel operating expenses, and



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

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

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

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

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

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

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

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

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

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

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

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

I. PURPOSE

General Statute 115D-3 provides for the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of . . . technical, vocational, and adult programs.

The law further states that the major purpose of each and every institution operating under the provisions of this chapter shall be and shall continue to be the offering of vocational and technical education and training and basic high school level academic education needed in order to profit from vocational and technical education for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

II. OBJECTIVE

To establish and maintain the North Carolina program of post-secondary vocational and technical education for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools. These programs are supported by state funding, with federal vocational education funds supplementing to the extent available.

The specific objectives of post-secondary vocational and technical education are:

- (a) To provide expanded vocational and technical education opportunities for young people and adults who would not otherwise continue their education.
- (b) To prepare individuals for employment in recognized occupations, new occupations, and emerging occupations.
- (c) To prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.
- (d) To assist individuals in the making of informed and meaningful occupational choices.
- (e) To provide vocational programs of less than technician level, preparing students for jobs requiring different levels of occupational ability and skill. The occupational entry of the graduate is at the semi-skilled or craft worker level.
- (f) To provide technical programs, preparing students for jobs in industry, agriculture, business, and service occupations. The occupational entry of the graduate is at the semi-professional level.



- (g) To provide for the training needs of new and expanding industries.
- (h) To provide vocational and technical extension programs consisting of single courses, each complete in itself, designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.
- (i) To provide Human Resources Development Programs (HRD) to recruit, train, and place in employment chronically unemployed or underemployed adults.
- (j) To provide specialty education extension programs offered in the areas of ambulance training, electrical lineworker safety training, fire service training, fisheries occupations training, forensic science education, hospitality education, law enforcement training, management development programs, and telephone safety training.
- (k) To provide an opportunity for special credit students who take one or more single courses for credit but who are not enrolled in a regular vocational or technical curriculum program.
- (l) To provide occupational training and basic education for unemployed, underemployed, and disadvantaged or handicapped persons eligible for such training as defined in the rules and regulations of the Comprehensive Employment and Training Act.
- (m) To provide apprenticeship-related instruction to meet the special needs of apprentices registered with the North Carolina Department of Labor skilled apprentice training programs.

### III. DEFINITIONS

1. "Comprehensive Employment and Training Act (CETA) Programs" consist of occupational training and basic education for unemployed, underemployed and disadvantaged persons. The program is a cooperative venture between labor and education. The Labor Department selects both the fields in which training is to be offered and the students to receive the training. The Department of Community Colleges provides the training.
2. "Extension Programs" include Adult Basic Education, CETA (Comprehensive Employment and Training Act), New Industry, and self-supporting recreational programs in addition to the regular budget extension program areas of Occupational Extension, Adult High School, and Academic Extension.
3. "Human Resources Development Programs (HRD)" are intensive and unified efforts to recruit, train, and place in employment or, optionally, vocationally train chronically unemployed or underemployed adults. The primary objective of the training component is to help the jobless trainee reorient himself or herself to the world of work, appreciate

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

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

## I. B-3 FULL-TIME PERSONNEL AND FUNCTIONS TO ELIMINATE SEX DISCRIMINATION AND SEX STEREOTYPING

*See 104(b)*

### 3.1 *Designation of Full-Time Personnel to Eliminate Sex Bias*

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

- (a) Furnishing equal education opportunities in vocational education programs to persons of both sexes; and
- (b) Eliminating sex discrimination and sex stereotyping from all vocational programs.

### 3.2 *Functions of Full-Time Personnel*

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

- (a) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex stereotyping in all vocational education programs;
- (b) Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State;
- (c) Assist in the development of programs and actions necessary to correct problems brought to the attention of the State Board through activities carried out under paragraph (b) and 3.3;
- (d) Assist in the review of grants made by the State Board to assure that the interests and needs of women are addressed in all projects assisted under this Act;
- (e) Review all vocational education programs in the State for sex bias;
- (f) Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;
- (g) Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and
- (h) Make available to the State Boards, the State Advisory Council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public information developed under this section; and

- (i) Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State Plan and its annual program plan prior to their submission to the Commissioner for approval.

### 3.3 *Studies to Carry Out Functions*

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

### 3.4 *Funds for Full-Time Personnel and Functions*

- (a) The State Board shall reserve \$50,000 in each fiscal year from funds available under basic grants (Section 120 of the Act) to support personnel working full-time to carry out functions set forth in 3.2.
- (b) Funds set aside under paragraph (a) of this section shall be used for:
  - (1) Salaries for full-time professional staff;
  - (2) Salaries for support staff; and
  - (3) Travel and other expenses directly related to the support of personnel carrying out the functions set forth in 3.2.

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

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

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

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

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



- (b) That a local advisory council composed of representatives of the general public, including business, industry, labor, and those with parenting responsibilities, has been established and that such council has been consulted in development and evaluation of local annual application.
- (c) The vocational needs of potential students, an analysis of labor market needs, and an indication of how and to what extent the programs/services proposed will meet such needs.
- (d) How evaluations of programs/services have been used to develop proposed programs/services.
- (e) How the proposed activities relate to employment and training programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act of 1973 and an assurance that a coordinated approach to meeting the vocational education and training needs of the area will be taken.
- (f) The relationship between vocational education programs/services to be conducted with funds under this Act and other programs in the area which are supported by State and local funds.
- (g) That plans have been developed by the local educational agency to ensure that enrollment in vocational education programs eliminates discriminations such as sex, ethnic origin, handicapping conditions.
- (h) Estimated resources needed to support programs, projects, and ancillary services to be provided by the LEA or post-secondary institution.

5.2 *Each eligible recipient shall prepare and submit to its respective State Board its annual application for Federal and State aid which has been granted or appropriated to the State*

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

#### I.B-6 FORMAL HEARINGS AND APPEAL PROCEDURE BY ELIGIBLE RECIPIENT Sec 109(d)

##### 6.1 *Request to Board for a Hearing*

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

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

Any eligible recipient may appeal the final decision of its respective State Board, with respect to a local application as provided in Public Law 94-482, Section 109, as follows:

"(e)(1) If any eligible recipient is dissatisfied with the final action of the State board or other appropriate State administering agency with respect to approval of an application by such eligible recipient for a grant pursuant to this Act, such eligible recipient may, within sixty days after such final action or notice thereof, whichever is later, file with the United States court of appeals for the circuit in which the State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the State board or other appropriate State administering agency. The State board or such other agency thereupon shall file in the court the record of the proceedings on which the State board or such other agency based its action, as provided in section 2212 of title 28, United States Code.

"(2) The findings of fact by the State board or other appropriate administering agency, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the State board or other such agency to take further evidence, and the State board or such other agency may thereupon make new or modified findings of fact and may modify its previous action, and shall certify to the court the record of the further proceedings.

"(3) The court shall have jurisdiction to affirm the action of the State board or other appropriate administering agency or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

"(f)(1) The Commissioner shall prescribe and implement rules to assure that any hearing conducted under section 434(c) of the General Education Provisions Act in connection with funds made available from appropriations under this Act shall be held within the State of the affected unit of local government or geographic area within the State.

"(2) For the purposes of paragraph (1)--

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

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

## I. B-7 PRIORITY FOR APPROVING APPLICATION (LOCAL)

*Sec 106(a)(5)(A)*

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



- (a) Are located in economically depressed areas and areas with high rates of unemployment, and are unable to provide the resources necessary to meet the vocational education needs of those areas without Federal assistance.
  - (b) Propose programs which are new to the area to be served and which are designed to meet new and emerging labor market needs and job opportunities in the area and, where, relevant, in the State and Nation.
- 7.2 *Local educational agencies and post-secondary institutions* will submit continuing plans and annual applications for vocational education programs from secondary school systems to the State Superintendent of Public Instruction and from post-secondary institutions to the State President, Department of Community Colleges.
- 7.3 *Local applications* will be reviewed by the respective State agency staffs who recommend approval or disapproval to the State Director of Vocational Education (secondary) or the Vice President for Educational Program Services (postsecondary).
- 7.4 *The State Agencies*, upon review of the local application will:
- (a) Approve the application if the requirements of the Federal statutes and regulations that apply to that program have been met.
  - (b) Notify the applicant of its right to a hearing and provide a hearing before the State will disapprove the application.
- 7.5 *Information provided by the U. S. Department of Commerce* will be used to designate economically depressed areas.
- 7.6 *Information provided by the N. C. Employment Security Commission* will be used to determine high rates of unemployment.
- 7.7 *Information provided by the N. C. Employment Security Commission or the N. C. Department of Commerce* will be used to determine emerging labor market and job opportunities needs within the state.

## I.B-8.0 FUNDING FORMULAS FOR ALLOCATING RESOURCES

### 8.10 Allocation Formulas for Federal Funds (Secondary Schools)

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

### 8.11 Relative Concentration of Low Income Families

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

Factor Derivation:

1. Unit. Name of Local Education Agency.
2. Census Data of Number of Low Income Families. Derived from data in the Department of Commerce Census Study for 1970. This data was prorated according to the percentage of the ADM a Local Education Agency bears to the countywide ADM. The LEAs within a county should determine that the proration between the units within the county is correct; however, if they agree to a different ratio, we will use their data rather than that which was computed. The number of families must correspond to those shown in the census data regardless of the distribution.
3. Projected ADM grades 7-12. The ADM is projected by the Division of Teacher Allotment for grades 9-12 and we would add to those projections the 6th and 7th grade ADM for the best three out of the first four months for the preceding year to determine the projected ADM in grades 7-12.
4. Number of General Unemployed. Derived from the latest available data as determined by the Employment Security Commission. This data is not available by LEA; therefore, we used the same basis as described in item number 2 for distribution of the county-wide data.
5. Total of Criteria. Add column 2 + 3 + 4 = to determine state wide as well as individual LEA data based upon criteria.
6. LEA Total/State Total. Determine the percentage each LEA is to the statewide data.

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

#### Relative Ability to Pay

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

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

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

8.24 Special Provisions (State MOE) /Secondary/

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

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

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

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

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

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

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

- (a) The highest rate of unemployment of an administrative area [county(ies) providing local support], and
- (b) The county(ies) [administrative area] which has been designated as an economically depressed area by the U.S. Department of Commerce.
- (c) New and emerging occupations as identified by the N.C. Employment Security Commission or the N.C. Department of Commerce.

#### 8.31 Subparts 2 and 3.

Distribution of Federal funds will be based upon the following required criteria except as noted in (c) of this section:

- (a) The amount of funds available to each eligible recipient will be determined by the relative number or concentration of students whose education imposes higher than average costs; these target groups shall include handicapped persons, persons from low-income families, and persons from families in which English is not the dominant language. A ratio shall be derived for each institution which submits an approvable application with such ratio being the quotient of the total target population for all institutions submitting approvable local plans, and
- (b) The ratio of Federal to state matching funds will be determined by the relative financial ability to pay index. This index will be determined by the ratio derived by dividing the equalized tax valuation of the county(ies) [administrative area] by the county's(ies') latest official population.
- (c) Federal funds designated for use for construction (subpart 2), research, exemplary, and curriculum development (subpart 3) will be requested by project proposals written for specific project funding. Final approval of the project and funding allocation will rest with the State Board of Education.

#### 8.32 Subpart 4.

Distribution of Subpart 4 Federal funds will be made only to those institutions which submit approval plans and which are in a county(ies) [administrative area] having higher than state average youth unemployment and higher than state average school dropout rates. The method of distribution of funds will be the same as described in paragraph 8.31.

#### 8.33 Subpart 5.

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



## I. B-9 PUBLIC DISCLOSURE

Sec 106(a)(9)

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

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

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

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

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

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

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

- (1) First determine the amount of Federal funds reserved for basic grant disadvantaged purposes;
- (2) Determine the population having limited English-speaking ability who are between the ages of 15 and 24 inclusively;
- (3) Determine the total population of the State aged 15 to 24 inclusively;
- (4) Divide the limited English-speaking population (item 2) by the total population (item 3) to establish a ratio;
- (5) Multiply the basic grant disadvantaged funds by this ratio (item 4) to establish the minimum expenditure required; and
- (6) The amount expended for this purpose shall not exceed the total amount reserved for basic grant disadvantaged funds.

### *13.3 Minimum Percentage for Post-Secondary and Adult*

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

#### (a) Post-secondary programs for:

- (1) Persons who have completed or left high school;
- (2) Who are enrolled in organized programs of study for which credit is given toward an associate or other degree; and
- (3) Who are not enrolled in programs designed as baccalaureate or higher degree programs.

#### (b) Adult programs for:

- (1) Persons who have already entered the labor market;
- (2) Persons who are unemployed; or
- (3) Persons who have completed or left high school and who are enrolled in organized programs of study for which credit is not given toward an associate or other degree.

### *13.4 Expenditures in Secondary Schools*

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

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

13.5 *Minimum expenditures for limited English speaking programs.*

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

$$\begin{array}{l}
 (1) \quad \frac{\text{Number of Limited English Speaking} \\ \text{(age 15 - 24)}}{\text{Population (15 - 24)}} \quad \times \quad \begin{array}{l} 20\% \text{ Set-Aside} \\ \text{for Disadvantaged} \end{array} \\
 (2) \quad \begin{array}{ll} \text{Total Population} & 5,082,059 \\ \text{Population Age 15 - 24} & 983,586 \text{ (19.3\% of total population)} \end{array} \\
 \text{Number of limited English speaking} & 1,334 \\
 \text{Number assumed to be age 15 - 24 (19.3\% x 1,334)} & 257 \\
 \hline
 \frac{257}{983,586} & = .000262
 \end{array}$$

13.6 *Office of Equal Access by Men and Women*

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

I.B-14 MAINTENANCE OF EFFORT

*Sec 111 (b)(1)*

14.1 *State Level.*

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

14.2 *Local Educational Agencies.*

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

14.3 *Post-Secondary Institutions.*

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

14.4 *Five Percent Rule.*

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

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

14.5 *Unusual Circumstance Rule.*

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

- (a) In the preceding fiscal year, the reduction was occasioned by unusual circumstances that could not have been fully anticipated or reasonably compensated for by the State or eligible recipient. Unusual circumstances may include unforeseen decreases in revenues due to a decline of the tax base or a transfer to or combining with other educational agencies the responsibility for the conduct of vocational education activities or services;
- (b) In the second preceding fiscal year, contributions of large sums of money from outside sources were made; or
- (c) In the second preceding fiscal year, large amounts of funds were expended for long-term purposes such as construction and acquisition of school facilities or the acquisition of capital equipment.

I.B-15 EVALUATION OF PROGRAMS, COMPLETERS, AND LEAVERS

*Sec 112(b)(1)*

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



- 15.2 *A statistically valid sampling technique will be used to evaluate each year approximately 20 percent of the programs which purport to impart entry-level job skills.*
- 15.3 *Data will be collected to the extent that program completers and leavers:*
  - (a) Find employment in occupations related to their training;
  - (b) Are considered by their employers to be well trained and prepared for employment.
- 15.4 *Pursuit of additional education and training by program completers and leavers will not be considered negatively.*
- 15.5 *The appropriate State staff will consult annually with the State Advisory Council in the development of the planning and monitoring of these evaluations.*

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

- 16.1 The appropriate State Boards shall use Federal funding under Section 120(b)(1)(L) of the Act to assist the following special groups to become employable:
  - (a) Homemakers who must seek employment because of a dissolution of marriage,
  - (b) Single heads of household who lack adequate job skills,
  - (c) Homemakers or part-time workers who wish to secure full-time employment,
  - (d) Women who are employed in jobs which have been considered as traditional jobs for females and now wish to seek employment in job areas which have not been considered traditionally as job areas for females, and
  - (e) Men who are employed in jobs which have been considered as traditional jobs for males and now wish to seek employment in job areas which have not been considered traditionally as job areas for males.
- 16.2 The program services for the above-listed groups shall include:
  - (a) Acquisition of instructional supplies,
  - (b) Special courses to prepare individuals in how to seek employment, and
  - (c) Placement service for graduates of this program.
  - (d) Organized educational programs necessary to prepare these groups for employment.



## I.B-18.0 PROCEDURES FOR APPROVAL OF WORK-STUDY PROGRAMS

Sec 121

18.1 *Submittal of Applications*

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

18.2 *Review of Applications**Criteria for Reviewing Applications*

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

- (a) Rank of local educational agency based on: (1) high concentration of youth unemployment, and (2) high concentration of school dropouts. (See Part II of this Plan.)
- (b) Whether or not the local educational agency is within a county designated as depressed by the U.S. Department of Commerce (See Part II of this Plan.)
- (c) The relative number of eligible students enrolled in occupational education programs.
- (d) The availability of work-study stations in the school community.
- (e) Assurance that local educational agency will administer the program consistent with rules and regulations.

18.3 *Action on Applications*

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

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

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

#### 18.41 *Administration of Program*

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

#### 18.42 *State Board*

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

#### 18.43 *Eligible Students*

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

#### 18.44 *Limitation on Hours and Compensation*

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

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

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

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

18.47 *Maintenance of Effort*

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

I.B-19 VOCATIONAL EDUCATION UNDER CONTRACT

Sec 120(N)

19.1 *Contracts with Private Vocational Training Institutions*

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

- (a) The contract will be written in accordance with State law and approved annually by the appropriate State Board, and
- (b) The instruction to be provided under contract will be conducted as a part of the vocational education programs of the State and will constitute a reasonable and prudent use of Federal funds available under the State Plan.

19.2 *Other Agencies or Institutions*

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

- (a) The contract will be written in accordance with State law and approved annually by the appropriate State Board, and
- (b) The services to be provided under contract will be conducted as a part of the vocational education programs of the State and will constitute a reasonable and prudent use of Federal funds available under the Act.



*20.1 State Participation.*

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

*20.2 Purposes.*

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

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

*20.3 Identification of Jobs.*

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

*20.4 On-The-Job Training Standards.*

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

*20.5 Ancillary Services and Activities.*

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

20.6 *Local Evaluation and Follow-Up Procedures.*

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

20.7 *Participation of Students in Non-Profit Private Schools.*

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

I.B-21 ENERGY EDUCATION

Sec. 123

21.1 *Use of Funds.*

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

21.2 *Application by Post-Secondary Institutions.*

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

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

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



## I B-22 CONSTRUCTION OF VOCATIONAL EDUCATION FACILITIES

Sec 120(b)(1)(E)

22.1 *Use of Funds.*

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

- (a) The department of a high school principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market; or
- (b) A postsecondary institution used principally for the provision of vocational and technical education to persons who have completed or left high school and who are available for study in preparation for entering the labor market; or
- (c) The department or division of a community college under the policies of the State Board of Community Colleges which provides vocational and technical education in not less than five different occupational fields, leading to immediate employment but not necessarily to a baccalaureate degree. These vocational and technical programs must:
  - 1. Be available to all residents of the State or an area of the State designated and approved by the State Board of Community Colleges, and
  - 2. Admit as regular students both persons who have completed high school and persons who have left high school.

22.2 *Construction Requirements.*

- (a) Facilities constructed under the Act and this section of the State Plan must meet the requirements of Subpart K, "Construction Requirements," in the General Education Provisions Regulations, 45 CFR 100 b.155 through 100 b.192.
- (b) The facility must also meet the requirements of the Architectural Barriers Act of 1968, 45 U.S.C. 4151, pertaining to standards for design, construction, and alteration of buildings.
- (c) The building requirements of the State that exceed Federal requirements will take precedent in the construction of facilities.

22.3 *Application for Grants for Construction.*

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

#### 22.4 *Review of Applications.*

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

#### 22.5 *Action on Applications.*

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

- (a) Either (1) approve the application in whole or in part, (2) disapprove the application, or (3) defer action on the application for such reasons as lack of funds or a need for further evaluation;
- (b) Provide that any deferral or disapproval of an application will not preclude its reconsideration or resubmission;
- (c) Notify the applicant in writing of the disposition of the application; and
- (d) Include in the notice of approval to the local educational agency the approved budget and conditions which the applicant will accept in accordance with State law.

#### 22.6 *Eligibility and Awarding of Construction Grants.*

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

### I. B-23 PROVISION OF STIPENDS

*Sec. 120(b) (1) (g)*

#### 23.1 *Use of funds.*

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

### I. B-24 PLACEMENT SERVICE FOR STUDENTS WHO HAVE COMPLETED VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS

*Sec. 120(b) (1) (H)*

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

## I. B-25 INDUSTRIAL ARTS

*Sec 120(b)(1)(I)*

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

25.1 *Industrial Arts Programs*

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

- (a) Pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes; and
- (b) Assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

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

## I. B-26 SUPPORT SERVICES FOR WOMEN

*Sec 120(b)(1)(J)*26.1 *Use of Funds.*

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

26.2 *Types of Support Services.*

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



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

26.3 *Support to Increase Number of Women Instructors.*

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

I. B-27 DAY CARE SERVICES FOR CHILDREN OF STUDENTS

Sec. 120(b)(1)(K)

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

27.2 *Day Care Services.*

- (a) Day care services shall be for the purpose of providing appropriate care and protection of infants, pre-school and school-age children in order to afford students who are parents the opportunity to participate in vocational education programs.
- (b) The day care services provided under this section shall be governed by applicable standards or State law governing the provisions of these services.
- (c) These funds may be used only for children of vocational or technical students.

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

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

## SUBPART 3. PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

I. B-29 RESEARCH COORDINATING UNIT - RESEARCH - EXEMPLARY - *Sec 131, 132, 133*  
CURRICULUM DEVELOPMENT*29.1 Organizational Structure*

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

*29.2 Uses of Funds*

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

*29.3 Priorities for Program Improvement*

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



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

- (1) Changing work patterns of women;
- (2) Ways of overcoming occupational sex stereotyping;
- (3) Ways of assisting girls and women in selecting careers solely on their occupational needs and interests;
- (4) Ways of developing improved career counseling materials which are available to the public at no cost; and
- (5) Ways of developing competencies in assisting persons with special needs such as; disadvantaged, handicapped, native American, minorities, and offenders in correctional institutions.

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

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

- (a) To bring individuals with experience in business and industry, the professions, and other occupational pursuits into schools as counselors or advisors for students;
- (b) To bring students into the work establishments of business and industry, the professions, and other occupations to acquaint students with the nature of work accomplished therein; and
- (3) To enable guidance counselors to obtain experience in business and industry, the professions, and other occupational pursuits which will better enable those counselors to carry out their guidance and counseling duties.

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

**I. B-31 VOCATIONAL EDUCATION PERSONNEL TRAINING***Sec 135**31.1 Use of Funds.*

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

*31.2 Eligible Participants.*

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

*31.3 Types of Training.*

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

- (a) Training or retraining for teachers, and supervisors and trainers of teachers, in vocational education in new and emerging occupations;
- (b) Inservice training for vocational education teachers and other staff members, to improve the quality of instruction, supervision, and administration of vocational education programs, and to overcome sex bias in vocational education programs;
- (c) Provisions for exchange of vocational education teachers and other personnel with skilled workers or supervisors in business, industry, and agriculture (including mutual arrangements for preserving employment and retirement status and other employment benefits during the period of exchange), and the development and operation of cooperative programs involving periods of teaching in schools providing vocational education and of experience in commercial, industrial, or other public or private employment related to the subject matter taught in such schools;
- (d) Training to prepare qualified craft workers (journeymen) in the skilled trades or occupations for teaching positions;
- (e) Training, including inservice training, for teachers and supervisors and trainers in vocational education to improve the quality of instruction, supervision and administration of vocational education for persons of limited English-speaking ability and other persons with special needs as designated in I. B-30.2 (c) 5.

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

#### 31.4 Grants or Contracts.

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

- (a) Both preservice and inservice education; and
- (b) Both regular-session (academic year) institutes and short-term institutes.

#### 31.5 Stipends to Trainees.

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

### I. B-32 GRANTS TO OVERCOME SEX BIAS

Sec 136

#### 32.1 Use of Funds

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

#### 32.2 Types of Projects

Funds may be used for projects such as:

- (a) Research projects on ways to overcome sex/racial bias and sex/racial stereotyping in vocational educational programs;
- (b) Development of curriculum materials free of sex/racial stereotyping;
- (c) Development of criteria for use in determining whether curriculum materials are free from sex/racial stereotyping;
- (d) Examination of current curriculum materials to assure that they are free of sex/racial stereotyping;
- (e) Training to acquaint guidance counselors, administrators, and teachers with ways of:
  - (1) Effectively overcoming sex/racial bias; and
  - (2) Assisting girls and women in selecting careers.

## SUBPART 4 SPECIAL PROGRAMS FOR THE DISADVANTAGED

## I-B-33 GRANTS FOR SPECIAL PROGRAMS FOR THE DISADVANTAGED

Sec 140

33.1 *Use of Funds.*

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

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

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

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

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

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



## I. B-34 CONSUMER AND HOMEMAKING EDUCATION

Sec 150

34.1 *Use of Funds.*

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

- (a) Educational programs in consumer homemaking; and
- (b) Ancillary services.

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

34.2 *Committal of Funds.*

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

34.3 *Purposes of Educational Programs in Consumer and Homemaking*

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

- (a) Encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners;
- (b) Encourage elimination of sex stereotyping by promoting the development of curriculum materials which deal with:
  - (1) Increased numbers of women working outside the home;
  - (2) Increased numbers of men assuming homemaking responsibilities;
  - (3) Changing career patterns of men and women; and
  - (4) Appropriate Federal and State laws relating to equal opportunity in education and employment;

- (c) Give greater consideration to economic, social, and cultural conditions and needs, especially in economically depressed areas and, where appropriate, to bilingual instruction;
- (d) Encourage eligible recipients to operate outreach programs in communities for youth and adults, giving consideration to their special needs, such as (but not limited to):
  - (1) The aged;
  - (2) Young children;
  - (3) School-age parents;
  - (4) Single parents;
  - (5) Handicapped persons;
  - (6) Educationally disadvantaged persons;
  - (7) Programs connected with health care delivery systems, such as providing parenthood education, nutrition education and consumer education; and
  - (8) Programs providing services for courts and correctional institutions, such as providing child development and guidance programs for short term court offenders;
- (e) Prepare males and females who have entered or are preparing to enter into the work of the home; and
- (f) Emphasize the following areas in order to meet current societal needs:
  - (1) Consumer education;
  - (2) Management of resources;
  - (3) Promotion of nutritional knowledge and food use; and
  - (4) Promotion of parenthood education.

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

#### 34.4 *Local Applications*

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

## B-35 APPRENTICESHIP PROGRAMS

Sec 104.515

Sec 120

35.1 *Use of Funds.*

The State Boards may use funds under Section 120 of the Act to support related instruction for apprentices.

35.2 *Program Requirements.*

- (a) The vocational training is supplemental to the on-the-job training experience of the apprentice;
- (b) The worker involved in the apprenticeable occupation must be at least 16 years of age, except where a higher minimum age standard is fixed by law;
- (c) The apprentice training agreement must specify a given length of planned work experience training through employment on the job which is supplemented by related instruction;
- (d) The skilled trade must possess all of the following characteristics:
  - (1) It is customarily learned in a practical way through training and work on the job;
  - (2) It is clearly identified and commonly recognized throughout the industry;
  - (3) It involves manual, mechanical, and technical skills and knowledge;
  - (4) It provides equal access to both sexes.

35.3 *Classification of Apprentices.*35.31 *Registered.*

- (a) Where the program or apprentice or both are registered under the apprenticeship law of the state in which the apprentice is employed.
- (b) Where the program or apprentice or both are registered by a state apprenticeship agency operating under powers vested in it by a legally responsible state authority.
- (c) Where the program or apprentice or both are registered by the Bureau of Apprenticeship and Training, US Department of Labor.

35.32 *Non-Registered.*

Where a program or apprentice or both are not registered under any of the three conditions in paragraphs 35.21 (a), (b), or (c), but a new program is conducted under an implied or written agreement between the apprentice and an employer, a group of employers, employee-employer committee or a governmental agency.

35.4 *Standards.*

The standards of apprenticeship program must adhere to the State Apprenticeship Law and to the requirements outlined in 29 CFR Part 29 (Department of Labor Apprenticeship Programs).

## PART I-C

### COOPERATIVE SUPPORT NEEDED FROM OTHER AGENCIES

A primary purpose of vocational education is training of people to fill needs of present and future job markets. Both the social and economic needs of people and the welfare and growth of the State's economy rests largely on the premise of well trained people in satisfactory jobs.

In order to maximize the use of resources for vocational education and the resulting values from such training, it is imperative that supportive services from many agencies to be available. These agencies have the expertise in their particular roles to provide valuable support to vocational education.

Some of the supportive services needed by vocational education are:

- ° Data and other services for planning,
- ° Preparation and further development of staff,
- ° Evaluation of programs and outcomes,
- ° Opportunity to coordinate with other training programs for special needs and for job skill development, and
- ° Counseling and placement of those completing vocational programs.

Cooperative support is needed from the following agencies which are listed below:

Employment Security Commission,

Special Education,

State Employment and Training Council,

University of North Carolina,

Vocational Rehabilitation,

Assistance to the Rehabilitation of Prison Inmates Through Vocational Education,

Assistance to the Development of Job Skills Through Apprenticeship Related Instruction, and

Assistance to American Indians.

#### EMPLOYMENT SECURITY COMMISSION

##### A. *Employment Data*

1. Annual statewide assessment of categories of employment by Occupational Education (O.E.) code.
2. Annual assessment of categories of employment by O. E. code, by county
3. Projected employment needs by O. E. code for State and each county for immediate future year and for the 5th future year.



4. Annual data on general unemployment by county.
5. Annual data on youth unemployment by county.
6. More explicit information on employment and unemployment by sex and by minority groups.

*B. Testing Services*

1. Continuing arrangements for local education agencies and post-secondary institutions to utilize services of local offices of Employment Security Commission in administration of Employment Service Specific Aptitude Test Batteries to candidates for employment or further education.
2. Cooperation at the local level between local managers of ESC and local school administrators in exchange of follow-up studies or information on the occupations, places of employment, adjustment, and progress on the job of trainees tested with Employment Service tests.

*C. Job Placement*

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

### SPECIAL EDUCATION

Pursuant to recent federal/state legislation, the Divisions of Vocational Education and Exceptional Children have increased their cooperative relationships in providing effective programs/services for students with special needs. P.L. 94-142 (Education of All Handicapped Act) and P.L. 94-482 (Vocational Education Act) provide the basic legislative framework for this cooperation.

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

- A. *Program Planning*-- Coordinated state/local planning of special programs/services will be accomplished in the following ways:
  1. Establish a continuously active coordination committee comprised of appropriate members of both Divisions to develop a comprehensive state/local plan coordination process.
  2. Develop comprehensive contractual agreement statements as to joint programs/services to be planned and implemented.
  3. Modify the local plan process to require that the local coordinator of special education be on the planning committee for vocational education and sign-off on the portion of the local plan of vocational education that deals with programs for the handicapped.

- B. *Delivery of Programs/Services*--Appropriate state/local personnel shall be involved in the delivery of effective programs/services for special needs populations in the state through cooperative efforts in the following areas:
1. Identification, referral, screening, diagnosis and placement.
  2. Development and implementation of vocationally related individualized educational programs.
  3. Provision for appropriate supportive services.
  4. Curriculum materials development.
  5. Program and student evaluation on the state/local levels.
- C. *Staff Development*--The two divisions will work cooperatively in the provision of appropriate preservice and inservice staff development activities as are necessary to deliver the "full range of services" required by legislative mandates and State Board of Education policy.

#### STATE EMPLOYMENT AND TRAINING COUNCIL

The largest federally funded labor force training program in North Carolina is directed by the Governor of North Carolina through a State Employment and Training Council and administrative staff. The program is made available through the Comprehensive Employment and Training Act, Public Law 93-203.

This Act provides for flexible local planning in job training and employment opportunities for the disadvantaged, under-employed, and unemployed. While this Act establishes different purposes and to some extent different target populations to those of vocational education, there are many activities and services which can be employed to complement both of these programs.

The State Boards, local boards of education and local boards of trustees need to assist and need the assistance of the State Employment and Training Council. Through their respective staffs, a more effective consolidated direction toward meeting the labor force needs of North Carolina citizens and industries is possible.

In keeping this goal, the State Boards promote the implementation of procedures with all agencies involved with CETA administration which would:

1. Insure that prime sponsors are provided with full information relating to the nature of services of secondary and post-secondary vocational education available to assist said sponsors in determining levels of quality and standards of service arrangements.
2. Assist the prime sponsors in the coordination of CETA-funded programs with State Board funded vocational education and supportive service programs.

3. Determine the technical assistance and information which needs to be provided by the State Boards and vice-versa (prime sponsors) in the development of aspects of the respective State or local plans required of each and the delivery of programs and services.
4. Insure, where possible, effective utilization of existing facilities and delivery systems designated to provide programs and service.
5. Insure working cooperatively, where appropriate, in providing staff development activities for personnel responsible for vocational education programs and employment and training services.
6. Coordinate the sharing of results from experimental, developmental, demonstration and pilot projects gained from research or other such grants or contracts for the purpose of improving techniques and demonstrating the effectiveness of specialized methods, curriculum or practices in meeting labor force, employment and training problems.

#### THE UNIVERSITY OF NORTH CAROLINA

The University of North Carolina, with its sixteen constituent institutions primarily focused on human development and strategically located throughout the State, is prepared to contribute significantly to (1) the development of policy for vocational education; (2) the provision of administrative, supervisory and leadership services; (3) the preparation of teachers in various vocational fields; (4) the development of curriculum and teaching materials; (5) the provision of guidance, counseling and placement services; (6) the conduct of research; and (7) the development and evaluation of programs for vocational education.

The State Plan for Vocational Education presents here the desired contribution on the part of The University of North Carolina as an identifiable component, so that the Board of Governors of The University may have the opportunity of including that component in The University of North Carolina Long-Range Plan to the extent that it is consistent with the mission and priorities of The University and the resources available to it.

The State Board of Education perceives the role of The University of North Carolina to be:

(1) Recruitment and preparation (both pre-service and in-service) of professional personnel for occupational education:

- A. Teachers: Agricultural Education  
Business and Office Occupations  
Distributive Education  
Health Occupations Education  
Home Economics Education  
Industrial Arts Education  
Occupational Exploration  
Trade and Industrial Education  
Public Service Occupations  
Disadvantaged and Handicapped  
Technical Education
- B. Guidance Personnel
- C. Administrators and Supervisors
- D. Curriculum Specialists, Evaluation Specialists, Research Specialists, Program Development Specialists

(2) Program Development

- A. For new and emerging occupations
- B. For modifying existing programs
- C. For elimination of sex bias and sex stereotyping
- D. For provision of guidance and counseling services

(3) Research and Inquiry

- A. Instructional methods
- B. Facilities and Equipment Utilization
- C. Examination of alternative strategies

(4) Curriculum Development

- A. For existing programs
- B. For new and emerging programs



(12) Assistance in the organization of state and local advisory councils, training of advisory council members, and preparation of materials for advisory council use.

#### Funding

The State Board of Education support the solicitation and acquisition of funds which are necessary in order to accomplish the projected role of the University as heretofore indicated from the General Assembly. The State Board of Education believes that funds should be provided to the Board of Governors of the University of North Carolina on an annual and continuing basis in amounts adequate to provide programs improvement and supportive services as follows:

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

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

#### VOCATIONAL REHABILITATION

Whereas, recent legislative mandates (notably the Vocational Education Act of 1976, the Vocational Rehabilitation Act of 1973, and the Education of All Handicapped Act of 1975) have consistently provided for cooperative relationships between agencies, institutions, and departments delivering programs/services to persons with special needs, it shall be the intent of the Division of Vocational Education to work jointly with the Division of Vocational Rehabilitation (Department of Human Resources) in the following areas:

- A. *State/Local Planning*--Appropriate state/local personnel shall jointly develop plans for delivery of a full range of services necessary to meet the individual needs of handicapped persons. These plans shall be consistent with federal/state legislative guidelines and State Board of Education policy.
- B. *Delivery of Programs/Services*--The Division of Vocational Education and the Division of Vocational Rehabilitation shall cooperate in the provision of appropriate programs/services for the handicapped in the following areas:

1. Identification, diagnosis, and evaluation of handicapped persons.
2. Vocational guidance and counseling.
3. Vocational adjustment and training.
4. Job placement and follow-up.
5. Provision of jointly developed appropriate staff development activities for personnel serving the handicapped.
6. Program and student evaluation.

#### ASSISTANCE TO THE REHABILITATION OF PRISON INMATES THROUGH VOCATIONAL EDUCATION

Some 15,000 individuals are incarcerated within the correctional system of North Carolina. The return of these inmates to free society is dependent partially upon the degree of rehabilitation which is effected within each individual. Many inmates have attained less than a high school education and do not have skills which would qualify them for employment.

Since 1965, educational courses have been provided by the technical institutes and community colleges to inmates in the correctional system. This effort has been directed toward assisting in the rehabilitation of the inmate by providing basic education, high school completion and vocational education to develop job skills.

The State Board of Community Colleges directs that a continuing role of the technical institutes and community colleges be to assist in rehabilitating prison inmates by providing courses for general educational and skill development.

#### ASSISTANCE TO THE DEVELOPMENT OF JOB SKILLS THROUGH APPRENTICESHIP RELATED INSTRUCTION

Since the formation of the community college system in 1963, technical institutes and community colleges have had the responsibility of providing related instruction for apprentices.

The State Board of Community Colleges directs that a continuing role of the technical institutes and community colleges be to provide the required related instruction so that apprentices may become proficient and qualified to meet job skill requirements. In addition, the State Board of Education provides for the offering of pre-apprenticeship related instruction and apprenticeship related instruction through the cooperative education method.

## ASSISTANCE TO THE ECONOMIC DEVELOPMENT OF THE STATE

The economic development of the state is enhanced when there are jobs available for all those who want to work and the unemployment level is at a minimum. Sufficient jobs for all citizens of the state are generated by existing industry expanding its operation or new industry locating within the state.

The State Board of Community Colleges directs that a continuing role of the technical institutes and community colleges be to provide training for the citizens of the state to qualify for jobs created by existing industry, expanding, or new industry locating within the state.

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

## ASSISTANCE TO AMERICAN INDIANS

North Carolina has the largest American Indian population of any state east of the Mississippi River.

In order to insure quality education for American Indian students, the State is committed to:

- °improving educational service for American Indians in the secondary public schools and postsecondary institutions;
- °bringing about appropriate changes necessary to insure that minorities are accepted for what they are, are allowed to contribute according to their talents and their uniqueness; and
- °incorporating into vocational education curriculum aspects which promote and provide opportunities for American Indians.





## LONG-RANGE AND ANNUAL PLANNING AND BUDGETING

### Secondary, Post-Secondary and Adult

#### Mission of Vocational Education:

A mission of the Department of Public Instruction and the Department of Community Colleges is to provide necessary vocational administrative and consultative leadership throughout the State for ensuring that all youth and certain adults, who need, want, and can profit from vocational education and/or consumer and homemaking education have ready access to such education which is of high quality, which is suited to their needs, interests, and aspirations, and which is realistic in light of actual or anticipated opportunities for gainful employment.

#### Goals for Carrying Out The Mission for Vocational Education:

Within the mission for vocational education, the State Boards have adopted eleven broad and comprehensive goals through which leadership and/or resources will be provided to promote quality vocational education.

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

- . Improvement of articulation between and within secondary and post-secondary vocational education in order to facilitate the transition of students between the two levels and in order to eliminate duplicated curricular requirements.
- . Research, developmental, and evaluation activities to discover more effective and efficient strategies for responding to the vocational education needs of youth and adults.
- . Expansion and improvement of opportunities for staff development, especially for personnel in new or modified programs of vocational education, through the articulated efforts of all levels of education - secondary, post-secondary, and higher education - , business and industry and other related institutions.
- . Development, adaptation, and/or updating of appropriate curricular materials in vocational education.

In order to fulfill these commitments, the State Agencies will assist eligible recipients with the following activities:

- . The development of comprehensive local plans based upon needs assessment.
- . Curriculum development and implementation, including alternatives such as extended day programs and individualized instruction.
- . Staff development.
- . Evaluation of programs, completers and leavers.

Furthermore, the State Agencies will provide financial support for local programs consistent with the State Boards' policies and to the extent that funds are provided by Federal, State and local governments.

In order to carry out the mission of vocational education, to respond more adequately to the needs identified in this Plan, and to comply with the mandates of Public Law 94-482 (the "Vocational Education Amendments of 1976), the State Board of Education the five year and annual plans.

AMENDMENTS TO THE  
FY 1982 PLAN





# TABLE OF CONTENTS \*

## FY 1981 - FY 1982 ANNUAL PLAN AND AMENDMENTS TO THE FY 1982 PLAN

	<u>Page</u>
Introduction	v
Certifications for Fiscal Year 1981	
Commissioner's Approval	vi
Certificate of State Board	vii
Certificate of Attorney General	viii
Certificate of State Board	ix
Delegation of Responsibilities	
Notification to Eligible Recipients to Establish Advisory Councils	
Involvement of Representatives (Section 107)	
Meetings of State Planning Group	
Certification by Consultants for Sex Equity	x
Certificate of Public Hearings	xi
Certification by Members of State Plan Group	xiii
Governor's Sign-Off (A-95)	xv
Certification of State Advisory Council on Vocational Education	xvi
Certifications for Fiscal Year 1982	
Assistant Secretary's Approval	xviii
Certificate of State Board	xix
Certificate of Attorney General	xx
State Certification	xxi
Certificate of State Board	xxii
Delegation of Responsibilities	
Notification to Eligible Recipients to Establish Advisory Councils	
Involvement of Representative (Section 107)	
Meetings of State Planning Group	
Certification by Consultants for Sex Equity	xxiii
Certificate of Public Hearings	xxiv
Certification by Members of State Plan Group	xxvi
Governor's Sign-Off (A-95)	xxviii
Certification of State Advisory Council on Vocational Education	xxix

	<u>Page</u>
Fiscal Years 1981-1982 Plan for Vocational Education	1
Population, Education, and Employment Needs	3
TABLE 1	4
TABLE 1	4(a)
TABLE 2	5
TABLE 3	6
TABLE 3	6(a)
TABLE 4	6
TABLE 4	6(a)
TABLE 5	7
TABLE 5	7(a)
TABLE 6	8
TABLE 7(a)	9
TABLE 7(b)	10
Explanation of Table 7(b)	11
TABLE 8	12
Explanation of Table 8	15
Figure I	16
Figure I	16(a)
TABLE 9	17
TABLE 9	17(a)
Figure II	18
Figure II	18(a)
TABLE 10	19
TABLE 10	19(a)

		<u>Page</u>
Figure III	Youth Unemployment - 1978	20
Figure III	Youth Unemployment - 1979 (FY 1982)	20(a)
TABLE 11	1978 Youth Unemployment	21
TABLE 11	1979 Youth Unemployment, 16-19 Years Inclusive (FY 1982)	21(a)
Figure IV	Local Education Agencies with Dropout Rates of 8.0% and Greater	22
Figure IV	Local Education Agencies with Dropout Rates of 7.9% and Greater (FY 1982)	22(a)
TABLE 12	1978-79 Dropout Rates	23
TABLE 12	1979-80 Dropout Rates (FY 1982)	23(a)
FY 1981-1982 Annual Program Planning and Budgeting		24
Continuing Goals for Vocational Education		26
Continuing Goals for Vocational Education (FY 1982)		26(a)
Rationale for Vocational Programs as Related to Employment Needs		28
Explanation of Information Contained in Table 13 and Sources of Data		30
TABLE 13	North Carolina Vocational Education Projected Plan for Meeting Job Skill Needs, FY 1981	31
TABLE 13	North Carolina Vocational Education Projected Plan for Meeting Job Skill Needs, FY 1982	45
TABLE 14	North Carolina Vocational Education Plan for Meeting Consumer and Homemaking Needs, FY 1981	59
TABLE 14	North Carolina Vocational Education Plan for Meeting Consumer and Homemaking Needs, FY 1982	60
TABLE 15	Summary Projected Secondary Enrollment, FY 1981	61
TABLE 15	Summary Projected Secondary Enrollment, FY 1982	62
TABLE 16	Summary of Projected Vocational Education Enrollment, Secondary, Postsecondary and Adult, FY 1981	63
TABLE 16	Summary of Projected Vocational Education Enrollment, Secondary, Postsecondary, and Adult, FY 1982	64
TABLE 17	Changes in Projected Enrollment and Funding to Meet Employment Needs, FY 1981 - Secondary	65
	- Postsecondary	66
	- Adult	67
TABLE 17	Changes in Projected Enrollment and Funding to Meet Employment Needs, FY 1982	
	-Secondary	68
	-Postsecondary	69
	-Adult	70

	<u>Page</u>
Analysis of Changes in Enrollment and Funding to Meet Employment Needs, FY 1981	
-Secondary	71
-Postsecondary	73
-Adult	75
Analysis of Changes in Enrollment and Funding to Meet Employment Needs, FY 1982	
-Secondary	76
-Postsecondary	77
-Adult	79
TABLE 18 Estimated Funding by Purpose, FY 1981	80
TABLE 18 Estimated Funding by Purpose, FY 1982	81
Formula - Limited English Speaking	82
TABLE 18A Projected FY 1981 Carryover Funds by Purpose of the Act for FY 1982	82(a)
TABLE 19 Activities, Estimated Budget and Benefits By Purpose, FY 1981	
-Secondary	83
-Postsecondary	88
-Adult	90
TABLE 19 Activities, Estimated Budget, and Benefits By Purpose, FY 1982	
-Secondary	91
-Postsecondary	96
-Adult	98
TABLE 20 Changes in Projected Funding By Purpose, FY 1981	
-Secondary	99
-Postsecondary	100
-Adult	101
TABLE 20 Changes in Projected Funding By Purpose, FY 1982	
-Secondary	102
-Postsecondary	103
-Adult	104
Analysis of Changes in Funding by Purpose, Secondary, Postsecondary, and Adult, FY 1981	105
Analysis of Changes in Funding by Purpose, Secondary, Postsecondary, and Adult, FY 1982	108
Definitions Used in the Allocation of Funds	110
Directory of Economic Development Administration (EDA) Qualified Areas	111
Directory of Economic Development Administration (EDA) Qualified Areas (FY 1982)	112(a)



	<u>Page</u>
Vocational Education Secondary Formula Distribution of Funds	114
TABLE 21 Secondary Points Earned Through Formula Distribution Factors for Sub-Part II and Sub-Part III with the Exception of Work-Study, FY 1981	117
TABLE 21 Secondary Points Earned Through Formula Distribution Factors for Sub-Part II and Sub-Part III with the Exception of Work-Study, FY 1982	121(a)
TABLE 22 Secondary Points Earned Through Formula Distribution Factors for Work-Study and Special Disadvantaged, FY 1981	122
TABLE 22 Secondary Points Earned Through Formula Distribution Factors for Work-Study and Special Disadvantaged, FY 1982	126(a)
TABLE 23 Estimated Allotment for Months of Employment for 1980-81, for Sub-Parts 2, 3, and 5 - Secondary	127
TABLE 23 Estimated Allotment for Months of Employment for 1981-82, for Sub-Parts 2, 3, and 5 - Secondary	131(a)
TABLE 24 Estimated Allotments Based on Formula for 1980-81, Secondary	132
TABLE 24 Estimated Allotments Based on Formula for 1981-82, Secondary	136(a)
TABLE 25 Secondary Analysis of Fund Distribution as Applied to Disadvantaged Funds, FY 1981	137
TABLE 25 Secondary Analysis of Fund Distribution as Applied to Disadvantaged Funds, FY 1982	137(a)
TABLE 26 Secondary Analysis of Fund Distribution as Applied to Work-Study, FY 1981	138
TABLE 26 Secondary Analysis of Fund Distribution as Applied to Work-Study, FY 1982	138(a)
Formula for Distribution of Funds - Postsecondary Institutions	139
TABLE 27 Points Earned Through Formula Distribution Factors 1980-81, Postsecondary	141
TABLE 28 Estimate of Allotments of Federal and Required Matching Funds by Purpose - Postsecondary 1980-81	142
TABLE 29 An Analysis of Estimated Allotments for Selected Institutions, Postsecondary 1980-81	143
FY 1982 Allotments to Recipients	144
TABLE 27 Points Earned Through Formula Distribution Factors - FY 1982	144(a)
TABLE 28 Estimate of Allotments of Federal and Required Matching Funds by Purpose Postsecondary - FY 1982	144(b)
TABLE 29 An Analysis of Estimated Allotments for Selected Institutions - FY 1982	144(c)

	<u>Page</u>
Results of Coordination of Vocational Education Programs with Employment and Training Programs	145
Results of Coordination of Vocational Education Programs with Employment and Training Programs - FY 1982	146(a)
Activities of Sex Equity Personnel - Secondary	147
- Postsecondary	152
Activities of Sex Equity Personnel - Secondary (FY 1982)	156(a)
- Postsecondary	156(f)
Results of Participation of Local Advisory Councils	157
Local Advisory Council Participation (FY 1982)	157(a)

#### APPENDICES

Exhibit I	Comments and Responses, Vocational Education State Plan Committee	1
Exhibit II	Public Hearing on FY 1981-1982 Annual Plan and FY 1979 Accountability Report - Comments and Responses	5
Exhibit III	Comments and Responses, Vocational Education State Plan Committee	12
Exhibit IV	Comments and Responses from Public Hearings on the Five Year and FY 1982 Annual Plan, and the FY 1980 Accountability Report	13
Exhibit V	Cooperative Agreement Between The North Carolina State Board of Education (The State Board of Vocational Education) and The North Carolina State Board of Community Colleges	21

\*Except for pages in the Table of Contents, pages with a letter in parentheses following the page numbers are additional materials which need to be added to the existing FY 1981 - 1982 Plan. These materials do not replace existing information, but they are additional to the present information and data. Other pages which you are furnished should replace the pages with the same numbers in the FY 1981 - 1982 Plan. Additionally, where table numbers are duplicated, the second table number refers to the FY 1982 table.

APPROVAL CERTIFICATE

The State Program Plan for the period beginning July 1, 1981 and the FY 80 Accountability Report for the administration of Vocational Education under the Vocational Education Act of 1963, as amended, are hereby accepted by the U.S. Assistant Secretary for Vocational and Adult Education as fully meeting the requirements of this statute and its regulations.

Submitted by the State of North Carolina

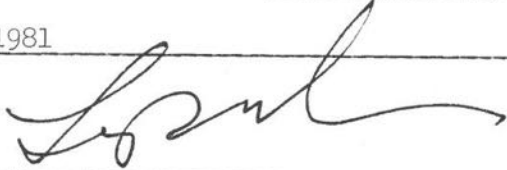
Adopted by North Carolina State Board of Education

Date adopted May 7, 1981

Date submitted  
to Office of Vocational & Adult Education May 12, 1981

Effective Date: July 1, 1981

APPROVAL RECOMMENDED:

  
(Director, Division of State Vocational Programs)

APPROVED:

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

DATE APPROVED:

7-17-81

Certificate of State Board of Education

State of North Carolina

I hereby certify that the attached Amendments to the Five Year State Plan and the FY 1982 State Plan and the FY 1980 Accountability Report for Vocational Education were adopted by the North Carolina State Board of Education on May 7, 1981. The State Plan and Accountability Report as submitted, constitutes the basis for the administration and operation of the State's program established pursuant to the Vocational Education Amendments of 1976, Public Law 94-482, Education Amendments of 1978, Public Law 95-561, and to the State Board's policies, rules, and regulations.

All information and representations contained in the Plan and Accountability Report as of this date are accurate to the best of my knowledge and belief.

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

May 7, 1981  
(Date)

By: 

State Superintendent



Certificate of Attorney General

State of North Carolina

1. That the North Carolina State Board of Education is the State Board in this State within the meaning of Section 104(a)(1) of Public Law 94-482;
2. That said Board has the authority under State law to submit a State Plan and Accountability Report;
3. That said Board has authority to administer the administration of the foregoing State Plan and Accountability Report;
4. That all of the provisions of the foregoing Plan and Accountability Report can be carried out by the State;
5. That the State Superintendent of Public Instruction has been duly authorized by the North Carolina State Board of Education to submit the foregoing State Plan and Accountability Report and to represent the State Board in all matters pertaining thereto.

8 May 1981  
(Date)

(Signed)

A. A. Venable  
Deputy Attorney General


STATE CERTIFICATION  
STATE OF North Carolina

I hereby certify:

1. That the N. C. State Board of Education in this State is eligible  
(State board or agency)  
to submit the State plan for vocational education as authorized  
under Part A of Title I of the Vocational Education Act (20  
U.S.C. 2301 et seq.);
2. That the N. C. State Board of Education has authority under State  
(State board or agency)  
law to perform the functions of the State under the program;
3. That the State legally may carry out each provision of the  
foregoing plan;
4. That all provisions of the foregoing plan are consistent with  
State law;
5. That the N. C. State Board of Education  
A. Craig Phillips, Secretary has authority under  
(Title of State Officer)  
State law to receive, hold, and disburse Federal funds made  
available under the foregoing plan;  
State Supt. of Public Instruction
6. That the Secretary to State Board has authority to submit  
(Title of State Officer)  
the foregoing plan;
7. That the N. C. State Board of Education has adopted  
(State board or agency submitting the plan)  
and formally approved the foregoing plan;
8. That the foregoing plan is the basis for State operation and  
administration of the program.

May 7, 1981  
(Date)

N. C. State Board of Education  
(State board or agency)

  
(Signature)

Secretary to State Board & Superintendent  
(Title)

Certificate of State Board

State of North Carolina

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

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

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

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

I also certify that all eligible recipients were notified of their responsibility to establish advisory councils, and assurances were given through the local plans of the establishment of such councils.

I further certify that all of the representatives required in Section 107 of Public Law 94-482 were afforded the opportunity for involvement in the formulation of the State Plan.

I further certify that the State Planning Group met according to the dates given below. The meetings of the Planning Group were October 30, 1980, January 6, 1981, and February 12, 1981.

May 7, 1981  
Date

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

By:

  
State Superintendent of Public Instruction

NORTH CAROLINA STATE BOARD OF EDUCATION

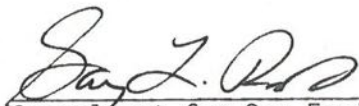
AMENDMENTS TO THE FIVE YEAR PLAN AND THE

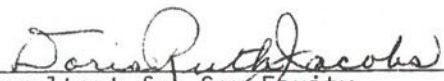
FY 1982 ANNUAL VOCATIONAL EDUCATION STATE PLAN,

AND FY 1980 ACCOUNTABILITY REPORT

CERTIFICATION BY CONSULTANTS FOR SEX EQUITY

In compliance with the requirements of Public Law 94-482, we hereby certify that we were afforded the opportunity to review the Amendments to the Five Year Plan and the FY 1982 Annual Plan, and the FY 1980 Accountability Report to assure equal access to vocational education programs by both men and women.

  
\_\_\_\_\_  
Consultant for Sex Equity  
(Secondary)

  
\_\_\_\_\_  
Consultant for Sex Equity  
(Postsecondary)

Feb. 13, 1981  
(Date)

Feb. 13, 1981  
(Date)



## CERTIFICATE OF PUBLIC HEARINGS

### STATE OF NORTH CAROLINA

1. *Notification of dates and purposes for the public hearings on the Amendments of the Five Year Plan and the Fiscal Year 1982 State Plan and Fiscal Year 1980 Accountability Report was provided as follows:*

Date of  
Notification

December 19, 1980

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

For Publication Prior  
to December 20, 1980

Legal Notices-

- ° Minority Newspapers - 9
- ° Area Daily Newspapers - 5

To Be Used From  
January 6-21, 1981

News Releases-

- ° Minority Newspapers - 9
- ° Area Dailies - 5
- ° Minority Radio Stations - 12
- ° Area TV Stations - 5

(With spot announcements added for radio/TV)

2. *Public Hearings on the Amendments to the Five Year Plan, Fiscal Year 1982 Plan, and Fiscal Year 1980 Accountability Report for Vocational Education were held as follows:*

Date

Place

January 20, 1981

Kinston High School Cafeteria  
Kinston, North Carolina

DatePlace

January 27, 1981

Board Room, Human Resource Center  
Morganton, North Carolina

January 28, 1981

Guilford Technical Institute  
Jamestown, North Carolina

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

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

- a. the goals which ought to be adopted in the annual program plan,
- b. the programs to be offered under the annual program plan,
- c. the allocation of responsibility for programs among the various levels of education and among the various institutions of the State,
- d. the allocation of local, state, and federal resources to meet these goals, and
- e. a report on the FY 1980 Annual Program for Vocational Education as related to program implementation and the extent to which goals in the 1980 Plan were met.

A total of 137 persons attended the public hearings. There were comments or concerns expressed by numbers of the groups and to which the State Boards will respond. Seven of the presenters furnished prepared manuscripts. All others present were given an opportunity to express concerns, raise questions and make recommendations relative to vocational education at the secondary or postsecondary levels. The hearings were taped, and pertinent notes were taken on each presentation.

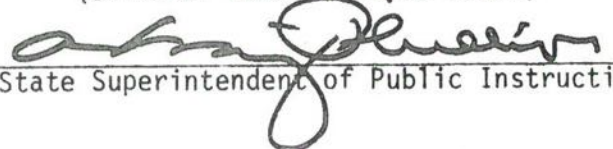
There were many favorable comments on vocational education as administered and conducted in this state; however, some concerns were expressed and recommendations were made. Many of the recommendations have, or will be incorporated into the State Plan. The suggestions that seem to be contrary to policies of the State Boards or required additional funding or time to implement will either be rejected or may require additional consideration.

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

May 7, 1981  
(Date)

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

By:

  
State Superintendent of Public Instruction

Certificate of the Vocational Education State Plan Committee

State of North Carolina

The following members were appointed to the planning group by the State Board of Education or the agency specified in the Act.

We, the undersigned, certify that we have had the opportunity to actively participate in the formulating of the Amendments to the Five Year Plan and the Fiscal Year 1982 State Plan, and the Fiscal Year 1980 Accountability Report as required by Section 108 of the Act. We further certify that the signatures below constitute a recommendation for adoption of the amendments to the Five Year State Plan and the Fiscal Year 1982 State Plan, and the FY 1980 Accountability Report.

The planning group met on October 30, 1980; January 6, 1981 and February 12, 1981.

Date of Signatures by Committee Members February 12, 1981

State Agency - Secondary

Dudley Flood, Assistant Superintendent  
Raleigh, North Carolina

Dudley Flood

State Agency - Postsecondary

Jean Overton, Program Coordinator, Occupational Program Services  
Department of Community Colleges  
Room 20, Education Building  
Raleigh, NC 27611

Jean Overton

State Agency - Community Colleges

Major Boyd, Director  
Adult Developmental Services  
Department of Community Colleges  
Room 156, Education Building  
Raleigh, NC 27611

Major Boyd

Higher Education

Robert Williams, Associate Vice President  
University of North Carolina  
910 Raleigh Road  
Chapel Hill, NC 27514

Robert Williams

Local School Board

James Atkins, Chairman  
Wake County Board of Education  
219 E. Chatham Street  
Cary, NC 27511

James E. Atkins

Byrde Chambers, Board of Trustees  
Technical Institute of Alamance  
Burlington, NC

Byrde Chambers

Vocational Educators

Peggy Morgan, Health Occupations  
Sylva-Webster High School  
Sylva, NC 28779

Peggy Morgan

Roy Thomas, Instructor  
Surry Community College  
Dobson, NC 27017

Roy Thomas

Local School Administrators  
Katheryn Lewis, Assistant Superintendent  
Pitt County Board of Education  
Greenville, NC 27834

Katheryn C Lewis

Ray Oxendine, Principal  
East Montgomery High School  
Biscoe, NC

Ray Oxendine

Edward Cox, President  
Piedmont Technical College, P.O. Box 1197  
Roxboro, NC 27573

Edward W. Cox

Dorothy Carter, Dean of Occupational Education  
Randolph Technical College  
P. O. Box 1009  
Asheboro, NC 27203

Dorothy Carter

Evelyn Withers, Local Director  
Gaston County Schools  
943 Osceola Street  
Gastonia, NC 28052

Evelyn Withers

Lois Denny, Assoc. Dean of Business  
Sampson Technical College  
Drawer 318  
Clinton, NC 28328

Lois Denny

State Manpower Services Council  
James R. Lott, Director  
NC Employment Training Council  
P. O. Box 27687  
Raleigh, NC

James R. Lott

State Advisory Council  
Daphne D. O'Neal  
Route 1, Box N17  
Swan Quarter, NC 27855

Daphne D O'Neal

North Carolina does not have a comprehensive postsecondary planning agency.





STATE OF NORTH CAROLINA

OFFICE OF THE GOVERNOR

RALEIGH 27611

JAMES B. HUNT, JR.  
GOVERNOR

GOVERNOR'S

COMMENTS ON STATE PLAN

DATE: June 5, 1981

PLAN DOCUMENT: State Plan for Vocational Education  
Amendment to the Five Year Plan and  
the FY '82 Plan

SUBMITTED BY: Department of Public Education

SUBMITTED ON: May 19, 1981

COMMENTS: The above referenced State Plan is generally in keeping  
with State policy objectives, and does not appear to be  
in conflict with any other statewide comprehensive plans  
or state agency programs.

As the Governor's designee for review and evaluation of  
State Plans, pursuant to OMB Circular A-95, Part III, I  
hereby approve this State Plan.

A handwritten signature in dark ink, appearing to read "Arnold Zogry", written over a horizontal line.

Arnold Zogry  
Deputy Secretary for  
Policy and Management  
N.C. Department of Administration

## CERTIFICATION OF THE STATE ADVISORY COUNCIL

TO WHOM IT MAY CONCERN:

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

On June 19, 1980, the North Carolina General Assembly enacted SB1023 (Chapter 1130). The Act provides in Section 4, for the following:

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

Because of this action by the State General Assembly, the Council has found it necessary to advise both the State Board of Education and the State Board of Community Colleges.

In consideration of these laws, the State Advisory Council indicates the following as evidence of its consultation and advice to the appropriate Boards at the State level:

- At the December 1980 meeting of the State Board of Education, the chairman of the State Advisory Council presented the 1980 Annual Report entitled A Time To Design. In his prepared remarks, the chairman urged the Board to consider the Council's five (5) recommendations.
- At the February 1981 meeting of the State Board of Community Colleges, the vice-chairman of the Council presented the Council's concerns as represented in the 1980 Annual Report. The vice-chairman pointed out how these recommendations were of particular importance to the State Board of Community Colleges.
- Members of the State Board of Education attended three of the meetings of the Council, and members of the State Board of Community Colleges attended one of the Council's meetings. (The State Board of Community Colleges was not officially constituted until January 1, 1981.)

- During 1980-81, members of the State Advisory Council spoke at the three hearings that were held by the State Board of Education on the 1982 State Plan and the 1980 Accountability Report. These documents were approved by the State Board of Community Colleges at its April 1981 meeting and by the State Board of Education at its May 1981 meeting. The response to the Council's recommendations are contained in these documents.
- The Council was represented on the State Committee established to develop the 1982 State Plan and the 1980 Accountability Report. During the three meetings that were held, the reports and the concerns of the Council were shared with the State Committee membership.

The State Advisory Council reports this record of consultation, advice, and cooperation with the State Board of Education and the State Board of Community Colleges. We hope this relationship can be expanded and improved in the coming year in order to achieve the full and unrestricted collaboration suggested in federal law and Executive Order No. 25 promulgated by the Governor.

The foregoing was adopted by the State Advisory Council at a regular meeting on May 22, 1981. The Executive Director was directed to submit this as evidence of the Council's consultation in developing the Annual Program Plan and the Accountability Report.

5-27-81

Date

*E. Michael Lister*

Authorizing Representative





TABLE: 1 (FY 1982)

## NORTH CAROLINA

## PROJECTED POPULATION, JULY 1, 1981, BY AGE, RACE, AND SEX

AGE	TOTAL	WHITE			NCNWHITE		
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
TOTAL	5797576	4437428	2162036	2275392	1360148	642529	717619
0-4	405842	281719	144707	137012	124123	62645	61478
5-9	422426	259768	153787	145981	122658	61248	61410
10-14	458160	330422	170368	160054	127738	64641	63097
15-19	539859	350549	205280	185269	149310	76891	72419
20-24	577480	428092	223265	204827	149388	72255	77133
25-29	517423	351835	196313	195522	125588	58795	66793
30-34	462257	362744	178207	184537	99553	46688	52865
35-39	380995	308169	152396	155773	72826	34264	38562
40-44	316000	258211	127200	131011	57789	26079	31710
45-49	287828	235096	114224	120872	52732	22896	29836
50-54	289894	235570	112607	122963	54324	23652	30672
55-59	282016	229125	106881	122244	52891	22809	30082
60-64	255219	205527	92137	113390	49692	21340	28352
65-69	216298	171535	72738	98797	44763	19028	25735
70-74	166132	122998	52864	80134	33134	13538	19596
75-79	107474	86780	31468	55312	20694	7791	12903
80-84	63942	52380	17148	35232	11562	4351	7211
85&UP	48291	36508	10446	26462	11383	3618	7765

## PERCENT OF COLUMN TOTAL

0-4	7.00	6.35	6.69	6.02	9.13	9.75	8.57
5-9	7.29	6.76	7.11	6.42	9.02	9.53	8.56
10-14	7.90	7.45	7.88	7.03	9.39	10.06	8.79
15-19	9.31	8.80	9.49	8.14	10.98	11.97	10.09
20-24	9.96	9.65	10.33	9.00	10.98	11.25	10.75
25-29	8.92	8.83	9.08	8.59	9.23	9.15	9.31
30-34	7.97	8.17	8.24	8.11	7.32	7.27	7.37
35-39	6.57	6.94	7.05	6.85	5.35	5.33	5.37
40-44	5.45	5.82	5.88	5.76	4.25	4.06	4.42
45-49	4.96	5.30	5.28	5.31	3.88	3.56	4.16
50-54	5.00	5.31	5.21	5.40	3.99	3.68	4.27
55-59	4.86	5.16	4.94	5.37	3.89	3.55	4.19
60-64	4.40	4.63	4.26	4.98	3.65	3.32	3.95
65-69	3.73	3.87	3.36	4.34	3.29	2.96	3.59
70-74	2.87	3.00	2.45	3.52	2.44	2.11	2.73
75-79	1.85	1.96	1.46	2.43	1.52	1.21	1.80
80-84	1.10	1.18	0.79	1.55	0.85	0.68	1.00
85&UP	0.83	0.83	0.48	1.16	0.84	0.56	1.08

SOURCE - STATE OF NORTH CAROLINA  
OFFICE OF STATE BUDGET AND MANAGEMENTBASED ON 1977 FINAL ESTIMATE  
PREPARED APRIL, 1980



# Education

## GRADES K-12 PUPIL MEMBERSHIP BY RACE/ETHNIC ORIGIN\* 1975-76 to 1979-80

TABLE: 3 (FY 1982)

	<u>American Indian/ Alaskan Native</u>	<u>Black</u>	<u>Asian/ Pacific Islander</u>	<u>Hispanic</u>	<u>White</u>	<u>Total</u>
1975-76	15,380	348,393	2090	1479	815,480	1,182,822
1976-77	15,399	351,747	2178	1704	822,741	1,193,769
1977-78	16,644	351,931	2994	1891	813,627	1,187,087
1978-79	16,693	349,185	2981	1881	798,808	1,169,548
1979-80	16,789	345,417	3823	2160	786,372	1,154,561

\*Source: Division of Statistical Services  
North Carolina Department of Public Education

Table 3 shows changes in K-12 pupil membership mix from 1976 to 1980. Although there has been a slight increase in the number of American Indian/Alaskan Native, Asian/Pacific Islander and Hispanic students enrolled, the overall enrollment has decreased slightly.

## VOCATIONAL ENROLLMENT BY SEX, RACIAL/ETHNIC GROUP SECONDARY, POSTSECONDARY AND ADULT 1979-80

TABLE: 4 (Fy 1982)

Enrollment By Sex			Enrollment By Race/Ethnic Origin			
	Male	Female		Secondary	Post Secondary	Adults
Secondary	153,738	131,465	American Indian or Alaskan Native	4,904	1,308	2,161
Postsecondary	56,819	52,523	Black	93,818	24,866	43,745
Adults	104,892	137,979	Asian, or Pacific Islander	757	384	837
Total	315,449	321,967	Hispanic	516	1,951	1,206
			White	185,208	80,833	194,922

## Vocational Education 1977-78

Vocational education enrollments have increased greatly in North Carolina since the 1970 census of population. With more comprehensive programs at the secondary level and the expansion of the postsecondary system to 57 institutions which offer vocational, technical and upgrading programs, far more people are being reached with vocational and technical training for skills development.

Table 4 presents 1977-78 data on enrollments in vocational education at secondary, postsecondary and adult levels, by sex and by racial/ethnic groups. This table shows the extent to which females and minority races are involved in vocational education and represents progress toward meeting long-range goals for these target groups.

An analysis of Table 4 reveals that:

- . Minorities comprise 28.6 percent of vocational education enrollment at all levels; white 71.4 percent.
- . Females comprise 42.9 percent of enrollment in the total of all levels.
- . Black females make up 43.2 percent of total black enrollment.
- . Minorities comprise 25.6 percent of total postsecondary degree-credit enrollment.
- . Minorities comprise 21.3 percent of the adult vocational education enrollment; whites, 78.7 percent.

TABLE 5

### Projected Average Daily Membership Population North Carolina Public Schools, Grades 9-12, 1979 - 1984

Year	Total Population Grades 9-12	Annual Decline	Percentage Decline
1978-79	351,167	-	-
1979-80	345,081	6,086	1.73
1980-81	335,830	9,251	2.63
1981-82	326,901	8,929	2.66
1982-83	316,660	10,241	3.13
1983-84	312,277	4,383	1.38
Total Decline	38,890	Average Decline 7,778	Average Annual % 2.32



### Vocational Education 1979-80

With more comprehensive programs at the secondary level and the expansion of the postsecondary system to 58 institutions which offer vocational, technical and upgrading programs, far more opportunities are available in vocational and technical training for skills development.

Table 4 presents 1979-80 data on enrollments in vocational education at secondary, postsecondary and adult levels, by sex and by racial/ethnic groups. This table shows the extent to which females and minority races are involved in vocational education.

An analysis of Table 4 reveals that:

- . Minorities comprise 27.6 percent of vocational education enrollment at all levels; white comprise 72.4 percent.
- . Females comprise 50.5 percent of enrollment in the total of all levels.
- . Minorities comprise 26 percent of total postsecondary curriculum enrollment; whites comprise 74 percent.
- . Minorities comprise 19.74 percent of the adult vocational education enrollment; whites comprise 80.26 percent.

TABLE 5 (FY 1982)

Projected Average Daily Membership Population  
North Carolina Public Schools, Grades 9-12, 1979 - 1984

Year	Total Population Grades 9-12	Annual Decline	Percentage Decline
1978-79	351,167	-	-
1979-80	345,081	6,086	1.73
1980-81	335,830	9,251	2.68
1981-82	326,901	8,929	2.66
1982-83	316,660	10,241	3.13
1983-84	312,277	4,383	1.38
Total Decline	38,890	Average Decline 7,778	Average Annual % 2.32

Table 5 projects a decline in average daily membership (ADM) for grades 9-12 from the 1978-79 school year through the 1983-84 school year in the Public Schools of North Carolina. This represents approximately eleven percent decline, or 38,890 students over the 5-year span. Enrollments in vocational education are projected to remain at about the same level overall for the years of 1981-82. It is assumed that a higher percentage of students will enroll in some type of vocational training programs for exploration and skills development to meet the expanding needs of the labor market in North Carolina.

### Employment

Trends in employment show that North Carolina's labor force has grown steadily from 1970 to approximately 2.68 million persons in 1978. The annual average for 1978 shows that 116,000 or 4.3% of the labor force was unemployed, indicating a recovery from the 8.6% unemployment rate in 1975. (The civilian labor force consists of the total of those non-military persons either working or looking for work).

TABLE 6

#### North Carolina Employment Trends

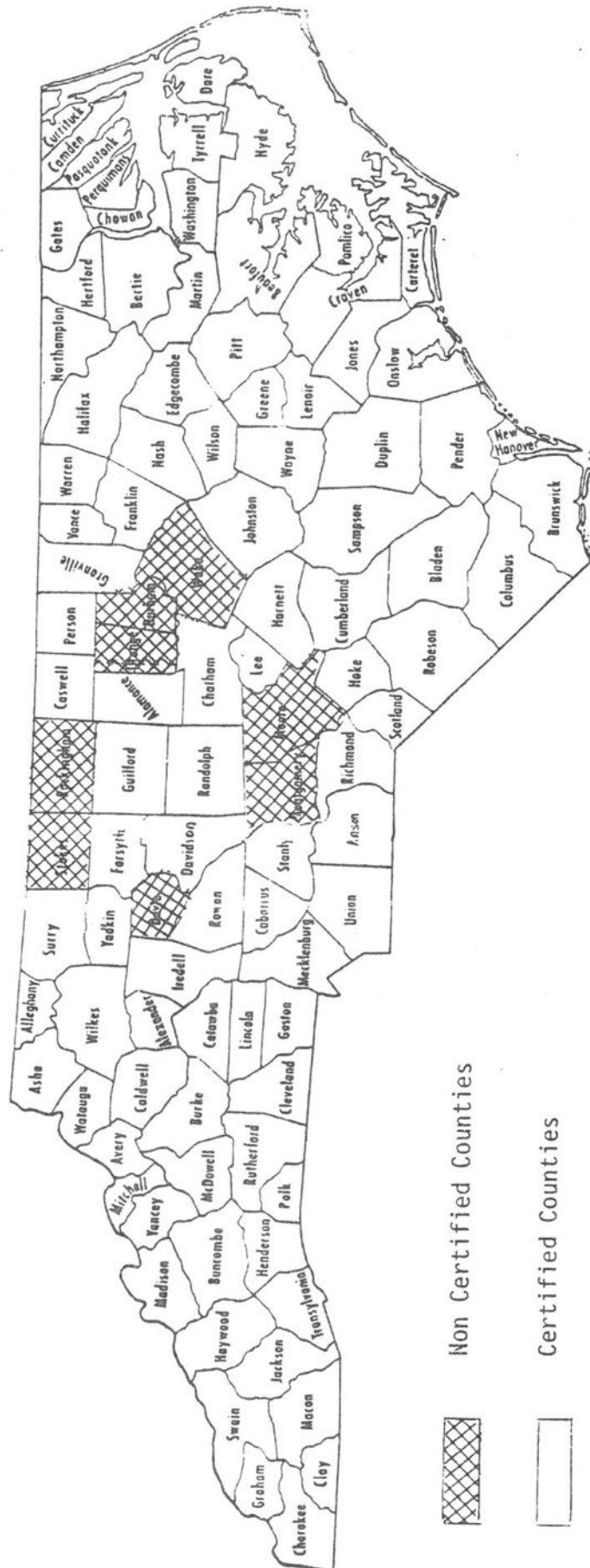
	1978	1977	1976	1975	1974
Civilian Labor Force	2,678,000	2,620,000	2,557,000	2,511,000	2,452,000
Unemployment, Total	116,000	155,000	159,000	217,000	111,000
Rate of Unemployment	4.3	5.9	6.2	8.6	4.5
Employment, Total	2,562,000	2,465,000	2,398,000	2,294,000	2,341,000

Source: Employment Security Commission of North Carolina

Table 7(a) presents 1977 data on employment by sex and race. As revealed by the data, differentials in employment rates continue. Minority females and youth continue to have a higher unemployment rate than white females and white youth. Clearly, this presents a challenge to vocational education and other types of training, as well as business and industry, to focus on education, training and employment of those most in need of these services.

COUNTRIES CERTIFIED FOR ECONOMIC DEVELOPMENT ACT (EDA) PARTICIPATION

OCTOBER 1980



SOURCE: United States Department of Commerce

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

TABLE 9  
COUNTIES CERTIFIED FOR ECONOMIC DEVELOPMENT ACT PARTICIPATION  
CERTIFIED AS OF NOVEMBER 1979

<u>NON CERTIFIED</u>	
1.	<i>Davie</i>
2.	<i>Durham</i>
3.	<i>Montgomery</i>
4.	<i>Moore</i>
5.	<i>Orange</i>
6.	<i>Rockingham</i>
7.	<i>Stokes</i>
8.	<i>Wake</i>

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

15.	Camden	41.	Harnett	67.	Perquimans
16.	Carteret	42.	Haywood	68.	Person
17.	Caswell	43.	Henderson	69.	Pitt
18.	Catawba	44.	Hertford	70.	Polk
19.	Chatham	45.	Hoke	71.	Randolph
20.	Cherokee	46.	Hyde	72.	Richmond
21.	Chowan	47.	Iredell	73.	Robeson
22.	Clay	48.	Jackson	74.	Rowan
23.	Cleveland	49.	Johnston	75.	Rutherford
24.	Columbus	50.	Jones	76.	Sampson
25.	Craven	51.	Lee	77.	Scotland
26.	Cumberland	52.	Lenoir	78.	Stanly
27.	Currituck	53.	Lincoln	79.	Surry
28.	Dare	54.	Macon	80.	Swain
29.	Davidson	55.	Madison	81.	Transylvania
30.	Duplin	56.	Martin	82.	Tyrrell
31.	Edgecombe	57.	McDowell	83.	Union
32.	Forsyth	58.	Mecklenburg	84.	Vance
33.	Franklin	59.	Mitchell	85.	Warren
34.	Gaston	60.	Nash	86.	Washington
35.	Gates	61.	New Hanover	87.	Watauga
36.	Graham	62.	Northampton	88.	Wayne
37.	Granville	63.	Onslow	89.	Wilkes
38.	Greene	64.	Pamlico	90.	Wilson
39.	Guilford	65.	Pasquotank	91.	Yadkin
40.	Halifax	66.	Pender	92.	Yancey

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

TABLE 9 (FY 1982) COUNTIES CERTIFIED FOR ECONOMIC DEVELOPMENT ACT PARTICIPATION  
CERTIFIED AS OF OCTOBER 2, 1980

NON CERTIFIED

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

CERTIFIED

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

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

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

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

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



Figure 11

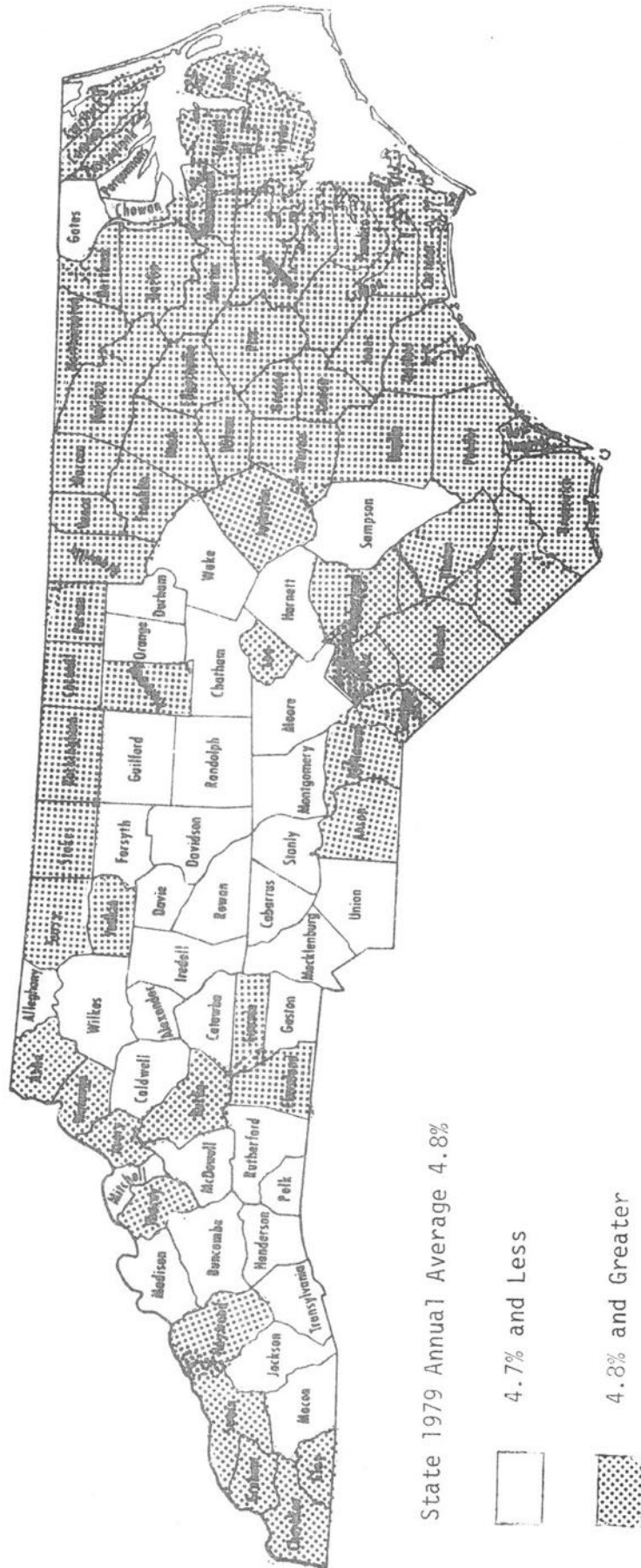


--	--



SOURCE: North Carolina Employment Security Commission

Figure II (FY 1982)  
GENERAL UNEMPLOYMENT - 1979



SOURCE: North Carolina Employment Security Commission

TABLE 10

## 1978 GENERAL UNEMPLOYMENT

Counties with Rates of 4.2% and Less				Counties with Rates of 4.3% and Greater			
County	%	County	%	County	%	County	%
1. Alexander	3.3	19. Madison	3.4	1. Alamance	4.7	34. Jones	4.9
2. Alleghany	3.9	20. McDowell	3.9	2. Ashe	4.3	35. Lee	5.2
3. Anson	3.8	21. Mecklenburg	2.9	3. Avery	5.3	36. Lenoir	6.1
4. Burke	4.2	22. Montgomery	2.7	4. Beaufort	4.6	37. Lincoln	5.5
5. Cabarrus	2.6	23. Moore	3.8	5. Bertie	7.2	38. Macon	4.7
6. Caldwell	2.8	24. Orange	2.8	6. Bladen	6.1	39. Martin	6.4
7. Catawba	3.9	25. Perquimans	4.2	7. Brunswick	7.2	40. Mitchell	5.3
8. Chatham	3.5	26. Polk	2.8	8. Buncombe	4.4	41. Nash	5.0
9. Chowan	4.0	27. Randolph	3.0	9. Camden	5.3	42. New Hanover	6.0
10. Davidson	3.0	28. Rowan	2.9	10. Carteret	6.4	43. Northampton	6.0
11. Durham	3.2	29. Rutherford	4.2	11. Caswell	5.9	44. Onslow	6.3
12. Forsyth	3.5	30. Stanly	3.5	12. Cherokee	6.5	45. Pamlico	8.4
13. Gaston	3.3	31. Union	3.1	13. Clay	5.1	46. Pasquotank	4.7
14. Gates	3.7	32. Wake	2.7	14. Cleveland	4.6	47. Pender	6.6
15. Guilford	3.7	33. Watauga	4.0	15. Columbus	6.0	48. Person	5.5
16. Haywood	3.6	34. Wilkes	2.8	16. Craven	4.4	49. Pitt	4.9
17. Henderson	3.0	35. Yancey	4.2	17. Cumberland	6.0	50. Richmond	4.8
18. Jackson	3.9			18. Currituck	4.6	51. Robeson	7.9
				19. Dare	5.6	52. Rockingham	5.4
				20. Davie	4.3	53. Sampson	5.2
				21. Duplin	5.0	54. Scotland	4.5
				22. Edgecombe	6.3	55. Stokes	5.2
				23. Franklin	5.6	56. Surry	5.4
				24. Graham	9.1	57. Swain	8.5
				25. Granville	6.0	58. Transylvania	4.3
				26. Greene	7.2	59. Tyrrell	11.6
				27. Halifax	7.3	60. Vance	6.2
				28. Harnett	7.9	61. Warren	8.9
				29. Hertford	6.8	62. Washington	5.2
				30. Hoke	10.0	63. Wayne	4.6
				31. Hyde	9.4	64. Wilson	7.2
				32. Iredell	4.4	65. Yadkin	4.3
				33. Johnston	4.6		

SOURCE: North Carolina Employment Security Commission

State Average 4.3

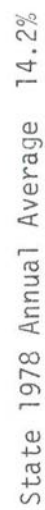
1979 GENERAL UNEMPLOYMENT

TABLE: 10 (FY 1982)

Counties with Rates of 4.7% and Less			Counties with Rates of 4.8% and Greater			
County	%	County	County	%	County	
1. Alexander	4.5	20. Jackson	1. Alamance	5.1	31. Johnston	5.2
2. Alleghany	3.7	21. Macon	2. Anson	5.3	32. Jones	6.1
3. Buncombe	4.3	22. Madison	3. Ashe	5.1	33. Lee	4.8
4. Cabarrus	3.2	23. McDowell	4. Avery	6.3	34. Lenoir	5.1
5. Caldwell	4.4	24. Mecklenburg	5. Beaufort	4.8	35. Lincoln	5.7
6. Catawba	4.7	25. Mitchell	6. Bertie	6.0	36. Martin	6.4
7. Chatham	3.4	26. Montgomery	7. Bladen	6.2	37. Nash	5.1
8. Chowan	4.1	27. Moore	8. Brunswick	7.3	38. New Hanover	6.0
9. Craven	4.3	28. Orange	9. Burke	4.9	39. Northampton	6.0
10. Davidson	4.0	29. Perquimans	10. Camden	5.4	40. Onslow	5.6
11. Davie	3.6	30. Polk	11. Carteret	6.6	41. Pamlico	5.3
12. Durham	4.0	31. Randolph	12. Caswell	5.5	42. Pasquotank	5.1
13. Forsyth	4.2	32. Rowan	13. Cherokee	7.0	43. Pender	6.3
14. Gaston	4.2	33. Rutherford	14. Clay	6.8	44. Person	7.7
15. Gates	3.8	34. Sampson	15. Cleveland	5.2	45. Pitt	5.4
16. Guilford	4.4	35. Stanly	16. Columbus	6.6	46. Richmond	5.7
17. Harnett	4.7	36. Transylvania	17. Cumberland	6.7	47. Robeson	8.3
18. Henderson	3.3	37. Union	18. Currituck	4.9	48. Rockingham	5.6
19. Iredell	4.7	38. Wake	19. Dare	5.3	49. Scotland	5.7
		39. Wilkes	20. Duplin	5.3	50. Stokes	6.1
			21. Edgecombe	6.7	51. Surry	6.0
			22. Franklin	7.6	52. Swain	7.1
			23. Graham	8.0	53. Tyrrell	11.5
			24. Granville	6.0	54. Vance	6.8
			25. Greene	5.2	55. Warren	7.1
			26. Halifax	7.2	56. Washington	5.0
			27. Haywood	4.9	57. Watauga	4.9
			28. Hertford	7.1	58. Wayne	5.5
			29. Hoke	7.2	59. Wilson	7.1
			30. Hyde	6.0	60. Yadkin	5.7
					61. Yancey	5.8
SOURCE: North Carolina Employment Security Commission			State Average			
			4.8			



Figure III



\*Youth, 16-19 years inclusive

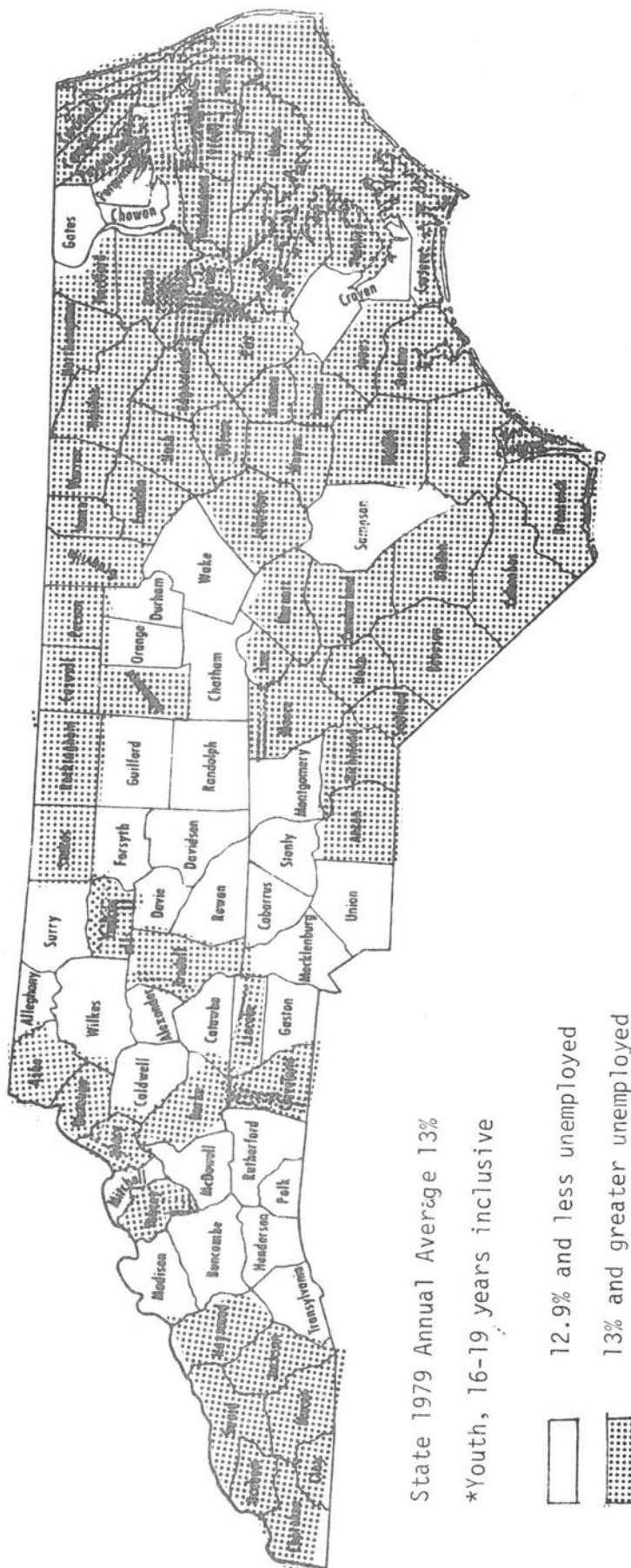
14.1% and less Unemployed

14.2% and more Unemployed

SOURCE: North Carolina Employment Security Commission



Figure III (FY 1982)  
YOUTH\* UNEMPLOYMENT - 1979



SOURCE: North Carolina Employment Security Commission

1978 YOUTH UNEMPLOYMENT  
16-19 Years Inclusive

TABLE 11

TABLE 11

Counties with Rates of 14.1% and Less			Counties with Rates of 14.2% and Greater				
County	%	County	%	County	%		
1. Alexander	11.5	20. Jackson	13.0	1. Alamance	15.5	32. Jones	15.2
2. Alleghany	12.5	21. Madison	11.9	2. Avery	17.6	33. Lee	17.0
3. Anson	12.5	22. McDowell	12.7	3. Beaufort	15.0	34. Lenoir	19.0
4. Ashe	14.1	23. Mecklenburg	9.8	4. Bertie	22.6	35. Lincoln	17.5
5. Burke	13.8	24. Montgomery	9.4	5. Bladen	19.4	36. Macon	15.6
6. Cabarrus	8.8	25. Moore	12.8	6. Brunswick	22.1	37. Martin	20.2
7. Caldwell	9.4	26. Orange	9.6	7. Buncombe	14.5	38. Mitchell	17.6
8. Catawba	13.2	27. Polk	8.9	8. Camden	19.0	39. Nash	16.1
9. Chatham	11.6	28. Randolph	10.1	9. Carteret	19.0	40. New Hanover	18.9
10. Chowan	12.2	29. Rowan	9.8	10. Caswell	18.8	41. Northampton	19.0
11. Davidson	10.3	30. Rutherford	13.9	11. Cherokee	20.0	42. Onslow	19.8
12. Davie	14.0	31. Stanly	11.5	12. Clay	18.2	43. Pamlico	24.2
13. Durham	10.6	32. Transylvania	14.0	13. Cleveland	15.0	44. Pasquotank	15.7
14. Forsyth	11.6	33. Union	10.5	14. Columbus	18.7	45. Pender	20.5
15. Gaston	11.2	34. Wake	9.3	15. Craven	14.5	46. Perquimans	15.4
16. Gates	12.0	35. Watauga	13.3	16. Cumberland	19.0	47. Person	17.4
17. Guilford	12.5	36. Wilkes	9.8	17. Currituck	15.0	48. Pitt	15.8
18. Haywood	12.2	37. Yadkin	13.8	18. Dare	18.4	49. Richmond	15.5
19. Henderson	10.2	38. Yancey	14.0	19. Duplin	16.4	50. Robeson	23.9
				20. Edgecombe	19.8	51. Rockingham	17.2
				21. Franklin	17.7	52. Sampson	16.7
				22. Graham	26.7	53. Scotland	14.7
				23. Granville	18.8	54. Stokes	16.4
				24. Greene	22.4	55. Surry	17.2
				25. Halifax	22.6	56. Swain	25.6
				26. Harnett	23.7	57. Tyrrell	35.3
				27. Hertford	21.0	58. Vance	19.9
				28. Hoke	28.4	59. Warren	26.9
				29. Hyde	27.3	60. Washington	17.5
				30. Iredell	14.4	61. Wayne	15.0
				31. Johnston	14.9	62. Wilson	22.3

SOURCE: North Carolina Employment Security Commission

1979 YOUTH UNEMPLOYMENT  
16-19 YEARS INCLUSIVE

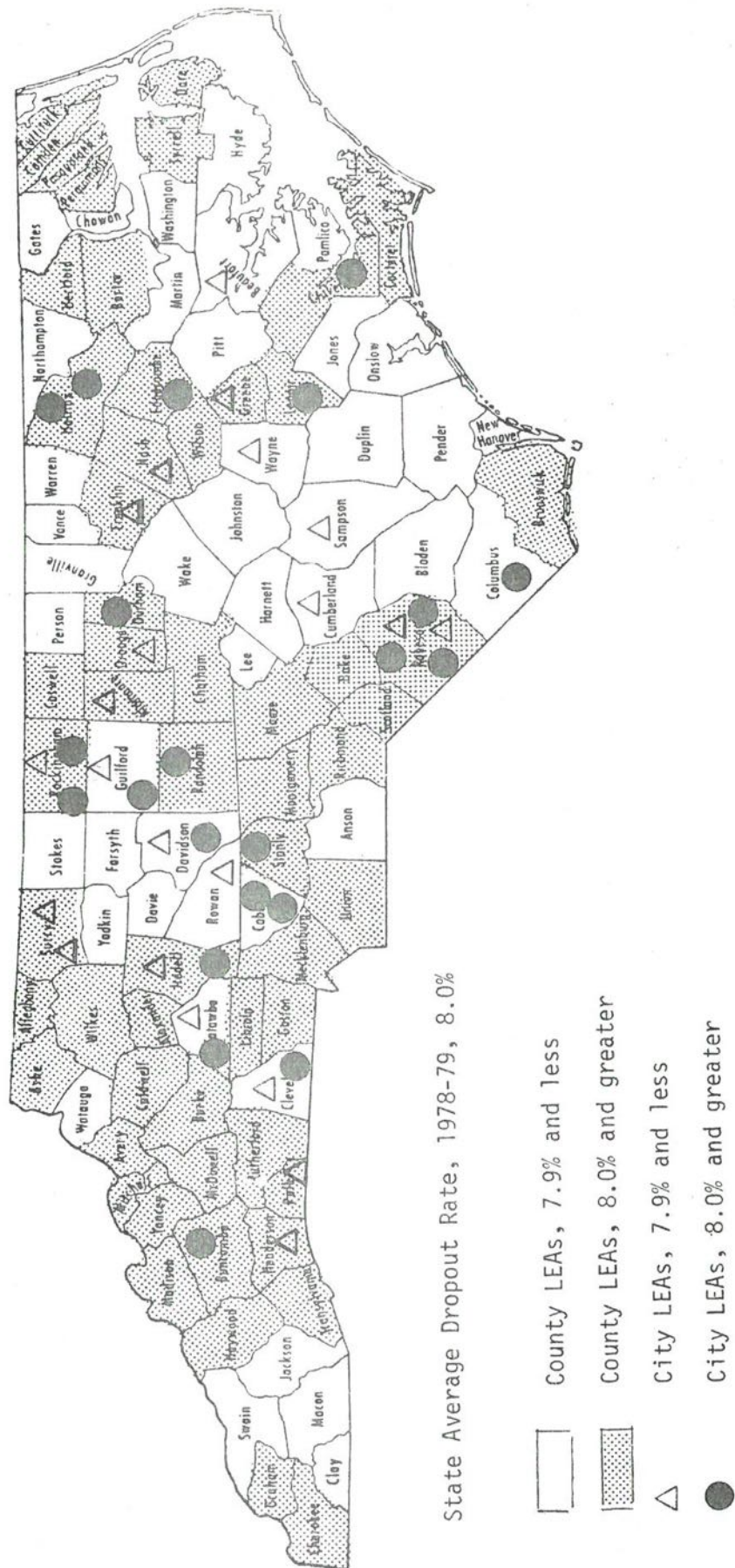
TABLE: 11 (FY 1982)

Counties with Rates of 12.9% and Less				Counties with Rates of 13% and Greater			
County	%	County	%	County	%	County	%
1. Alexander	12.1	18. Madison	10.9	1. Alamance	13.9	33. Jackson	13.0
2. Alleghany	10.0	19. McDowell	12.2	2. Anson	14.4	34. Johnston	14.1
3. Buncombe	11.8	20. Mecklenburg	10.9	3. Ashe	13.5	35. Jones	14.8
4. Cabarrus	8.8	21. Mitchell	12.5	4. Avery	16.7	36. Lee	13.1
5. Caldwell	12.1	22. Montgomery	11.0	5. Beaufort	13.2	37. Lenoir	13.7
6. Catawba	12.8	23. Orange	8.5	6. Bertie	15.7	38. Lincoln	14.9
7. Chatham	9.2	24. Perquimans	11.1	7. Bladen	16.3	39. Macon	13.1
8. Chowan	12.5	25. Polk	9.8	8. Brunswick	18.9	40. Martin	17.2
9. Craven	11.8	26. Randolph	10.8	9. Burke	13.2	41. Moore	13.0
10. Davidson	10.7	27. Rowan	9.7	10. Camden	15.8	42. Nash	13.9
11. Davie	10.5	28. Rutherford	12.1	11. Carteret	17.1	43. New Hanover	16.1
12. Durham	10.9	29. Sampson	12.7	12. Caswell	15.0	44. Northampton	15.4
13. Forsyth	11.6	30. Stanly	11.1	13. Cherokee	18.2	45. Onslow	15.0
14. Gaston	11.4	31. Transylvania	11.5	14. Clay	16.7	46. Pamlico	15.2
15. Gates	9.1	32. Union	9.0	15. Cleveland	14.1	47. Pasquotank	13.5
16. Guilford	11.9	33. Wake	8.9	16. Columbus	17.1	48. Pender	16.4
17. Henderson	9.2	34. Wilkes	11.6	17. Cumberland	17.4	49. Person	19.7
				18. Currituck	13.2	50. Pitt	14.4
				19. Dare	13.7	51. Richmond	15.2
				20. Duplin	14.4	52. Robeson	21.2
				21. Edgecombe	17.7	53. Rockingham	15.0
				22. Franklin	19.6	54. Scotland	15.2
				23. Graham	21.2	55. Stokes	15.8
				24. Granville	16.1	56. Surry	16.1
				25. Greene	14.3	57. Swain	18.4
				26. Halifax	18.7	58. Tyrrell	25.0
				27. Harnett	13.2	59. Vance	17.7
				28. Haywood	13.2	60. Warren	18.4
				29. Hertford	18.9	61. Washington	13.2
				30. Hoke	19.0	62. Watauga	13.5
				31. Hyde	14.3	63. Wayne	14.8
				32. Iredell	13.0	64. Wilson	18.6
						65. Yadkin	15.3
						66. Yancey	16.3
				State Average 13.0			

SOURCE: North Carolina Employment Security Commission

### LOCAL EDUCATION AGENCIES WITH DROPOUT RATES OF 8.0% AND GREATER

1978-79 SCHOOL YEAR



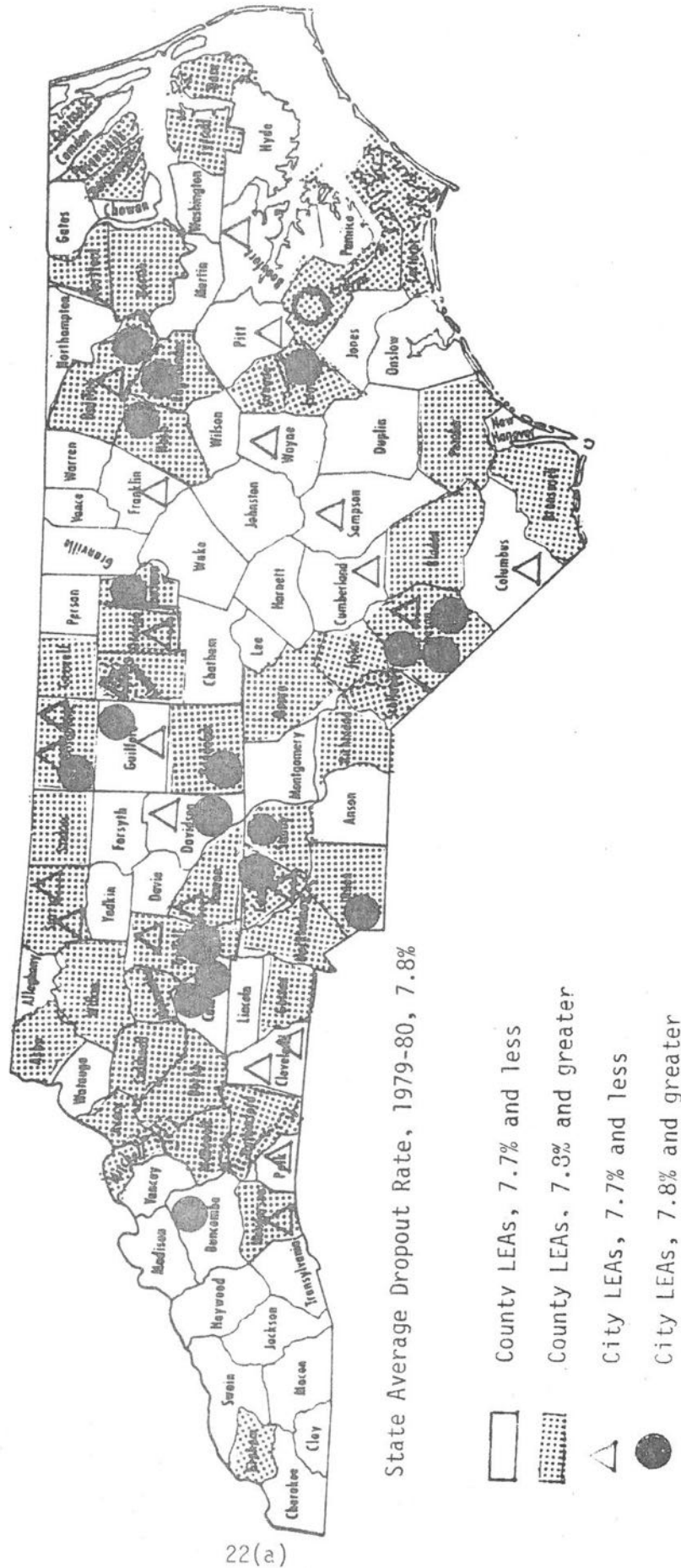
SOURCE: Management Information System, N. C. Department of Education



Figure IV (FY 1982)

LOCAL EDUCATION AGENCIES WITH DROPOUT RATES OF 7.8% AND GREATER

1979-80 SCHOOL YEAR



State Average Dropout Rate, 1979-80, 7.8%

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





TABLE: 12 (FY 1982)

LEAS WITH RATES OF 7.7% AND LESS				LEAS WITH RATES OF 7.8% AND GREATER			
COUNTY LEA	%	COUNTY LEA	%	COUNTY LEA	%	COUNTY LEA	%
1. Anson	6.3	18. Franklin	7.5	35. Northampton	5.9	1. Alamance	8.7
2. Alleghany	7.3	19. Gates	7.5	36. Onslow	6.0	2. Alexander	8.8
3. Beaufort	7.6	20. Granville	7.7	37. Pamlico	6.9	3. Ashe	8.3
4. Buncombe	7.4	21. Guilford	6.6	38. Person	6.1	4. Avery	8.8
5. Camden	5.5	22. Harnett	7.2	39. Pitt	6.6	5. Bertie	9.7
6. Catawba	6.7	23. Haywood	7.4	40. Polk	6.7	6. Bladen	8.0
7. Cratham	7.7	24. Hyde	4.8	41. Sampson	6.7	7. Brunswick	9.4
8. Cherokee	7.5	25. Jackson	7.7	42. Swain	7.6	8. Burke	9.5
9. Chowan	5.5	26. Johnston	6.2	43. Transylvania	6.6	9. Cabarrus	8.1
10. Clay	6.2	27. Jones	7.3	44. Vance	7.0	10. Caldwell	10.2
11. Cleveland	6.8	28. Sanford - Lee	6.1	45. Wake	7.5	11. Carteret	8.7
12. Columbus	7.7	29. Lincoln	7.5	46. Warren	6.0	12. Caswell	9.3
13. Cumberland	6.9	30. Macon	5.9	47. Washington	6.9	13. Craven	8.8
14. Davidson	7.0	31. Madison	7.4	48. Watauga	6.2	14. Currituck	11.3
15. Davie	5.7	32. Martin	7.0	49. Wayne	5.9	15. Dare	8.0
16. Duplin	7.5	33. Montgomery	7.5	50. Wilson	7.0	16. Durham	8.2
17. Forsyth	5.5	34. New Hanover	7.6	51. Yadkin	7.3	17. Edgecombe	9.6
				52. Yancey	7.1		
CITIES WITH RATES OF 7.7% AND LESS				CITIES WITH RATES OF 7.8% AND GREATER			
CITY LEA	%	CITY LEA	%	CITY LEA	%	CITY LEA	%
1. Burlington	7.7	5. Goldsboro	5.3	17. Roanoke Rapids	6.8	8. Kannapolis	9.9
2. Chapel Hill	4.4	10. Greensboro	8.3	18. Salisbury	7.7	9. Kinston	8.9
3. Clinton	5.5	11. Greenville	5.5	19. Shelby	5.7	10. Lexington	8.6
4. Concord	7.4	12. Hendersonville	5.9	20. Statesville	7.5	11. Lumberton	7.3
5. Eden	7.1	13. King Mountain	7.0	21. Thomasville	5.6	12. Monroe	10.6
6. Elkin	5.0	14. Madison/Hayden	6.5	22. Tryon	4.7	13. Mooresville	7.8
7. Fayetteville	5.7	15. Mt. Airy	4.9	23. Washington	5.3	14. New Bern	10.4
8. Franklinton	6.2	16. Red Springs	6.7	24. Whiteville	7.6		
	5.3						
SOURCE: Management Information System, N. C. Department of Education				State Average 7.8			

## FY 1981-1982 ANNUAL PROGRAM PLANNING AND BUDGETING

### Secondary, Postsecondary and Adult

Preceding sections of this Plan provide data and information related to the socio-economic factors in North Carolina and the continuing need for vocational/technical education and special manpower services. An analysis of the data and information, coupled with recommendations from the Vocational Education State Plan Committee, the State Advisory Council, Statewide Public Hearings, Office of Equal Opportunity and State Vocational staff reveal many unmet vocational education needs in North Carolina.

In response to the many unmet needs, the State Board of Education provides leadership and resources for vocational/technical education opportunities through 145 Local Education Agencies and 57 area Community Colleges, Technical Colleges, and Technical Institutes.

Twelve broad and continuing goals for vocational education in North Carolina have been established by the State Board for purpose of direction. Administrative provisions which govern process toward realization of these goals may be found in the Five Year Plan for Vocational Education.

The twelve continuing goals are listed on Page 26 following this introductory statement.

A main purpose of the Vocational Education Section of the Education Amendments of 1976 is aimed at providing skills for meeting employment needs. The main thrust of the sections that follow is attuned to achieving that purpose. Skills for employment needs are acquired within the public secondary and postsecondary schools through programs of instruction offered by seven broad program areas. These are:

- Agriculture
- Distribution and Marketing
- Health Occupations
- Occupational Home Economics
- Business and Office Education
- Technical Education
- Trade and Industrial Education

In addition, consumer and homemaking skills are offered through Consumer and Homemaking Education which is a separate part of the Act and of this Plan. Persons with special needs are generally served through one or more of the above program areas.

A rationale is presented for each of the preceding broad program areas as to why such programs should be offered and funded.

- . Improvement of articulation between and within secondary and postsecondary vocational education in order to facilitate the transition of students between the two levels and in order to eliminate duplicated curricular requirements.
- . Research, developmental, and evaluation activities to discover more effective and efficient strategies for responding to the vocational education needs of youth and adults.
- . Expansion and improvement of opportunities for staff development, especially for personnel in new or modified programs of vocational education, through the articulated efforts of all levels of education - secondary, postsecondary, and higher education -, business and industry and other related institutions.
- . Development, adaptation, and/or updating of appropriate curricular materials in vocational education.

In order to fulfill these commitments, the State Agency will assist local educational agencies with the following activities:

- . The development of comprehensive local plans based upon needs assessment.
- . Curriculum development and implementation, including alternatives such as extended day programs and individualized instruction.
- . Continuous staff development.
- . Continuous evaluation of programs, including follow-up of completers and leavers, with emphasis on evaluating the effectiveness of vocational education in serving the needs of special populations, including students pursuing jobs in areas classified as "non-traditional" for them.

Furthermore, the State Agency will provide financial support for local programs consistent with State Board policies and to the extent that funds are provided by federal, state, and local governments.

In order to carry out the mission of vocational education, to respond more adequately to the needs identified in this Plan, and to comply with the mandates of Public Law 94-482 (the "Vocational Education Amendments of 1976"), the State Board submits its Annual Plans for Fiscal Years 1981-1982.



## CONTINUING GOALS FOR VOCATIONAL EDUCATION (FY 1982)

### Secondary, Postsecondary and Adult

#### *Mission of Vocational Education:*

The mission of Vocational Education within the Department of Public Instruction and the Department of Community Colleges is to provide necessary administrative and consultative leadership throughout the State for ensuring that all youth and certain adults, who need, want, and can profit from vocational education and/or consumer and homemaking education have ready access to such education which is of high quality, which is suited to their needs, interests, and aspirations, and which is realistic in light of actual or anticipated opportunities for gainful employment.

#### Goals for Carrying Out the Mission for Vocational Education:

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

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

- . Improvement of articulation between and within secondary and postsecondary vocational education in order to facilitate the transition of students between the two levels and in order to eliminate duplicated curricular requirements.
- . Research, developmental, and evaluation activities to discover more effective and efficient strategies for responding to the vocational education needs of youth and adults.
- . Expansion and improvement of opportunities for staff development, especially for personnel in new or modified programs of vocational education, through the articulated efforts of all levels of education - secondary, postsecondary, and higher education -, business and industry and other related institutions.
- . Development, adaptation, and/or updating of appropriate curricular materials in vocational education.

In order to fulfill these commitments, the State Agencies will assist local educational agencies/institutions with the following activities:

- . The development of comprehensive local plans based upon needs assessment.
- . Curriculum development and implementation, including alternatives such as extended day programs and individualized instruction.
- . Continuous staff development.
- . Continuous evaluation of programs, including follow-up of completers and leavers, with emphasis on evaluating the effectiveness of vocational education in serving the needs of special populations, including students pursuing jobs in areas classified as "non-traditional" for them.

Furthermore, the State Agencies will provide financial support for local programs consistent with policies of the State Boards of Education and Community Colleges and to the extent that funds are provided by federal, state, and local governments.

In order to carry out the mission of vocational education, to respond more adequately to the needs identified in this Plan, and to comply with the mandates of Public Law 94-482 (the "Vocational Education Amendments of 1976"), the State Board submits the amendments to the Annual Plan for Fiscal Years 1981-1982.

## RATIONALE FOR VOCATIONAL PROGRAMS AS RELATED TO EMPLOYMENT NEEDS

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

The paragraphs which follow relate to program areas through which job skill training is offered. These paragraphs broadly set forth the reasons for offering instruction in these program areas and for use of funds to support such program areas. The rationale statements are in support of enrollments and funding applied to programs as presented in Table 13.

01. AGRICULTURE. The field of production agriculture plus off-farm related agricultural occupations present a broad and diversified area of employment in North Carolina with total employment of some 169,053 persons, according to Table 8. Economic projections are for gross farm income to increase from 2,973 million dollars in 1975 to 4,102 million dollars in 1982, with significant increases in all segments of production agriculture.

The need for numbers of farmers will decrease slightly due to consolidation of farms and applied chemical and mechanical technology, even as demand for increased production increases. Both present and prospective farmers need new and continuing Vocational/Technical education in many segments of agriculture, including environmental issues, economics and management, and applied technology.

Federal funds, with matching state and local funds are applied to four programs at the secondary level. Other programs are funded entirely with state and local funds. At the postsecondary level, federal funds are applied to four programs of agriculture.

04. DISTRIBUTIVE EDUCATION Distribution and marketing represent one of the larger employment areas in North Carolina with a projected growth in numbers of workers needed over the next three years. In order to meet enrollment and placement needs, federal funds are applied as an incentive to increase completions and placement to fill labor market needs.

07. HEALTH OCCUPATIONS An estimated total of 21,873 allied health workers are needed to fill expansion and replacement needs in jobs requiring less than a baccalaureate degree by 1982.

Health Occupations programs at the secondary level provide basic entry level skill experiences for many advanced programs in Health Occupations. Funding for secondary Health Occupations programs for 1979 will come from state and local sources. Federal funds, coupled with state and local funds are used in many of the postsecondary programs which provide more hours of training of a specialized nature to comply with license requirements.



ANALYSIS OF CHANGES IN ADULT ENROLLMENT  
AND FUNDING TO MEET EMPLOYMENT NEEDS  
FY 1981

The following analysis has been done comparing the projections for FY 1981 in the Five-Year State Plan and the projections for FY 1981 in the Annual Plan.

Enrollment

An increase in enrollment is projected, due in part to the realignment of vocational program enrollment, previously projected with post-secondary enrollment. Approximately 29,503 of the projected adult enrollment of 235,288 is expected to be vocational program enrollment. Of the remaining 205,785 enrolled, approximately 75 percent will be enrolled for supplemental or up-grading training. It is projected that the vocational enrollment will remain relatively constant. The large decline of projected enrollments in Trade and Industry has occurred in Foremanship/Management Development, Firemanship, Law Enforcement, and the building trades.

Funding

The increase in federal, state, and local funding reflects the addition of vocational enrollments to the adult category. Additional state and local funds are projected to compensate for increased costs.



ANALYSIS OF CHANGES IN ENROLLMENT AND FUNDING    FY 1982  
TO MEET EMPLOYMENT NEEDS (SECONDARY)

(See Page 71 for FY 1981, same for 1982)

TABLE 18

ESTIMATED FUNDING BY PURPOSE - FY 1982

PROGRAM SERVICE	SECONDARY			POST-SECONDARY			ADULT			TOTAL		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
DISADVANTAGED	2,669,776	1,067,910	1,601,866	2,326,254	1,326,254					3,996,030	2,394,164	1,601,866
Limited English Speaking	546	218	328	8,706	8,706					9,252	8,924	328
HANDICAPPED	1,335,161	534,064	801,097	667,480	667,480					2,002,641	1,201,544	801,097
SUBPART 2 (Section 120) SUBTOTAL	6,890,793	37,650,000	16,800,000	2,073,681	69,719,950	9,134,750	1,371,200	41,432,700	7,235,500	10,335,674	148,802,650	33,170,250
A. Vocational Education	6,262,620*	31,500,000**	15,400,000**	1,740,766	44,522,700	2,867,500	1,371,200	34,601,400	7,207,500	9,374,586	110,624,100	25,475,000
B. Work-Study	350,000	--	125,000	11,250		11,250				311,250		136,250
C. Cooperative Education		[ 6,132,000 ]	[ 2,743,000 ]	[ 4,596 ]	[ 722,000 ]						[ 6,854,000 ]	[ 2,743,000 ]
D. Energy Education												
E. Construction				225,000	-0-	4,000,000				[ 4,596 ]		
F. Sex Bias Office Personnel	45,000	--	--	41,665						225,000		4,000,000
I. Industrial Arts		1,500,000	600,000							86,665		
J. Support Services for Women												
K. Day Care Services												
L. Programs/Homenakers, Head-House.												
102 a Administration	283,173	2,400,000	--	55,000	1,659,350			571,400		338,173	4,630,750	600,000
Local									28,000			
SUBPART 3 (Section 130) SUBTOTAL	2,455,332	2,350,000	675,000	23,537,900	2,256,000			6,259,900			32,047,800	2,959,000
1. Research	171,317	274,080	248,005	1,227,482	8,665,066	123,000		1,693,000		3,682,814	10,632,146	371,005
2. Exemplary	150,000	28,485	--	135,000	30,366					106,317	58,851	
3. Curriculum Development	150,000	--	--	64,000	379,700					150,000		
4. Guidance and Counseling	611,632	174,503	248,005	1,000,000	6,752,500	123,000		1,693,000		214,000	379,700	
5. Preservice and Inservice Training	1,308,531	--	--	13,682						1,611,632	8,620,003	371,005
6. Grants (Overcome Sex Bias)				800						1,322,213		
102 a Administration	63,852	71,092	--	14,000						800		
Local		--	--		1,502,500					77,852	71,092	
SUBPART 4 (Section 140) SUBTOTAL											1,502,500	
Special Program for Disadvantaged												
SUBPART 5 (Section 150) Consumer/Homenaking	386,730	--	38,800	194,336						583,066		39,800
Ancillary Services												
Program Instruction	110,000	650,060	350,000					1,852,500	3,000		2,502,500	353,000
Depressed Areas	1,158,081	6,502,000	2,738,500							1,158,081	6,502,000	2,738,500
SUBPART 1 (Section 102 d) SUBTOTAL	15,105,601	46,678,272	22,578,506	5,546,523	80,387,456	9,257,750	1,371,200	44,978,200	7,238,500	22,023,324	172,043,928	39,074,846

\*S 194,769 Special Projects

\*\* 1,212,578 State and Local previously reported under Sub-Part III

[ ] Non-Add

Formula  
Limited English Speaking Ability

Estimated data for 1980 (N.C. Department of Administration)

Population - age 15-24 1,167,596

Estimated number of limited English speaking ability

Secondary - 160

Post-secondary - 2542

Total - 2702

Formula

Step 1	$\frac{\text{Number of limited English speaking ability (age 15-24)}}{\text{Population (age 15-24)}} = \frac{2702}{1,167,596} = .00231$
--------	---

Step 2	$\text{Ratio x Disadvantaged set-aside} = \text{minimum funding}$ $.00231 \times \$4,005,282 = \$9252$
--------	--

Step 3	$\text{Secondary portion of minimum funding} = \frac{160}{2702} = .059$ $.059 \times \$9252 = \$546$
--------	--

Step 4	$\text{Post-secondary portion of minimum funding} = \frac{2542}{2702} = .941$ $.941 \times \$9252 = \$8706$
--------	---

Table 18A

PROJECTED FY 1981 CARRYOVER FUNDS  
BY PURPOSE OF THE ACT  
FOR FY 1982

PURPOSE OF ACT	SECONDARY		POST-SECONDARY/ADULT	
	Estimated Balance Federal Funds	State/Local Match	Estimated Balance Federal Funds	State/Local Match
Disadvantaged	[ \$700,000 ]	[ \$700,000 ]	[ \$365,000 ]	[ \$365,000 * ]
Limited English Speaking	-0-	-0-	-0-	-0-
Handicapped	[ 225,000 ]	[ 225,000 ]	[ 191,000 ]	[ 191,000 * ]
Subpart 2	1,225,000	925,000	800,000	556,000
Subpart 3	215,000	-0-	38,000	-0-
Subpart 4	45,000	-0-	93,000	-0-
Subpart 5	-0-	-0-	-0-	-0-
Subpart 1 Sec 102(d)	30,000	-0-	2,000	-0-
Total	1,515,000	925,000	933,000	556,000

\* State and local match for post-secondary/adult funds will not be additional funds but will be matched from funds listed on Table 18.





TABLE: 19

LEVEL: Secondary

## ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1982

ACTIVITIES	1982 ESTIMATED TOTAL FUNDS	BENEFITS
<u>DISADVANTAGED (Subpart 2)</u>	SUBTOTAL	
Funds appropriated under the basic grant for vocational education for the disadvantaged shall be used to pay up to 50% of the "excess cost" to extend, improve and, where necessary maintain existing classroom, shop, laboratory, or field instruction in public secondary vocational education programs.		1. Approximately 17,167 disadvantaged students in grades 7-12 will have benefited from special programs, services, and activities to enable them to succeed in vocational education.
1. Provide learning experiences and special services for disadvantaged youth to enable them to further pursue vocational education or to achieve entry level employment.		2. Improvement in programs, instruction, and services will result from state leadership, services, and allotted funds.
2. Provide state level leadership and state/federal resources to local units to serve disadvantaged students.		3. Students will be identified and placed where they can benefit most from instruction and services. Special services and activities such as special learning aids, teaching aids, tutors, and additional time from regular teachers, will be provided beyond the regular classroom instruction.
3. Diagnostic procedures will be developed by each LEA for appropriate screening and identification of disadvantaged students, mainstreaming where possible and establishing special programs where necessary.		Special classes, with modified curriculum and teaching methods, will be provided for the severely disadvantaged who cannot be mainstreamed.
4. Provide in-service activities for teachers of disadvantaged and special materials for instruction.		4. Teachers and disadvantaged students will benefit from special in-service programs for teachers and special teaching aids to more adequately serve the students. In-service for teachers may be provided from several sources of funds.
5. Render those necessary support services over and above those needed by regular students.		5. Support services may be in the form of special diagnostic and evaluative services, special tutors, teacher aids, counseling, and adapted teaching materials.
6. Identify dropouts and potential dropouts among disadvantaged students and provide alternative opportunities to enable them to succeed in regular programs or obtain employment.		6. Optional or extended day programs will be provided where needed to serve disadvantaged students.
7. Provide programs for limited English speaking students.	\$ 1,602	7. Special services such as tutoring and providing special learning aids will assist these students to learn English as a second language, which will enable them to be more successful in vocational programs.
<u>HANDICAPPED (Subpart 2)</u>	SUBTOTAL	
Provide statewide leadership and federal/state/local resources to provide learning experiences in vocational education for handicapped students according to their special needs and abilities through 144 Local Education Agencies.	\$ 2,670,322 (\$450,000)	1. Handicapped students will be identified by criteria and provided with special vocational education programs and services. 2. Approximately 6,668 students will receive special vocational education and services. 3. Students will be made employable to the extent of their abilities through special programs.

TABLE: 19 LEVEL: Secondary			ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1982	
ACTIVITIES		1982 ESTIMATED TOTAL FUNDS	BENEFITS	
<u>SUBPART 2 (Section 120)</u>		<u>SUBTOTAL</u>		
Vocational Education to maintain, extend and improve programs of vocational education, and develop new programs of vocational education through 144 Local Education Agencies in the state.		\$61,340,793 (\$300,000) \$53,162,620 (\$250,000)	<ol style="list-style-type: none"> <li>1. Approximately 281,000 students in grades 7-12 will receive vocational education through cooperative use of federal, state, and local funds.</li> <li>2. Target groups receiving vocational education at secondary level will consist of: a. Prevocational, b. Vocational skill development, c. Disadvantaged, d. Handicapped, and e. Limited English-speaking students.</li> </ol>	
<u>Work Study</u>		\$ 425,000 (\$20,000)	<p>Approximately 1,450 disadvantaged vocational students per year will receive financial assistance through work-study, enabling them to remain in school.</p>	
<u>Cooperative Education</u>		[ \$ 8,875,000 ]	<ol style="list-style-type: none"> <li>1. Approximately 22,100 students per year will have opportunity to participate in cooperative education at skill development level through several program areas.</li> <li>2. Students will have opportunity to experience specialized occupations with remuneration from part time employment.</li> </ol>	
<u>Energy Education (N/A)</u>		\$ 45,000 (\$15,000)	<ol style="list-style-type: none"> <li>1. Full time person will provide leadership in vocational education opportunities to persons of both sexes.</li> <li>2. Progress will be made toward eliminating sex bias and sex stereotyping from vocational programs.</li> </ol>	
<u>Sex Equity Personnel</u>		\$ 2,100,000	<ol style="list-style-type: none"> <li>1. Industrial Arts instructional programs will improve in quality through state leadership, in-service for teachers, curriculum development and additional materials and equipment.</li> <li>2. Approximately 15,750 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.</li> </ol>	
<u>102(a) ADMINISTRATION</u>		\$ 2,683,173 (\$15,000)	<ol style="list-style-type: none"> <li>1. Maintenance of state vocational education staff and activities to ensure direction and quality of programs within state.</li> </ol>	

TABLE: 19

LEVEL: Secondary

## ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1982

ACTIVITIES	1982 ESTIMATED TOTAL FUNDS	BENEFITS
2. Local Administration (a) Provide resources and consultant help to 144 Local Education Agencies for local administration, supervision, and evaluation of local programs. (b) State and local funds support a local director/planner for each Local Education Agency.	\$ 2,925,000	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.
SUBPART 3 (Section 130)		
1. Research	\$ 2,977,417 (\$215,000) \$ 199,802 (\$40,000)	
Continue the Program Improvement Unit (which includes the Research Coordinating Unit) which will provide state leadership in research and development, evaluation, and information collection and dissemination. Included will be activities to:	SUBTOTAL	
(a) Continue the development and implementation of the Vocational Education Statewide Evaluation System.		1. Program improvement will result from improved practices in research, evaluation, and the provision of information.
(b) Evaluate and assist in refinement of an improved personnel development model.		(a) Planning and operation of programs will improve as a result of the provision of evaluative data.
(c) Develop a model for the provision of exploratory vocational education.		(b) Teachers will have greater opportunity to meet their inservice needs through an improved personnel development delivery system.
(d) Collect, analyze, and disseminate information concerning vocational enrollments, teacher-staff, and follow-up of completers and leavers.		(c) Students will be provided a more comprehensive curricular offering through which they can explore vocational education and the world of work.
(e) Implementation of a vocational education statewide curriculum study to identify an expanded data base from which vocational offerings can be projected through June 30, 1990.		(d) State, local, and federal level administrators will have a way of drawing informed conclusions in planning, evaluating, and managing vocational education.
2. Exemplary	\$ 150,000 (\$20,000)	(e) With an improved data base future vocational offerings can be determined within local school systems according to job needs determined not only by local market data base but consideration of trends in fields of medicine, transportation, production, construction, and business.
3. Curriculum Development	\$ 150,000 (\$75,000)	Program offerings would continue to improve in that the base of competencies would be broadened thereby making graduates of programs more employable.  (a) Content and competencies in curriculum will more nearly relate to present and future job needs. A greater percentage of completers should find employment with success.



TABLE: 19 LEVEL: Secondary	ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1982	ACTIVITIES	1982 ESTIMATED TOTAL FUNDS	BENEFITS
		<ul style="list-style-type: none"> <li>- determination and validation of exit competencies expected of students in vocational education</li> <li>- the articulation of effort by secondary and postsecondary personnel in the development and implementation of valid and sequentially-sound vocational curricula.</li> <li>- the search, acquisition, and dissemination of curriculum information and materials</li> <li>- the in-service of teachers on curriculum development, implementation, and instructional methodology.</li> </ul>		<ul style="list-style-type: none"> <li>(b) Teachers will have access to current information for plannings and managing the teaching/learning process.</li> <li>(c) Students will have access to learning experience and supplemental learning resources commensurate with their learning styles, needs and level of development.</li> <li>(d) Local and state personnel will have access to formative and summative data on student achievement and program success for planning and reporting purposes.</li> <li>(e) Students exiting from the program will have access to a competency-based skill record of proficiency levels achieved through the instructional program.</li> <li>(f) Initial steps will have been taken to diminish duplicative curriculum efforts in-state and nationally.</li> </ul>
		<ul style="list-style-type: none"> <li>(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.</li> <li>(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.</li> </ul>	\$ 1,034,140	<ul style="list-style-type: none"> <li>(a) A statewide system of vocational guidance, counseling, and placement will be maintained and expanded.</li> <li>(b) Vocational guidance funds will be allocated to Local Education Agencies to provide local staff to serve needs of students.</li> </ul>
		<ul style="list-style-type: none"> <li>5. Pre-service and In-service Training Continue the Personnel Development Unit which will provide state leadership for in-service and coordination of pre-service programs in vocational education.</li> <li>(a) Participate in the development of the North Carolina Quality Assurance Program for all public school educators.</li> <li>(b) The framework for a Master Plan for Vocational Education Personnel Development will be completed.</li> <li>(c) Continue the development and implementation of the Vocational Education Personnel Development Training Process.</li> <li>(d) State directed in-service activities will give specific attention to program area needs with high priority going to such areas as Disadvantaged/Handicapped, Sex Equity, new and emerging occupational areas, and vocational administration.</li> </ul>	\$ 1,308,531 (\$75,000)	<ul style="list-style-type: none"> <li>Administration and quality of instruction will improve as a result of the direction and coordination.</li> <li>(a) The pre-service program for vocational personnel will be identified as a high priority need.</li> <li>(b) Both the pre-service and in-service programs for vocational education will have direction set.</li> <li>(c) Planning and operating of in-service activities will improve as a result of an organized training process.</li> <li>(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.</li> </ul>

TABLE: 19

LEVEL: Secondary

## ACTIVITIES, ESTIMATED BUDGET AND BENEFITS BY PURPOSE - FY 1982

ACTIVITIES	1982 ESTIMATED TOTAL FUNDS	BENEFITS
(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 will improve with emphasis on needs assessment, planning, implementation, and evaluation.
6. 102(a) Administration Provide for administration of Subpart 3 activities	\$ 134,944 (\$5,000)	Improvement in the quality of programs and activities under this Subpart.
SUBPART 4 (Section 140)		
Special Program for Disadvantaged	\$ 427,530 (\$45,000)	
Provide state leadership and resources to qualified Local Education Agencies to serve needs of special disadvantaged.	\$ 427,530 (\$45,000)	The most severely disadvantaged in areas of greatest need will have received specialized instruction and services to enable them to succeed in vocational education and become employable.
SUBPART 5 (Section 150)		
Consumer Homemaking	\$ 11,508,581	
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.	\$ 1,110,000	(a) Provide for approximately 900 Consumer/Homemaking teachers in 144 Local Education Agencies.
(b) Provide resources up to 90% of cost of programs in depressed areas.	\$ 10,398,581	(b) Approximately 53,000 students will benefit from Consumer/Homemaking Education.
(c) Programs will be responsive to needs of both male and female students, and will provide leadership in eliminating sex bias and stereotyping and will be responsive to changing patterns of men and women in home and world of work.		(c) Both male and female students will have benefitted from instructional methods, curriculum, materials and activities which are designed to eliminate sex bias and stereotyping; and are responsive to changing roles of men and women in the home and the world of work.
SUBPART 1 (Section 102d)		
Planning, evaluation and follow-up	\$ 97,182 (\$30,000)	(a) Improvement in planning process and plans.
	\$ 97,182 (\$30,000)	(b) Improvement in evaluation and follow-up.
GRAND TOTAL	\$ 84,362,469 (\$2,440,000)	

( ) Denotes carry over funds

TABLE: 19 LEVEL: Postsecondary			ACTIVITIES, ESTIMATED BUDGET, AND BENEFITS BY PURPOSE - FY 1982	
ACTIVITIES			1982 ESTIMATED TOTAL FUNDS	BENEFITS
<u>DISADVANTAGED AND LIMITED ENGLISH SPEAKING</u> Provide tutorial assistance, remedial education, skill development, consumer education, guidance, motivational training, job orientation and placement which will assist these target groups to succeed in vocational education.			\$ 2,669,920 (365,000)	Provide instruction and program services which will assist 38,000 postsecondary and adult disadvantaged and 3000 limited English speaking individuals to succeed in vocational education and to develop employment skills.
<u>HANDICAPPED</u> Provide counseling, remedial education, tutorial assistance, reader services, interpreter services, work evaluation, skill training, consumer education, motivational training, job orientation and placement which will assist this group to succeed in vocational education.			1,334,960 (191,000)	Provide instruction and program services to assist 5,500 post-secondary and adult handicapped to succeed in vocational education and to develop employment skills.
<u>SUBPART 2</u>				
<u>Vocational Education</u> Provide vocational/technical programs of less than baccalaureate level. Expand, where possible, new and emerging occupational programs.			(19,000) 49,130,966	Vocational and technical education will be provided for 68,755 full- and part-time students so that they can qualify for employment or upgrade job skills.
<u>Work-Study</u> Provide work-study programs to assist selected individuals to continue their vocational programs.			22,500	Provide income to 125 students who work for a public or non-profit agency.
<u>Cooperative Education</u> Provide work experience related to program of study through cooperating businesses and industries.			[722,000]	Provide work experience through cooperating businesses and industries for 3,000 students.
<u>Energy Education</u> Provide vocational programs to train individuals to install and maintain solar energy equipment.			[4,596]	Incorporate training skills for energy education with air conditioning, heating and refrigeration curriculum.
<u>Construction</u> Expand facilities at three institutions: Tri-County Community College, McDowell Technical Institute and Pamlico Technical College.			4,225,000 (225,000)	Added space will be available to provide additional program options.
<u>Sex Equity Personnel</u> Full-time individual will assist in monitoring equal educational opportunity in vocational education and eliminating sex discrimination and sex stereotyping in vocational education programs.			41,665	Provide opportunity for prospective students to become informed of the wide variety of jobs and to thereby make a more informed selection of a vocational/technical program.
<u>Support Services for Women</u> Provide counseling, job development and job follow-up services for women seeking employment in non-traditional areas.			[17,068]	Assist 100 women to seek training and employment in non-traditional areas.
<u>Day Care Services</u> Provide day care services for children of vocational/technical students, while they are enrolled in vocational education programs.			[12,500]	Provide care for 150 young children so that a parent may participate in a vocational/technical education program.

TABLE: 19

LEVEL: Postsecondary

## ACTIVITIES, ESTIMATED BUDGET, AND BENEFITS BY PURPOSE - FY 1982

ACTIVITIES	1982 ESTIMATED TOTAL FUNDS	BENEFITS
<u>Program for Homemakers - Heads of Household</u> Provide vocational programs, orientation in how to seek employment and job placement services.	\$ [ 5,366 ]	Provide instruction and program services which will assist 300 homemakers and heads of household to develop employment skills and become employable.
<u>Administration</u> Provide for the administration and supervision of vocational education.	27,508,250	Improve the quality of programs, services, and activities.
<u>SUBPART 3</u> <u>Research</u> There will be a continued effort to initiate, coordinate and support research efforts to improve occupational education in one or more of these eight priority areas: articulation, assessment, and evaluation, curriculum development, dissemination, guidance, instructional methodology, planning, and staff development.	(38,000) 165,366	Continued search for new ideas and techniques will improve the quality of programs offered.
<u>Curriculum Development</u> Support the continued development and revision of curriculum materials.	443,700	Curriculum content and job competencies learned will be related to present and future job needs.
<u>Guidance and Counseling</u> Provide counseling and guidance services for all students.	7,875,500	Assistance to students in selecting program and preparing for entrance into the labor market.
<u>Pre-service and In-service Training</u> Provide in-service training for instructors and administrators.	13,682	Improve quality of instruction and administration.
<u>Grants (Overcome Sex Bias)</u> Provide support for activities that are directed toward reducing sex discrimination and sex stereotyping.	800	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.
<u>Administration</u> Provide for administration and supervision of vocational education.	1,516,500	Improve the quality of programs, services, and activities.
<u>SUBPART 4</u> <u>Special Programs for the Disadvantaged</u> Provide programs, services, and activities for the disadvantaged in areas of high youth employment or in areas with high dropout rates to assist them to succeed in vocational programs.	194,336 (93,000)	Provide instruction and program services to 2,000 young adults to assist them in succeeding in vocational education and to becoming employable.
<u>SUBPART 1</u> <u>102(d) Plans, Reports, and Evaluation</u> Funds will be used as needed to support the development of State Plans, Accountability Reports, data collection and evaluation of vocational education programs.	48,584 (2,000)	Activities will be directed toward the improvement of vocational education programs.

(\$933,000) Estimated unexpended FY 1981 funds, [ ] Non-add FY 1982 funds



TABLE: 19 LEVEL: Adult	ACTIVITIES, ESTIMATED BUDGET, AND BENEFITS BY PURPOSE - FY 1982		
	ACTIVITIES	1982 ESTIMATED TOTAL FUNDS	BENEFITS
	<p><u>SUBPART 2</u> <u>Vocational Education</u> Provide preparatory and supplemental vocational education programs for adults who can profit from such instruction.</p>	\$ 43,180,100	<p>Provide preparatory or upgrading training for 30,303 long terms and 205,785 short term adults to develop or to increase employment competencies.</p> <ul style="list-style-type: none"> <li>a. Ambulance Attendance (12,900)</li> <li>b. Apprenticeship Related (2,000)</li> <li>c. Corrections (3,000)</li> <li>d. Human Resource Development (4,450)</li> <li>e. New and Expanding Industry (3,450)</li> <li>f. Remedial (800)</li> </ul>
	<p><u>Administration</u> Provide for the administration and supervision of vocational education.</p>	6,859,300	<p>Improve the quality of programs, services, and activities.</p>
	<p><u>SUBPART 3</u> <u>Guidance and Counseling</u> Provide counseling and guidance services for all students.</p>	1,693,000	<p>Assistance to students in selecting program and preparing for entrance into the labor market.</p>
	<p><u>SUBPART 5</u> <u>Consumer/Homemaking</u> Provide consumer and homemaking programs and activities.</p>	1,885,500	<p>Provide instruction and program services to assist 33,500 adults to become better consumers and homemakers.</p>



TABLE: 2U

LEVEL: ADULT

P R O G R A M / S E R V I C E	F E D E R A L			S T A T E / L O C A L		
	5 Year Plan	FY 1981	Difference	5 Year Plan	FY 1981	Difference
DISADVANTAGED	193,378		- 193,378	193,378		- 193,378
Limited English Speaking	[51]			[51]		
HANDICAPPED	96,722		- 96,722	96,722		- 96,722
SUBPART 2 (Section 120) SUBTOTAL	2,759	1,371,200	+ 1,368,441	17,358,928	45,744,910	+ 28,385,982
A. Vocational Education		1,371,200	+ 1,371,200	12,298,253	41,449,026	+ 29,150,773
B. Work-Study						
C. Cooperative Education						
D. Emergency Education						
E. Construction						
F. Sex Bias Office Personnel						
I. Industrial Arts						
J. Support Services for Women						
K. Day Care Services						
L. Programs/Homemakers, Head-House.	2,759		- 2,759	3,449		- 3,449
102 a Administration State				459,748	270,000	- 189,748
Local				4,597,478	4,025,884	- 571,594
SUBPART 3 (Section 130) SUBTOTAL				1,392,615	1,323,000	- 69,615
1. Research						
2. Exemplary						
3. Curriculum Development						
4. Guidance and Counseling				1,379,243	1,323,000	- 56,243
5. Preservice and Inservice Training				13,372		- 13,372
6. Grants (Overcome Sex Bias)						
102 a Administration State						
Local						
SUBPART 4 (Section 140) Special Program for Disadvantaged						
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services						
Program Instruction				344,811	1,607,600	+ 1,262,789
Depressed Areas						
TOTAL	292,859	1,371,200	+ 1,078,341	19,386,454	48,675,510	+ 29,289,056

[ ] = Non Add

TABLE: 20  
LEVEL: Secondary

CHANGES IN PROJECTED FUNDING BY PURPOSE  
FY 1982

PROGRAM/SERVICE	FEDERAL			STATE/LOCAL		
	5 Yr. Plan	FY 1982	Difference	5 Yr. Plan	FY 1982	Difference
DISADVANTAGED	1,996,696	2,669,521	672,825	1,996,767	2,669,521	672,754
Limited English Speaking	[524]	801	801	[524]	801	801
HANDICAPPED	998,349	1,335,161	336,812	998,347	1,335,161	336,814
SUBPART 2 (Section 120) SUBTOTAL	4,990,384	6,890,793	1,900,409	38,203,175	54,450,000	16,246,825
A. Vocational Education	4,824,251	6,262,620*	1,438,369	33,410,091	46,900,000**	13,489,909
B. Work-Study	132,798	300,000	167,202	54,240	125,000	70,760
C. Cooperative Education				[7,825,130]	18,875,000]	[1,049,870]
D. Energy Education						
E. Construction						
F. Sex Bias Office Personnel	33,335	45,000	11,665			
I. Industrial Arts				1,176,273	2,100,000	923,727
J. Support Services for Women						
K. Day Care Services						
L. Programs/Homemakers, Head-Pouse.						
102 a Administration State		283,173	283,173	2,217,783	2,400,000	182,217
Local				1,344,788	2,925,000	1,580,212
SUBPART 3 (Section 130) SUBTOTAL	1,996,694	2,455,332	458,638	4,420,920	522,085	(3,898,835)
1. Research	184,762	171,317	(13,445)	73,638	28,485	(45,153)
2. Exemplary		150,000	150,000			
3. Curriculum Development		150,000	150,000	[250,000]		[(250,000)]
4. Guidance and Counseling	1,785,917	611,632	(1,174,285)	4,347,282	422,508	(3,924,774)
5. Preservice and Inservice Training	26,015	1,308,531	1,282,516	[120,000]		[(120,000)]
6. Grants (Overcome Sex Bias)						
102 a Administration State		63,852	63,852		71,092	71,092
Local						
SUBPART 4 (Section 140) Special Program for Disadvantaged	411,294	388,730	(22,564)		38,800	38,800
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services						
Program Instruction		110,000	110,000		1,000,000	1,000,000
Depressed Areas	1,264,929	1,158,081	(106,848)	15,748,573	9,240,500	(6,508,073)
SUBPART 1 (Section 102d)		97,182	97,182			
TOTAL	11,658,346	15,105,601	3,447,255	61,367,782	69,256,868	7,889,086

[ ] = Non Add

\* \$194,769 Special Projects

\*\* \$1,212,578 State and Local previously reported under Sub-Part III

TABLE: 20  
LEVEL: POST-SECONDARY

CHANGES IN PROJECTED FUNDING BY PURPOSE  
FY 1982

PROGRAM/SERVICE	FEDERAL			STATE/LOCAL		
	5 Year Plan	FY 1982	Difference	5 Year Plan	FY 1982	Difference
DISADVANTAGED	950,063	1,329,708	+ 379,645	950,063	1,329,708	+ 379,645
Limited English Speaking	[249]	5,252	+ 5,252	[249]	5,252	+ 5,252
HANDICAPPED	474,998	667,480	+ 192,482	474,998	667,480	+ 192,482
SUBPART 2 (Section 120) SUBTOTAL	3,034,132	2,073,681	- 960,451	95,370,956	78,854,700	-16,516,256
A. Vocational Education	2,437,580	1,740,766	- 696,814	60,246,723	47,390,200	-12,856,523
B. Work-Study	61,503	11,250	- 50,253	61,503	11,250	- 50,253
C. Cooperative Education				240,218	[722,000]	- 240,218
D. Energy Education	15,483	[4,596]	- 15,483	793		- 793
E. Construction	267,762	225,000	- 42,762	10,000,000	4,000,000	- 6,000,000
F. Sex Bias Office Personnel	16,665	41,665	+ 25,000			
I. Industrial Arts						
J. Support Services for Women	13,168	[17,068]	- 13,168	20,648		- 20,648
K. Day Care Services	47,557	[12,500]	- 47,557	44,182		- 44,182
L. Programs/Homemakers, Head-House.	14,414	[ 5,366]	- 14,414	14,414		- 14,414
102 a Administration State	160,000	55,000	- 105,000	2,282,073	1,659,350	- 622,723
Local				22,460,402	25,793,900	+ 3,333,498
SUBPART 3 (Section 130) SUBTOTAL	1,192,145	1,227,482	+ 35,337	6,996,752	8,788,066	+ 1,791,314
1. Research	[155,700]	135,000	+ 135,000	[36,700]	30,366	+ 30,366
2. Exemplary						
3. Curriculum Development		64,000	+ 64,000	[480,437]	379,700	+ 379,700
4. Guidance and Counseling	1,048,713	1,000,000	- 48,713	6,912,278	6,875,000	- 37,278
5. Preservice and Inservice Training	77,994	13,682	- 64,312	60,055		- 60,055
6. Grants (Overcome Sex Bias)	25,438	800	- 24,638	24,419		- 24,419
102 a Administration State	40,000	14,000	- 26,000			
Local					1,502,500	+ 1,502,500
SUBPART 4 (Section 140) Special Program for Disadvantaged	300,000	194,336	- 105,664			
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services						
Program Instruction						
Depressed Areas						
(Sec. 102d)		48,584	+ 48,584			
TOTAL	5,951,338	5,546,523	- 404,815	103,792,769	89,645,206	-14,147,563

[ ] = Non Add

TABLE: 20  
LEVEL: ADULT

CHANGES IN PROJECTED FUNDING BY PURPOSE  
FY 1982

PROGRAM/SERVICE	FEDERAL			STATE/LOCAL		
	5 Year Plan	FY 1982	Difference	5 Year Plan	FY 1982	Difference
DISADVANTAGED	202,080		- 202,080	202,080		- 202,080
Limited English Speaking	[53]			[53]		
HANDICAPPED	101,074		- 101,074	101,074		- 101,074
SUBPART 2 (Section 120) SUBTOTAL	2,883	1,371,200	+ 1,368,317	18,140,079	48,668,200	+ 30,528,121
A. Vocational Education		1,371,200	+ 1,371,200	12,851,674	41,808,900	+ 28,957,226
B. Work-Study						
C. Cooperative Education						
D. Energy Education						
E. Construction						
F. Sex Bias Office Personnel						
I. Industrial Arts						
J. Support Services for Women						
K. Day Care Services						
L. Programs/Homemakers, Head-House.	2,883		- 2,883	3,604		- 3,604
102 a Administration State				480,437	571,400	+ 90,963
Local				4,804,364	6,287,900	+ 1,483,536
SUBPART 3 (Section 130) SUBTOTAL				1,455,283	1,693,000	+ 237,717
1. Research						
2. Exemplary						
3. Curriculum Development						
4. Guidance and Counseling				1,441,309	1,693,000	+ 251,691
5. Preservice and Inservice Training				13,974		- 13,974
6. Grants (Overcome Sex Bias)						
102 a Administration State						
Local						
SUBPART 4 (Section 140) Special Program for Disadvantaged						
SUBPART 5 (Section 150) Consumer/Homemaking Ancillary Services						
Program Instruction				360,327	1,855,500	+ 1,495,173
Depressed Areas						
TOTAL	306,037	1,371,200	+ 1,065,163	20,258,843	52,216,700	+ 31,957,857

[ ] = Non Add



## ANALYSIS OF CHANGES IN ADULT FUNDING BY PURPOSE-FY 1981

The following analysis is a comparison of the data submitted in the Five-Year State Plan for FY 1981 and the data included in the Annual Plan for FY 1981.

An increase in federal, state, and local funding is projected over the projection listed in the five-year plan.

### DISADVANTAGED - HANDICAPPED

The level of funding for disadvantaged and handicapped has been projected in the post-secondary data.

### SUBPART 2

The increase of federal, state, and local funding has occurred because full-time and part-time vocational enrollments had been included previously with post-secondary enrollments. A corresponding reduction in enrollment and funding has occurred in the post-secondary report. An increase has been projected in state and local expenditures. An increase in federal funding is projected for FY 1981 as compared with the five-year plan.

### SUBPART 3

Federal funding for Subpart 3 purposes is shown on the post-secondary report. Funding is used for both post-secondary and adult students. State and local funds are projected at a lower level than what was projected in the five-year plan.

### SUBPART 4

The funds for special programs for the disadvantaged are assigned to the post-secondary report. It is possible that some adult students that meet the criteria may receive services provided from these funds.

### SUBPART 5

Only state and local funds are projected to provide consumer and homemaking programs for adults.

## ANALYSIS OF CHANGES IN SECONDARY FUNDING BY PURPOSE-FY 1982

All federal differences reflect the increase grant award over previous years. Additional state funds also contribute to increases in funding.

### Disadvantaged and Handicapped

The increase for these purposes are due to increase in federal grant with resulting increases in matching state and local funds.

### Subpart 2

The estimated increase of \$18,147,234 federal, state, and local funds for 1982 represents increases in the federal grant award, state appropriations, and local matching funds.

### Work Study

An increase of \$237,962 will enable more disadvantaged vocational students to earn money to enable them to continue in school.

### Sex Equity Office

Additional funds reflect the need for additional resources to carry out responsibilities of the Sex Equity office at the secondary level.

### 102(a) Administration

Increased funds reflect the fact that federal resources were not identified for this purpose in the Five Year Plan. The funds will be used for state-local level administrative services.

### Subpart 3

#### Research

Estimated resources reduced to reflect amount which will be used to fund identified needs for research activities.

#### Exemplary

Funds will be used from this category to fund innovative projects at the secondary level. They were not previously identified for this purpose.

#### Curriculum Development

Increased funds are reflected to enable additional activities in curriculum development to occur. This item was not reflected in the Five Year Plan.

#### Guidance and Counseling

The funds identified more adequately reflect the goals and objectives for this categorical requirement.

#### Preservice and In-service

Increased funds are reflected to allow additional needs for in-service/preservice education activities to be conducted.

#### Administration

Provide for administration and supervision of vocational education.

### Subpart 4

The decrease reflects the actual decrease in federal grant award amount.

Subpart 5

The increase reflects the actual increase in the federal grant amount.

Subpart 1 (Section 102d)

Increased funds are reflected because they were not projected in the Five Year Plan.

## ANALYSIS OF CHANGES IN POST-SECONDARY FUNDING BY PURPOSE-FY 1982

The following analysis is a comparison of the data submitted in the Five-Year State Plan for FY 1982 and the data included in the Annual Plan for FY 1982.

Federal funds for FY 1982 are projected at the same level as FY 1981. State and local funds are projected at a lesser level than what was projected in the five-year plan.

DISADVANTAGED - HANDICAPPED

The level of funding has been increased with a corresponding decrease in funding for adults. The funding is used for either post-secondary or adult students; and, since the data is no longer reported as to level, it is difficult to determine what amount of funds will be used for either group. Increased funding is projected for FY 1981 as compared to the five-year plan.

SUBPART 2

A reduction in the federal level of funding for vocational education programs is projected with a corresponding increase in the federal level of funding for adult programs. Previously, vocational level enrollments had been projected with post-secondary enrollments. These vocational enrollments are now projected with the adult enrollments.

Levels of funding for work-study, energy, support service for women, day care and programs for homemakers and heads of household have been adjusted based upon data supplied by the institutions through the local applications.

The federal funding level has been decreased with a corresponding increase at the adult level. State and local funding level is lower than what was projected in the five-year plan.

SUBPART 3

The levels of funding are projected to increase over the levels listed in the five-year plan. Funding is used for both post-secondary and adult students.

SUBPART 4

The federal grant for Subpart 4 has been reduced.

SUBPART 1 (Sec. 102d)

This grant of federal funds will be used to support evaluation activities, data collection, and the development of the State Plan and the Accountability Report.



## ANALYSIS OF CHANGES IN ADULT FUNDING BY PURPOSE-FY 1982

The following analysis is a comparison of the data submitted in the Five-Year State Plan for FY 1982 and the data included in the Annual Plan for FY 1982.

Federal funds for FY 1982 are projected at the same level as FY 1981. State and local funds are projected at a higher level than what was projected in the five-year plan.

DISADVANTAGED - HANDICAPPED

Funding for disadvantaged and handicapped has been projected in the post-secondary data.

SUBPART 2

The increase of federal, state, and local funding has occurred because full-time and part-time vocational enrollments had been included previously with post-secondary enrollments. A corresponding reduction in enrollment and funding has occurred in the post-secondary report. An increase has been projected in state and local expenditures. An increase in funding is projected as compared with the five-year plan.

SUBPART 3

Federal funding for Subpart 3 purposes is shown on the post-secondary report. Funding is used for both post-secondary and adult students. State and local funds are projected at a slightly higher level than what was projected in the five-year plan.

SUBPART 4

The funds for special programs for the disadvantaged are assigned to the post-secondary report. It is possible that some adult students that meet the criteria may receive services provided from these funds.

SUBPART 5

Only state and local funds are projected to provide consumer and homemaking programs for adults.

## Definitions Used in the Allocation of Funds

### Economically Depressed Areas

The state will use two factors in determining the relative degree of economic depression in the state. These are (1) the determination of which counties are economically depressed and the rate of reimbursement, as indicated by the U. S. Department of Commerce, and (2) the rate of general unemployment as indicated by the North Carolina Employment Security Commission.

### New Programs

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

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

- (1) changes or modifications within a course or a curriculum of an existing program
- (2) the addition of options to existing programs
- (3) the addition of a laboratory, shop, classroom, or new equipment to an existing program

U.S. DEPARTMENT OF COMMERCE  
ECONOMIC DEVELOPMENT ADMINISTRATION

(FY 1982)

AS OF OCTOBER 2, 1980

PAGE NO. 085

STATE: 37 NORTH CAROLINA

DIRECTORY OF EDA QUALIFIED AREAS

REGIONAL OFFICE: 04 SOUTH EASTERN

NAME	BASIS OF QUALIFICATION	DATE OF DESIGNATION	MAXIMUM GRANT RATE (PERCENT)
Alamance County	8	May-11-78	50
Alexander County	6	Feb-01-78	50
Alleghany County	6	Mar-30-78	50
Anson County	2	Aug-11-72	50
Ashe County	8	Sep-26-72	50
Avery County	8	Jan-31-66	50
Beaufort County	2	Aug-11-72	50
Bertie County	8	Jan-21-66	50
Bladen County	8	Jan-28-66	50
Brunswick County	1	Sep-12-68	50
Buncombe County	6	Mar-17-78	50
Burke County	6	Feb-01-78	50
Cabarrus County	6	Mar-17-78	50
Caldwell County	6	Feb-01-78	50
Camden County	1	Mar-19-68	50
Carteret County	1	Dec-08-65	50
Caswell County	2	Feb-14-73	50
Catawba County	6	Feb-01-78	50
Charlotte, City of	6	Mar-17-78	50
Chatham County	6	Mar-17-78	50
Cherokee County	8	Aug-11-72	50
Chowan County	8	Sep-26-72	50
Clay County	28	Mar-15-66	50
Cleveland County	6	Mar-17-78	50
Columbus County	8	Jun-23-67	50
Craven County	6	Mar-18-77	50
Cumberland County	8	Sep-20-78	50
Currituck County	1	Apr-27-67	50
Dare County	1	Apr-06-67	50
Davidson County	6	Mar-17-78	50
Duplin County	8	Jul-05-66	50
Edgecombe County	8	Sep-20-78	50
Forsyth County	6	Mar-17-78	50
Franklin County	8	Jan-28-66	60
Gaston County	6	Apr-12-77	50
Gates County	2	Jan-28-66	50
Graham County	1	Jan-28-66	60
Granville County	8	May-11-78	50
Greene County	8	Jan-28-66	50
Guilford County	6	Mar-17-78	50
Halifax County	8	Oct-07-69	60
Harnett County	8	Mar-17-78	50
Haywood County	6	Mar-17-78	50
Henderson County	6	Mar-30-78	50
Hertford County	8	Aug-08-69	50
Hoke County	8	Aug-11-72	60
Hyde County	12	Feb-25-66	60

(FY 1982)

U.S. DEPARTMENT OF COMMERCE  
ECONOMIC DEVELOPMENT ADMINISTRATION

AS OF OCTOBER 2, 1980

PAGE NO. 085

DIRECTORY OF EDA QUALIFIED AREAS

STATE: 37 NORTH CAROLINA

REGIONAL OFFICE: 04 SOUTH EASTERN

NAME	BASIS OF QUALIFICATION	DATE OF DESIGNATION	MAXIMUM GRANT RATE (PERCENT)
Iredell County	6	Mar-17-78	50
Jackson County	4	Jan-20-75	50
Johnston County	8	Aug-11-72	50
Jones County	2	Aug-11-67	50
Lee County	6	Mar-17-78	50
Lenoir County	8	Sep-20-78	50
Lincoln County	8	Jun-08-76	50
Macon County	8	Aug-11-72	50
Madison County	2	Aug-04-66	50
Martin County	8	Aug-11-72	50
McDowell County	6	Mar-17-78	50
Mecklenburg County	6	Mar-17-78	50
Mitchell County	8	Feb-14-73	50
Nash County	6	Mar-30-78	50
New Hanover County	8	Sep-20-78	50
Northampton County	28	Apr-08-66	50
Onslow County	8	Sep-20-78	50
Pamlico County	8	Oct-07-69	60
Pasquotank County	6	Mar-17-78	50
Pender County	8	Aug-11-72	50
Perquimans County	8	Aug-18-71	50
Person County	8	Aug-18-71	50
Pitt County	8	Feb-13-70	50
Polk County	6	Mar-17-78	50
Randolph County	6	Mar-30-78	50
Richmond County	6	Mar-30-78	50
Robeson County	8	Feb-16-66	60
Rowan County	6	Mar-17-78	50
Rutherford County	6	Mar-17-78	50
Sampson County	2	Sep-26-72	50
Scotland County	8	Jun-08-76	50
Stanly County	8	Mar-17-78	50
Surry County	6	Mar-17-78	50
Swain County	8	Jan-17-66	60
Transylvania County	6	Mar-17-78	50
Tyrrell County	12	Jan-28-66	70
Union County	6	Feb-01-78	50
Vance County	6	Mar-30-78	50
Warren County	8	Feb-25-66	60
Washington County	8	Aug-18-71	50
Watauga County	2	Feb-14-73	50
Wayne County	6	Apr-12-77	50
Wilkes County	6	Mar-30-78	50
Wilson County	8	Oct-02-70	50
Yadkin County	6	Mar-17-78	50
Yancey County	8	Jan-31-66	50



TABLE: 21 SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS  
FOR SUB-PART II AND SUB-PART III WITH THE EXCEPTION OF WORK-STUDY  
FY 1981

Local Educational Agency		CLIF	RAP	EDA	GU	ADM	NP	% TO TOTAL
No.	Name							
793	Reidsville	18	24	0	3	8		.5568
800	Rowan	18	24	3	3	16		.6723
801	Salisbury	18	24	3	3	4		.5463
810	Rutherford	21	24	3	6	16	4	.7774
820	Sampson	24	27	3	6	12	2	.7774
821	Clinton	24	27	3	3	4		.6408
830	Scotland	21	24	3	6	12	2	.7144
840	Stanly	18	21	3	3	12		.5988
841	Albemarle	18	21	3	3	4		.5148
850	Stokes	21	18	0	6	12		.5988
860	Surry	21	24	3	6	12	6	.7564
861	Elkin	18	24	3	3	4		.5463
862	Mount Airy	18	24	3	3	4		.5463
870	Swain	24	27	9	9	4		.7669
880	Transylvania	18	21	3	6	8	12	.7144
890	Tyrrell	27	24	6	9	4		.7354
900	Union	18	21	3	3	16	6	.7038
901	Monroe	18	21	3	3	8		.5568
910	Vance	21	24	3	6	12	6	.7564
920	Wake	18	21	0	3	16	12	.7354
930	Warren	27	24	6	9	8	4	.8194
940	Washington	21	27	3	6	8	10	.7879
950	Watauga	21	24	3	6	8		.6513
960	Wayne	21	27	3	6	16	4	.8089
962	Goldsboro	24	27	3	3	12		.7249
970	Wilkes	21	24	3	6	16		.7354
980	Wilson	21	24	3	6	16	2	.7564
990	Yadkin	21	24	3	6	12	2	.7144
995	Yancey	24	24	3	6	4		.6408
TOTAL		3,048	3,465	510	726	1,440	330	100.0000

TABLE: 21 SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS  
FOR SUB-PART II AND SUB-PART III WITH THE EXCEPTION OF WORK-STUDY

FY 1982

Local Educational Agency		CLIF	RAP	EDA	GU	ADM	NP	TOTAL	% TO
No.	Name								TOTAL
010	Alamance	18	24	3	3	4	2	54	.5918
011	Burlington	18	24	3	3	8	0	56	.6137
020	Alexander	18	24	3	6	12	0	63	.6904
030	Alleghany	24	21	3	3	16	0	67	.7342
040	Anson	24	24	3	6	8	0	65	.7123
050	Ashe	24	24	3	6	12	0	69	.7562
060	Avery	24	21	3	6	12	0	66	.7233
070	Beaufort	24	21	3	3	12	0	63	.6904
071	Washington	21	21	3	3	12	0	60	.6575
080	Bertie	27	24	3	6	12	2	74	.8109
090	Bladen	24	24	3	6	8	0	65	.7123
100	Brunswick	21	18	3	6	8	0	56	.6137
110	Buncombe	18	24	3	3	4	0	52	.5699
111	Asheville	21	24	3	3	8	0	59	.6466
120	Burke	18	21	3	6	4	0	52	.5699
130	Cabarrus	18	24	3	3	4	0	52	.5699
131	Concord	18	24	3	3	16	0	64	.7014
132	Kannapolis	18	24	3	3	12	0	60	.6575
140	Caldwell	18	24	3	6	4	0	55	.6027
150	Camden	21	27	3	6	16	0	73	.8000
160	Carteret	21	24	3	6	8	2	64	.7014
170	Caswell	21	24	3	6	12	0	66	.7233
180	Catawba	18	21	3	3	4	0	49	.5370
181	Hickory	18	21	3	3	12	2	59	.6466
182	Newton	18	21	3	3	16	0	61	.6685
190	Chatham	21	21	3	3	8	2	58	.6356
200	Cherokee	24	27	3	6	12	0	72	.7890



TABLE: 21

SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS  
FOR SUB-PART II AND SUB-PART III WITH THE EXCEPTION OF WORK-STUDY

FY 1982

Local Educational Agency		CLIF	RAP	EDA	CU	ADM	NP	TOTAL	% TO TOTAL
No.	Name								
400	Greene	24	27	3	6	12	2	74	.8110
410	Guilford	18	24	3	3	4	2	54	.5918
411	Greensboro	18	24	3	3	4	0	52	.5699
412	High Point	18	24	3	3	4	0	52	.5699
420	Halifax	27	27	6	6	8	0	74	.8110
421	Roanoke Rapids	18	27	6	3	16	2	72	.7890
422	Weldon	24	27	6	3	16	0	76	.8329
430	Harnett	21	27	3	6	4	2	63	.6904
440	Haywood	21	27	3	6	4	4	65	.7123
450	Henderson	21	24	3	3	8	0	59	.6466
451	Hendersonville	18	24	3	3	16	0	64	.7014
460	Hertford	24	24	3	6	12	0	69	.7562
470	Hoke	24	27	6	6	12	0	75	.8219
480	Hyde	27	18	6	6	16	0	73	.8000
490	Iredell	18	24	3	3	4	0	52	.5699
491	Mooreville	18	24	3	3	16	0	64	.7014
492	Statesville	18	24	3	3	12	0	60	.6575
500	Jackson	24	24	3	6	12	0	69	.7562
510	Johnston	24	24	3	6	4	0	61	.6685
520	Jones	24	24	3	6	16	0	73	.8000
530	Lee/Sanford	21	24	3	6	8	0	62	.6794
540	Lenoir	24	27	3	3	8	2	67	.7342
541	Kinston	21	27	3	3	12	0	66	.7233
550	Lincoln	18	24	3	6	8	2	61	.6685
560	Macon	24	21	3	6	12	0	66	.7233
570	Madison	24	27	3	3	12	0	69	.7562
580	Martin	24	21	3	6	8	8	70	.7671
590	McDowell	21	24	3	6	8	0	62	.6794
600	Mecklenburg	18	21	3	3	4	12	61	.6685
610	Mitchell	24	24	3	6	16	0	73	.8000



TABLE: 21 SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS  
FOR SUB-PART II AND SUB-PART III WITH THE EXCEPTION OF WORK-STUDY

FY 1982

Local Educational Agency		CLIF	RAP	EDA	GU	ADM	NP	TOTAL	% TO TOTAL
No.	Name								
620	Montgomery	21	24	0	3	12	0	60	.6575
630	Moore	21	21	0	6	4	0	52	.5699
640	Nash	24	24	3	3	4	0	58	.6356
641	Rocky Mount	21	24	3	3	8	2	61	.6685
650	New Hanover	18	21	3	6	4	2	54	.5918
660	Northampton	27	27	3	6	8	0	71	.7781
670	Onslow	21	27	3	6	4	0	61	.6685
680	Orange	18	27	0	3	12	2	62	.6794
681	Chapel Hill	18	27	0	3	8	0	56	.6137
690	Pamlico	24	27	6	6	16	0	79	.8658
700	Pasquotank	24	27	3	6	8	2	70	.7671
710	Pender	24	21	3	6	12	0	66	.7233
720	Perquimans	27	24	3	3	16	6	79	.8658
730	Person	21	18	3	6	8	0	56	.6137
740	Pitt	24	24	3	3	4	0	58	.6356
741	Greenville	21	24	3	3	8	0	59	.6466
750	Polk	21	21	3	3	16	0	64	.7014
751	Tryon	21	21	3	3	16	0	64	.7014
760	Randolph	18	24	3	3	4	0	52	.5699
761	Asheboro	18	24	3	3	12	0	60	.6575
770	Richmond	21	27	3	6	4	2	63	.6904
780	Robeson	27	27	6	6	4	0	70	.7671
781	Fairmont	27	27	6	3	16	0	79	.8658
782	Lumberton	21	27	6	3	12	0	69	.7562
784	Red Springs	24	27	6	3	16	0	76	.8329
785	St. Pauls	24	27	6	3	16	0	76	.8329
790	Rockingham	18	21	0	3	8	0	50	.5479
791	Eden	18	21	0	3	12	4	58	.6356
792	Madison Mayodan	18	21	0	3	16	0	58	.6356

TABLE: 21

SECONDARY POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS  
FOR SUB-PART II AND SUB-PART III WITH THE EXCEPTION OF WORK-STUDY  
FY 1982

Local Educational Agency		CLIF	RAP	EDA	GU	ADM	NP	TOTAL	% TO TOTAL
No.	Name								
793	Reidsville	18	21	0	3	12	0	54	.5918
800	Rowan	18	24	3	3	4	0	52	.5699
801	Salisbury	18	24	3	3	16	0	64	.7014
810	Rutherford	21	24	3	6	4	0	58	.6356
820	Sampson	24	24	3	3	8	0	62	.6794
821	Clinton	24	24	3	3	16	0	70	.7671
830	Scotland	21	24	3	6	8	0	62	.6794
840	Stanly	18	24	3	3	8	0	56	.6137
841	Albemarle	18	24	3	3	16	0	64	.7014
850	Stokes	21	18	0	6	8	0	53	.5808
860	Surry	21	24	3	6	8	0	62	.6794
861	Elkin	18	24	3	3	16	6	70	.7671
862	Mount Airy	18	24	3	3	16	4	68	.7452
870	Swain	24	27	6	6	16	0	79	.8657
880	Transylvania	18	21	3	6	12	0	60	.6575
890	Tyrrell	27	24	9	9	16	0	85	.9315
900	Union	18	24	3	3	4	0	52	.5699
901	Monroe	18	24	3	3	12	0	60	.6575
910	Vance	21	27	3	6	8	2	67	.7342
920	Wake	18	21	0	3	4	2	48	.5260
930	Warren	27	27	6	6	12	0	78	.8548
940	Washington	21	27	3	6	12	0	69	.7562
950	Watauga	21	21	3	6	12	0	63	.6904
960	Wayne	21	24	3	3	4	0	55	.6027
962	Goldsboro	24	24	3	3	12	0	66	.7233
970	Wilkes	21	24	3	6	4	2	60	.6575
980	Wilson	21	24	3	6	4	0	58	.6356
990	Yadkin	21	24	3	6	8	2	64	.7014
995	Yancey	24	24	3	6	16	0	73	.8000
TOTAL		3,048	3,456	441	636	1,440	104	9,125	100.0000

TABLE: 22

SECONDARY  
POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

FY 1981

Local Educational Agency		CLIF	RAP	EDA	GU	DROPOUT	TOTAL	% TO TOTAL
No.	Name							
010	Alamance	18	24	6	6	8	62	.6966
011	Burlington	18	24	6	3	6	57	.6404
020	Alexander	18	27	3	6	10	64	.7190
030	Alleghany	24	21	3	3	8	59	.6628
040	Anson	24	27	3	6	8	68	.7640
050	Ashe	24	21	3	9	8	65	.7303
060	Avery	24	27	6	9	10	76	.8538
070	Beaufort	24	24	3	3	6	60	.6741
071	Washington	21	24	3	3	6	57	.6404
080	Bertie	27	24	6	9	8	74	.8314
090	Bladen	24	24	6	9	6	69	.7752
100	Brunswick	21	18	9	9	12	69	.7752
110	Buncombe	18	24	3	6	8	59	.6628
111	Asheville	21	24	3	3	8	59	.6628
120	Burke	18	24	3	6	10	61	.6853
130	Cabarrus	18	24	3	3	8	56	.6291
131	Concord	18	24	3	3	8	56	.6291
132	Kannapolis	18	24	3	3	12	60	.6741
140	Caldwell	18	24	3	6	10	61	.6853
150	Camden	21	27	3	6	10	67	.7527
160	Carteret	21	24	3	6	12	66	.7415
170	Caswell	21	24	3	6	12	66	.7415
180	Catawba	18	21	3	3	8	53	.5954
181	Hickory	18	21	3	3	8	53	.5954
182	Newton	18	21	3	3	8	53	.5954
190	Chatham	21	24	3	6	8	62	.6966
200	Cherokee	24	27	6	9	8	74	.8314

TABLE: 22 SECONDARY  
POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

FY 1981

Local Educational Agency		GLIF	RAP	EDA	GU	DROPOUT	TOTAL	% TO TOTAL
No.	Name							
210	Chowan	24	24	3	6	8	65	.7303
220	Clay	27	27	6	6	6	72	.8089
230	Cleveland	18	24	3	3	8	56	.6291
231	Kings Mountain	18	24	3	3	8	56	.6291
232	Shelby	18	24	3	3	6	54	.6067
240	Columbus	24	27	6	6	6	69	.7752
241	Whiteville	21	27	6	3	8	65	.7303
250	Craven	21	27	3	3	8	62	.6966
251	New Bern	21	27	3	3	12	66	.7415
260	Cumberland	21	27	3	6	6	63	.7078
261	Fayetteville	21	27	3	3	6	60	.6741
270	Currituck	21	24	3	6	8	62	.6966
280	Dare	18	18	3	6	8	53	.5954
290	Davidson	18	24	3	3	6	54	.6067
291	Lexington	18	24	3	3	12	60	.6741
292	Thomasville	18	24	3	3	6	54	.6067
300	Davie	18	21	0	6	6	51	.5730
310	Duplin	24	27	6	9	8	74	.8314
320	Durham County	21	21	0	3	8	53	.5954
321	Durham City	18	21	0	3	16	58	.6516
330	Edgecombe	27	24	3	6	8	68	.7640
331	Tarboro	21	24	3	3	8	59	.6628
340	Forsyth	18	21	3	6	4	52	.5842
350	Franklin	24	27	6	6	10	73	.8201
351	Franklinton	21	27	6	3	8	65	.7303
360	Gaston	18	24	3	6	10	61	.6853
370	Gates	24	27	3	6	4	64	.7190
380	Graham	24	27	9	9	14	83	.9325
390	Granville	24	27	6	9	8	74	.8314



TABLE: 22

SECONDARY  
POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

FY 1981

Local Educational Agency		CLIF	RAP	EDA	GU	DROPOUT	TOTAL	% TO TOTAL
No.	Name							
400	Greene	24	27	3	9	12	75	.8426
410	Guliford	18	21	3	3	6	51	.5730
411	Greensboro	18	21	3	3	6	51	.5730
412	High Point	18	21	3	3	10	55	.6179
420	Halifax	27	24	6	6	8	71	.7977
421	Roanoke Rapids	18	24	6	3	8	59	.6628
422	Weldon	24	24	6	3	10	67	.7527
430	Harnett	21	27	3	6	8	65	.7303
440	Haywood	21	24	3	6	8	62	.6965
450	Henderson	21	24	3	3	8	59	.6628
451	Hendersonville	18	24	3	3	2	50	.5617
460	Hertford	24	27	3	6	8	68	.7640
470	Hoke	24	27	6	9	12	78	.8763
480	Hyde	27	24	3	9	4	67	.7527
490	Iredell	18	21	3	6	10	58	.6516
491	Mooreville	18	21	3	3	10	55	.6179
492	Statesville	18	21	3	3	6	51	.5730
500	Jackson	24	21	3	6	8	62	.6965
510	Johnston	24	27	3	6	6	66	.7415
520	Jones	24	24	3	6	6	63	.7078
530	Lee/Sanford	21	24	3	6	4	58	.6516
540	Lenoir	24	24	3	3	8	62	.6965
541	Kinston	21	24	3	3	12	63	.7078
550	Lincoln	18	24	3	6	8	59	.6628
560	Macon	24	18	3	6	4	55	.6179
570	Madison	24	27	3	6	8	68	.7640
580	Martin	24	21	6	9	6	66	.7415
590	McDowell	21	24	3	6	10	64	.7190
600	Mecklenburg	18	21	3	6	8	56	.6291
610	Mitchell	24	21	3	6	10	64	.7190

SECONDARY  
POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

TABLE: 22

FY 1981

Local Educational Agency		CLIF	RAP	EDA	GU	DROPOUT	TOTAL	% TO TOTAL
No.	Name							
620	Montgomery	21	24	0	3	8	56	.6291
630	Moore	21	24	0	6	10	61	.6053
640	Mash	24	24	3	3	10	64	.7190
641	Rocky Mount	21	24	3	3	8	59	.6628
650	New Hanover	18	21	3	9	8	59	.6628
660	Northampton	27	27	3	6	6	69	.7752
670	Onslow	21	27	3	6	6	63	.7078
680	Orange	18	24	0	3	12	57	.6404
681	Chapel Hill	18	24	0	3	2	47	.5280
690	Pamlico	24	27	6	9	10	76	.8538
700	Pasquotank	24	27	3	6	12	72	.8089
710	Pender	24	27	6	9	6	72	.8089
720	Perquimans	27	24	3	6	8	68	.7640
730	Person	21	18	6	6	6	57	.6404
740	Pitt	24	24	3	6	6	63	.7078
741	Greenville	21	24	3	3	4	55	.6179
750	Polk	21	21	3	3	8	56	.6291
751	Tryon	21	21	3	3	6	54	.6067
760	Randolph	18	24	3	3	10	58	.6516
761	Asheboro	18	24	3	3	8	56	.6291
770	Richmond	21	27	3	6	8	65	.7303
780	Robeson	27	27	9	6	8	77	.8651
781	Fairmont	27	27	9	3	12	78	.8763
782	Lumberton	21	27	9	3	8	68	.7640
783	Maxton							
784	Red Springs	24	27	9	3	8	71	.7977
785	St. Pauls	24	27	9	3	8	71	.7977
790	Rockingham	18	24	0	3	8	53	.5954
791	Eden	18	24	0	3	8	53	.5954
792	Madison Mayodan	18	24	0	3	8	53	.5954

TABLE: 22

SECONDARY  
POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

FY 1981

Local Educational Agency		GLIF	RAP	EDA	GU	DROPOUT	TOTAL	% TO TOTAL
No.	Name							
793	Reidsville	18	24	0	3	10	55	.6179
800	Rowan	18	24	3	3	6	54	.6067
801	Salisbury	18	24	3	3	6	54	.6067
810	Rutherford	21	24	3	6	10	64	.7190
820	Sampson	24	27	3	6	6	66	.7415
821	Clinton	24	27	3	3	8	65	.7303
830	Scotland	21	24	3	6	12	66	.7415
840	Stanly	18	21	3	3	8	53	.5954
841	Albemarle	18	21	3	3	14	59	.6628
850	Stokes	21	18	0	6	6	51	.5730
860	Surry	21	24	3	6	8	62	.6965
861	Elkin	18	24	3	3	4	52	.5842
862	Mount Airy	18	24	3	3	6	54	.6067
870	Swain	24	27	9	9	4	73	.8201
880	Transylvania	18	21	3	6	10	58	.6516
890	Tyrrell	27	24	6	9	12	78	.8763
900	Union	18	21	3	3	10	55	.6179
901	Monroe	18	21	3	3	10	55	.6179
910	Vance	21	24	3	6	6	60	.6741
920	Wake	18	21	0	3	6	48	.5393
930	Warren	27	24	6	9	6	72	.8089
940	Washington	21	27	3	6	4	61	.6854
950	Watauga	21	24	3	6	6	60	.6741
960	Wayne	21	27	3	6	4	61	.6853
962	Goldsboro	24	27	3	3	6	63	.7078
970	Wilkes	21	24	3	6	10	64	.7190
980	Wilson	21	24	3	6	8	62	.6966
990	Yadkin	21	24	3	6	6	60	.6741
995	Yancey	24	24	3	6	8	65	.7303
TOTAL		3,048	3,465	510	726	1,152	8,901	100.0000

TABLE: 22

SECONDARY  
POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

FY 1982

Local Educational Agency		CLIF	PAP	EDA	GU	DROP- OUT	NEW PROGRAMS	TOTAL	% TO TOTAL
No.	Name								
010	Alamance	18	24	3	3	10	2	60	.6817
011	Burlington	18	24	3	3	8		56	.6363
020	Alexander	18	24	3	6	10		61	.6931
030	Alleghany	24	21	3	3	6		57	.6477
040	Anson	24	24	3	6	4		61	.6931
050	Ashe	24	24	3	6	8		65	.7386
060	Avery	24	21	3	6	10		64	.7272
070	Beaufort	24	21	3	3	8		59	.6704
071	Washington	21	21	3	3	2		50	.5681
080	Bertie	27	24	3	6	12	2	74	.8402
090	Bladen	24	24	3	6	8		65	.7386
100	Brunswick	21	18	3	6	10		58	.6590
110	Buncombe	18	24	3	3	6		54	.6136
111	Asheville	21	24	3	3	8		59	.6704
120	Burke	18	21	3	6	12		60	.6817
130	Cabarrus	18	24	3	3	8		56	.6363
131	Concord	18	24	3	3	6		54	.6136
132	Kannapolis	18	24	3	3	12		60	.6817
140	Caldwell	18	24	3	6	12		63	.7158
150	Camden	21	27	3	6	4		61	.6931
160	Carteret	21	24	3	6	10	2	66	.7499
170	Caswell	21	24	3	6	10		64	.7272
180	Catawba	18	21	3	3	6		51	.5795
181	Hickory	18	21	3	3	8	2	55	.6249
182	Newton	18	21	3	3	8		53	.6022
190	Guilford	21	21	3	3	8	2	58	.6590
200	Cherokee	24	27	3	6	8		68	.7745



POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

FY 1982

Local Educational Agency		CLIP	RAP	EDA	CU	DROP- OUT	NEW PROGRAMS	TOTAL	% TO TOTAL
No.	Name								
210	Chowan	24	24	3	3	4		58	.6590
220	Clay	27	24	3	6	4		64	.7272
230	Cleveland	18	24	3	3	6		54	.6136
231	Kings Mountain	18	24	3	3	6	2	56	.6363
232	Shelby	18	24	3	3	4		52	.5908
240	Columbus	24	27	3	6	8		68	.7726
241	Whiteville	21	27	3	3	8		62	.7045
250	Craven	21	27	3	3	10		64	.7272
251	New Bern	21	27	3	3	12		66	.7499
260	Cumberland	21	27	3	6	6		63	.7158
261	Fayetteville	21	27	3	3	4		58	.6590
270	Currituck	21	24	3	6	14		68	.7726
280	Dare	18	18	3	6	8	6	59	.6704
290	Davidson	18	24	3	3	6		54	.6136
291	Lexington	18	24	3	3	10		58	.6590
292	Thomasville	18	24	3	3	4		52	.5908
300	Davie	18	18	0	3	4		43	.4886
310	Duplin	24	24	3	6	8		65	.7386
320	Durham County	21	24	0	3	8		56	.6363
321	Durham City	18	24	0	3	16		61	.6931
330	Edgecombe	27	24	3	6	12		72	.8181
331	Tarboro	21	24	3	3	8	6	65	.7386
340	Forsyth	18	21	3	6	4		52	.5908
350	Franklin	24	27	3	6	8		68	.7726
351	Franklinton	21	27	3	3	4		53	.6590
360	Gaston	18	24	3	6	12		63	.7158
370	Gates	24	27	3	3	8	4	69	.7841
380	Graham	24	21	6	9	12		72	.8181
390	Granville	24	27	3	6	8	2	70	.7954

TABLE: 22

SECONDARY  
POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

FY 1982

Local Educational Agency	CLIF	WFF	FEA	CHI	DRP- GAT	BLK PROCPNE	TOWN	% TO TOTAL
No. Name								
400 Greene	24	27	3	6	12	2	71	.8408
410 Guilford	18	24	3	3	6	2	56	.6363
411 Greensboro	18	24	3	3	8		56	.6363
412 High Point	18	24	3	3	12		50	.5817
420 Halifax	27	27	6	6	10		76	.8635
421 Roanoke Rapids	18	27	6	3	6	2	62	.7045
422 Weldon	24	27	6	3	8		62	.7045
430 Harnett	21	27	3	6	6	2	65	.7286
440 Haywood	21	27	3	6	6	4	67	.7613
450 Henderson	21	24	3	3	8		59	.6704
451 Hendersonville	18	24	3	3	4		52	.5908
460 Hertford	24	24	3	6	10		67	.7613
470 Hoke	24	27	6	6	14		77	.8749
480 Hyde	27	18	6	6	2		59	.6704
490 Iredell	18	24	3	3	10		58	.6590
491 Mooresville	18	24	3	3	10		58	.6590
492 Statesville	18	24	3	3	8		56	.6363
500 Jackson	24	24	3	6	8		65	.7386
510 Johnston	24	24	3	6	4		61	.6931
520 Jones	24	24	3	6	6		63	.7158
530 Lee/Sanford	21	24	3	6	4		58	.6590
540 Lenoir	24	27	3	3	10	2	69	.7841
541 Kinston	21	27	3	3	10		64	.7272
550 Lincoln	18	24	3	6	8	2	61	.6931
560 Macon	24	21	3	6	4		58	.6590
570 Madison	24	27	3	3	6		63	.7158
580 Martin	24	21	3	6	6	8	68	.7726
590 McDowell	21	24	3	6	10		64	.7272
600 Mecklenburg	18	21	3	3	10	12	67	.7613
610 Mitchell	24	24	3	6	10		67	.7613

SECONDARY  
POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

FY 1982

Local Educational Agency		CLIP	RAP	EDA	CU	DROPOUT	NEW PROGRAMS	TOTAL	\$ TO TOTAL
No.	Name								
620	Montgomery	21	24	0	3	8		56	.6363
630	Moore	21	21	0	6	8		56	.6363
640	Nash	24	24	3	3	8		62	.7045
641	Rocky Mount	21	24	3	3	8	2	61	.6931
650	New Hanover	18	21	3	6	8	2	58	.6590
660	Northampton	27	27	3	6	4		67	.7613
670	Onslow	21	27	3	6	4		61	.6931
680	Orange	18	27	0	3	12	2	62	.7045
681	Chapel Hill	18	27	0	3	2		50	.5631
690	Pamlico	24	27	6	6	6		69	.7841
700	Pasquotank	24	27	3	6	14	2	76	.8635
710	Pender	24	21	3	6	8		62	.7045
720	Perquimans	27	24	3	3	8	6	71	.8067
730	Person	21	18	3	6	4		52	.5908
740	Pitt	24	24	3	3	6		60	.6817
741	Greenville	21	24	3	3	4		55	.6249
750	Polk	21	21	3	3	6		54	.6136
751	Tryon	21	21	3	3	2		50	.5681
760	Randolph	18	24	3	3	12		60	.6817
761	Asheboro	18	24	3	3	8		56	.6363
770	Richmond	21	27	3	6	10	2	69	.7841
780	Robeson	27	27	6	6	10		76	.8635
781	Fairmont	27	27	6	3	14		77	.8749
782	Lumberton	21	27	6	3	8		65	.7386
784	Red Springs	24	27	6	3	6		66	.7499
785	St. Pauls	24	27	6	3	8		68	.7726
790	Rockingham	18	21	0	3	10		52	.5908
791	Eden	18	21	0	3	6	4	52	.5908
792	Madison Mayodan	18	21	0	3	6		48	.5454

TABLE: 22

SECONDARY  
POINTS EARNED THROUGH FORMULA DISTRIBUTION  
FACTORS FOR WORK-STUDY AND SPECIAL DISADVANTAGED

FY 1982

Local Educational Agency	CLIF	POP	SEA	GU	DRP/OTM	NEW PROGRAMS	TOTAL	% TO TOTAL
No. Name								
793 Reidsville	18	21	0	3	10		52	.5908
800 Rowan	18	24	3	3	8		56	.6363
801 Salisbury	18	24	3	3	8		56	.6363
810 Rutherford	21	24	3	6	12		66	.7499
820 Sampson	24	24	3	3	6		60	.6817
821 Clinton	24	24	3	3	4		58	.6590
830 Scotland	21	24	3	6	16		70	.7954
840 Stanly	18	24	3	3	8		56	.6363
841 Albemarle	18	24	3	3	14		62	.7045
850 Stokes	21	18	0	6	8		53	.6022
860 Surry	21	24	3	6	8		62	.7045
861 Elkin	18	24	3	3	2	6	56	.6363
862 Mount Airy	18	24	3	3	2	4	54	.6136
870 Swain	24	27	6	6	8		71	.8067
880 Transylvania	18	21	3	6	6		54	.6136
890 Tyrrell	27	24	9	9	10		79	.8976
900 Union	18	24	3	3	10		58	.6590
901 Monroe	18	24	3	3	12		60	.6817
910 Vance	21	27	3	6	6	2	65	.7386
920 Wake	18	21	0	3	8	2	52	.5908
930 Warren	27	27	6	6	4		70	.7954
940 Washington	21	27	3	6	6		63	.7158
950 Watauga	21	21	3	6	4		55	.6249
960 Wayne	21	24	3	3	4		55	.6249
962 Goldsboro	24	24	3	3	2		56	.6363
970 Wilkes	21	24	3	6	10	2	66	.7499
980 Wilson	21	24	3	6	6		60	.6817
990 Yadkin	21	24	3	6	6	2	62	.7045
995 Yancey	24	24	3	6	6		63	.7158
Grand Total	3,048	3,456	441	636	1,116	104	8,901	100.0000



STATE BOARD OF EDUCATION  
ESTIMATED ALLOTMENT FOR MONTHS OF EMPLOYMENT FOR 1980-81  
FOR SUB-PARTS 2, 3, & 5  
PREPARED ON LATEST AVAILABLE DATA  
SECONDARY

TABLE: 23

REM. RATE	LEA	ESTIMATED MONTHS OF EMPLOYMENT						ESTIMATED REIMBURSEMENT					
		STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5			STATE	SUB- PART 2	SUB- PART 3	SUB-PART 5		
					ED A COUNTIES	ED A COUNTIES	OTHER COUNTIES				ED A COUNTIES	OTHER COUNTIES	LOCAL
70	Reidsville	157.5	20.5	7.5			6.5	160,304	25,844	9,455		8,195	87,342
68	Rowan	512	26	9		6.5		506,225	31,842	11,022	7,960		262,141
68	Salisbury	95	21	7		5.5		93,928	25,718	8,573	6,736		63,508
70	Rutherford	389	30	10.5		7.5		395,924	37,821	13,237	9,455		195,616
74	Sampson	320	30	10.5		7.5		344,307	39,982	13,994	9,996		143,449
74	Clinton	102	25	8.5		6		109,748	33,319	11,328	7,996		57,056
74	Scotland	235	27.5	9.5		7		252,851	36,650	12,661	9,329		109,443
68	Stanly	301	23	8		6		297,605	28,168	9,797	7,348		161,373
68	Albemarle	69.5	20	7		5		68,716	24,494	8,573	6,123		50,779
68	Stokes	233	22	8			7	230,372	26,943	9,797		8,573	129,734
70	Surry	308	29.5	10		7		313,482	37,191	12,607	8,825		159,474
70	Elkin	27	21	7		5.5		27,481	26,475	8,825	6,934		29,878
70	Mount Airy	70	21	7		5.5		71,246	26,475	8,825	6,934		48,634
72	Swain	67	29.5	10		7.5		70,141	38,253	12,967	9,725		50,978
68	Transylvania	152.5	27.5	9.5		7		150,780	33,679	11,634	8,573		96,313
72	Tyrrell	22	28.5	9.5		7		23,031	36,957	12,319	9,077		31,649
70	Union	420	27	9.5		7		427,476	34,039	11,977	8,825		206,707
70	Monroe	99.5	21.5	7.5		5.5		101,271	27,105	9,455	6,934		62,042
74	Vance	279	29.5	10		7		300,193	39,316	13,327	9,329		127,247
68	Wake	2046.5	27	10			8.5	2,023,415	33,066	12,247		10,410	978,418
74	Warren	122	31	11		8		131,267	41,315	14,660	10,662		69,534
74	Washington	111	30.5	10.5		7.5		119,432	40,649	13,994	9,996		64,674
70	Watauga	162	25	8.5		6.5		164,884	31,518	10,716	8,195		92,277
72	Wayne	542	31	10.5		8		567,409	40,198	13,616	10,374		245,621
72	Goldboro	187	28	9.5		7		195,767	36,308	12,319	9,077		98,572
72	Wilkes	425.5	28.5	10		7		445,447	36,957	12,967	9,077		196,174
70	Wilson	510.5	29.5	10		7		519,587	37,191	12,607	8,825		247,804
70	Yadkin	218	27.5	9.5		7		221,880	34,669	11,977	8,825		118,865
72	Yancey	96	25	8.5		6		100,500	32,418	11,022	7,780		59,002
	TOTAL	41,926.5	3,848	1,326	888	91		42,766,283	4,923,838	1,696,246	1,138,781	112,925	21,404,632

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

TABLE: 23

R.T.M. RATE	LEA	MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT				
		STATE	SUR- PART 2	SUR- PART 3	SUB-PART 5		STATE	SUR- PART 2	SUR- PART 3	SUB-PART 5	
					IDA COUNTIES	OTHER COUNTIES				IDA COUNTIES	OTHER COUNTIES
70	Alamance	500	23.5	2.5	7		727,510	33,300	3,540	9,919	331,830
70	Burlington	287	26	2.5	6		417,591	36,843	3,540	8,502	199,918
74	Alexander	164.5	29.5	3	6		239,351	41,802	4,247	8,502	103,263
70	Alleghany	68.5	33	3	5		99,669	46,762	4,247	7,085	67,613
72	Anson	212	30	3	7		308,464	42,511	4,247	9,919	141,999
70	Ashe	235.5	33	3.5	6		371,758	46,762	4,955	8,502	185,133
72	Avery	102.5	30.5	3	7		149,140	43,219	4,247	9,919	80,315
70	Beaufort	165.5	29	3	6.5		240,806	41,093	4,247	9,211	120,582
70	Washington	133	28	3	6		193,518	39,677	4,247	8,502	105,405
74	Bertie	191.5	35	3.5	7		278,636	49,596	4,955	9,919	120,551
74	Bladen	254.5	30	3	7		370,303	42,511	4,247	9,919	150,020
68	Brunswick	288.5	25.5	2.5	6.5		419,773	36,134	3,540	9,211	220,545
68	Buncombe	941	23.5	2.5	6		1,369,174	33,300	3,540	8,502	665,655
68	Asheville	211.5	27.5	3	6		307,737	38,968	4,247	8,502	169,155
68	Burke	500	23	2.5	6.5		727,510	32,591	3,540	9,211	363,695
70	Cabarrus	346.5	23	2.5	6.5		504,164	32,591	3,540	9,211	235,503
70	Concord	111	31.5	3	5		161,507	44,636	4,247	7,085	93,204
70	Kannapolis	175	28	3	6		254,628	39,677	4,247	8,502	131,595
74	Caldwell	501	24.5	2.5	6.5		728,965	34,717	3,540	9,211	272,801
74	Camden	32	34.5	3.5	7		46,561	48,887	4,955	9,919	38,762
70	Carteret	265	29.5	3	7		385,580	41,802	4,247	9,919	189,235
74	Caswell	146.5	31.5	3	6		213,160	44,636	4,247	8,502	95,056
68	Catawba	474.5	22	2	6		690,407	31,174	2,832	8,502	344,901
68	Hickory	157	28.5	3	5		228,438	40,385	4,247	7,085	131,838
68	Newton	89	29.5	3	5		129,497	41,802	4,247	7,085	85,944
68	Chatham	241.5	27	2.5	6		351,387	38,260	3,540	8,502	189,030
74	Cherokee	124.5	34	3.5	7		181,150	48,179	4,955	9,919	85,801

## TABLE: 23

131 (b)

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

TABLE: 23

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



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

TABLE: 23

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

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

TABLE: 23

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

STATE BOARD OF EDUCATION  
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1980-1981  
PREPARED ON LATEST AVAILABLE DATA  
SECONDARY

TABLE: 24

	S U B - P A R T 2										S U B - P A R T 4	
	DISADVANTAGED					HANDICAPPED					SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local	Federal/ State	Local	Federal/ State	Federal/ State	Local	Federal/ State	Local	Federal/ State	Federal/ State	Local
I. E. A.												
Alamance	28,526	12,225	14,263	6,113	2,786	2,786	1,194					
Burlington	24,959	10,697	12,479	5,348	2,562	2,562	1,098					
Alexander	24,563	9,552	12,281	4,776	2,876	2,876	1,118					
Alleghany	21,791	9,339	10,896	4,670	2,651	2,651	1,136					
Anson	28,526	11,093	14,263	5,547	3,056	3,056	1,188					
Ashe	25,750	11,036	12,875	5,518	2,921	2,921	1,252			11,717		617
Avery	30,110	10,379	15,055	5,290	3,415	3,415	1,200			13,095		-0-
Beaufort	26,942	11,547	13,471	5,773	2,696	2,696	1,155					
Washington	24,959	10,697	12,479	5,348	2,562	2,562	1,098					
Bertie	29,318	10,301	14,659	5,150	3,326	3,326	1,169			12,751		-0-
Bladen	29,714	10,440	14,857	5,220	3,101	3,101	1,090			11,889		-0-
Brunswick	27,338	12,865	13,669	6,432	3,101	3,101	1,459			11,889		2,098
Buncombe	26,542	12,490	13,271	6,245	2,651	2,651	1,248					
Asheville	24,959	11,745	12,479	5,872	2,651	2,651	1,248					
Burke	27,338	11,716	13,669	5,858	2,741	2,741	1,175					
Cabarrus	27,734	11,886	13,867	5,943	2,516	2,516	1,078					
Concord	22,187	9,509	11,094	4,755	2,516	2,516	1,078					
Kannapolis	24,563	10,527	12,281	5,263	2,696	2,696	1,155					
Caldwell	27,338	10,631	13,669	5,316	2,741	2,741	1,066					
Camden	28,922	10,162	14,461	5,081	3,011	3,011	1,038					
Carteret	28,526	12,225	14,263	6,113	2,966	2,966	1,271					
Caswell	24,566	8,631	12,283	4,316	2,966	2,966	1,042					
Catawba	25,751	12,118	12,875	6,059	2,382	2,382	1,121					
Hickory	20,999	9,882	10,500	4,941	2,382	2,382	1,121					
Newton	21,791	10,255	10,896	5,128	2,382	2,382	1,121					
Chatham	26,150	11,207	13,075	5,604	2,786	2,786	1,194			12,751		-0-
Cherokee	29,318	10,301	14,659	5,150	3,326	3,326	1,169					

STATE BOARD OF EDUCATION  
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1980-1981  
PREPARED ON LATEST AVAILABLE DATA  
SECONDARY

TABLE: 24

	S U B - P A R T 2						S U B - P A R T 4	
	DISADVANTAGED			HANDICAPPED			WORK - STUDY	
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local		Federal/ State	Local		Federal/ State	Local
L E A								
Chowan	24,167	9,398		12,084	4,699		2,921	1,136
Clay	32,486	12,633		16,243	6,317		3,236	1,258
Cleveland	26,942	10,477		13,471	5,239		2,516	978
Kings Mountain	22,187	8,628		11,094	4,314		2,516	944
Shelby	23,771	9,244		11,886	4,622		2,427	1,090
Columbus	29,714	10,440		14,857	5,220		3,101	1,026
Whiteville	24,167	8,491		12,084	4,246		2,921	1,084
Craven	26,150	10,169		13,075	5,085		2,787	1,153
New Bern	27,734	10,785		13,867	5,393		2,966	1,101
Cumberland	32,882	12,787		16,441	6,394		2,831	1,048
Fayetteville	28,526	11,093		14,263	5,347		2,696	1,083
Currituck	25,355	9,860		12,677	4,930		2,786	1,121
Dare	22,583	10,627		11,292	5,314		2,382	1,040
Davidson	25,355	10,866		12,677	5,433		2,427	1,155
Lexington	24,563	10,527		12,281	5,263		2,696	1,040
Thomasville	20,603	8,830		10,302	4,415		2,227	1,079
Davie	21,791	10,255		10,896	5,128		2,292	1,293
Duplin	34,866	13,559		17,433	6,780		3,326	1,121
Durham County	24,167	11,373		12,083	5,686		2,382	1,226
Durham City	22,187	10,441		11,094	5,221		2,606	1,188
Edgecombe	30,110	11,709		15,055	5,855		3,056	1,031
Tarboro	23,375	9,090		11,688	4,545		2,651	1,100
Forsyth	25,355	11,932		12,677	5,966		2,337	1,152
Franklin	30,506	10,718		15,253	5,359		3,280	1,026
Franklington	24,167	8,491		12,083	4,245		2,921	1,175
Gaston	28,922	12,395		14,461	6,198		2,741	1,118
Gates	25,355	9,860		12,677	4,930		2,876	1,311
Graham	28,922	10,162		14,461	5,081		3,730	1,169
Granville	31,694	11,136		15,847	5,568		3,326	
							11,717	617
							12,750	671
							12,578	-0-
							14,301	-0-
							12,751	-0-



STATE BOARD OF EDUCATION  
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1980-1981  
PREPARED ON LATEST AVAILABLE DATA  
SECONDARY

TABLE: 24

	S U B - P A R T 2										S U B - P A R T 4		
	DISADVANTAGED					HANDICAPPED					WORK - STUDY		
	ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED		
	Federal/ State	Local	Federal/ State	Local	Federal/ State	Federal/ State	Local	Federal/ State	Local	Federal/ State	Federal/ State	Local	Local
L. F. A.													
Greene	28,922	11,247	14,461	5,624	12,083	12,083	5,686	3,370	1,311	12,923	1,311	680	
Guilford	24,167	11,373	12,479	5,872	12,083	12,083	5,686	2,292	1,079				
Greensboro	24,959	11,745	12,479	5,872	12,083	12,083	5,686	2,292	1,079				
High Point	24,167	11,373	12,479	5,872	12,083	12,083	5,686	2,472	1,163				
Halifax	29,714	10,440	14,857	5,220	12,083	12,083	5,686	3,191	1,121				
Roanoke Rapids	24,959	8,769	12,479	4,385	12,083	12,083	5,686	2,651	931	12,234		-0-	
Weldon	28,922	10,162	14,461	5,081	12,083	12,083	5,686	3,011	1,058				
Harnett	28,922	10,162	14,461	5,081	12,083	12,083	5,686	2,921	1,026				
Haywood	27,734	11,886	13,867	5,943	12,083	12,083	5,686	2,786	1,194				
Henderson	25,751	12,118	12,875	6,059	12,083	12,083	5,686	2,651	1,248				
Hendersonville	20,603	9,696	10,302	4,848	12,083	12,083	5,686	2,247	1,057				
Hertford	31,694	12,325	15,847	6,163	12,083	12,083	5,686	3,056	1,188				
Hoke	30,110	10,579	15,055	5,290	12,083	12,083	5,686	3,505	1,231				
Hyde	29,714	11,555	14,857	5,778	12,083	12,083	5,686	3,011	1,171				
Iredell	25,355	10,866	12,677	5,433	12,083	12,083	5,686	2,607	1,117				
Noresville	24,167	10,357	12,083	5,178	12,083	12,083	5,686	2,472	1,059				
Statesville	20,999	9,000	10,500	4,500	12,083	12,083	5,686	2,292	982				
Jackson	24,563	11,559	12,281	5,779	12,083	12,083	5,686	2,786	1,311				
Johnston	30,110	10,579	15,055	5,290	12,083	12,083	5,686	2,966	1,042				
Jones	24,167	9,398	12,083	4,699	12,083	12,083	5,686	2,831	1,101				
Lee/Sanford	26,146	11,205	13,073	5,603	12,083	12,083	5,686	2,606	1,117				
Lenoir	26,146	11,205	13,073	5,603	12,083	12,083	5,686	2,786	1,194				
Kinston	24,167	10,357	12,083	5,178	12,083	12,083	5,686	2,831	1,213				
Lincoln	25,751	10,014	12,875	5,007	12,083	12,083	5,686	2,651	1,031				
Macon	23,375	11,000	11,688	5,500	12,083	12,083	5,686	2,472	1,163				
Madison	25,355	8,909	12,677	4,454	12,083	12,083	5,686	3,056	1,074				
Martin	28,526	13,424	14,263	6,712	12,083	12,083	5,686	2,966	1,396				
McDowell	26,150	10,169	13,075	5,085	12,083	12,083	5,686	2,876	1,118				
Necklenburg	26,942	12,679	13,471	6,339	12,083	12,083	5,686	2,516	1,184				
Mitchell	22,979	10,814	11,490	5,407	12,083	12,083	5,686	2,876	1,233				

STATE BOARD OF EDUCATION  
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1980-1981  
PREPARED ON LATEST AVAILABLE DATA  
SECONDARY

TABLE: 24

	S U B - P A R T 2										S U B - P A R T 4	
	DISADVANTAGED					HANDICAPPED					SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local	Federal/ State	Local	Federal/ State	Federal/ State	Local	Federal/ State	Local	Federal/ State	Federal/ State	Local
L E A												
Montgomery	22,982	9,849	11,491	4,925	11,491	2,516	1,078	2,516	1,078			
Moore	26,542	11,375	13,271	5,688	13,271	2,741	1,175	2,741	1,175			
Nash	29,318	12,565	14,659	6,282	14,659	2,876	1,233	2,876	1,233			
Rocky Mount	25,750	11,036	12,875	5,518	12,875	2,651	1,136	2,651	1,136			
New Hanover	28,922	13,610	14,461	6,805	14,461	2,651	1,248	2,651	1,248			
Northampton	31,302	10,998	15,651	5,499	15,651	3,101	1,090	3,101	1,090	11,889		-0-
Onslow	28,922	13,610	14,461	6,805	14,461	2,831	1,332	2,831	1,332			
Orange	20,999	9,882	10,500	4,941	10,500	2,562	1,206	2,562	1,206			
Chapel Hill	22,583	10,627	11,292	5,314	11,292	2,112	994	2,112	994			
Pamlico	31,694	11,136	15,847	5,568	15,847	3,415	1,200	3,415	1,200	13,095		
Pasquotank	29,318	11,401	14,659	5,701	14,659	3,236	1,258	3,236	1,258	12,406		653
Pender	30,110	10,579	15,055	5,290	15,055	3,236	1,137	3,236	1,137	12,406		-0-
Perquimans	25,355	9,860	12,677	4,930	12,677	3,056	1,188	3,056	1,188	11,717		617
Person	24,959	11,745	12,479	5,872	12,479	2,562	1,206	2,562	1,206			
Pitt	28,922	12,395	14,461	6,198	14,461	2,831	1,213	2,831	1,213			
Greenville	24,959	10,697	12,479	5,348	12,479	2,472	1,059	2,472	1,059			
Polk	20,603	9,696	10,302	4,848	10,302	2,516	1,184	2,516	1,184			
Tryon	20,603	9,696	10,302	4,848	10,302	2,427	1,142	2,427	1,142			
Randolph	26,150	11,207	13,075	5,604	13,075	2,606	1,117	2,606	1,117			
Asheboro	22,187	9,509	11,094	4,755	11,094	2,516	1,078	2,516	1,078			
Richmond	29,714	10,440	14,857	5,220	14,857	2,921	1,026	2,921	1,026	13,268		-0-
Robeson	34,470	12,111	17,235	6,056	17,235	3,460	1,216	3,460	1,216	13,440		-0-
Fairmont	30,110	10,579	15,055	5,290	15,055	3,505	1,231	3,505	1,231	11,717		-0-
Lumberton	26,942	9,466	13,471	4,733	13,471	3,056	1,074	3,056	1,074			
Maxton												
Red Springs	26,542	9,326	13,271	4,663	13,271	3,191	1,121	3,191	1,121	12,234		-0-
St. Pauls	26,542	9,326	13,271	4,663	13,271	3,191	1,121	3,191	1,121			
Rockingham	20,999	9,000	10,500	4,500	10,500	2,382	1,021	2,382	1,021			
Eden	20,999	9,000	10,500	4,500	10,500	2,382	1,021	2,382	1,021			
Madison Mayodan	20,999	9,000	10,500	4,500	10,500	2,382	1,021	2,382	1,021			

STATE BOARD OF EDUCATION  
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1980-1981  
PREPARED ON LATEST AVAILABLE DATA  
SECONDARY

TABLE: 24

	S U B - P A R T 2										S U B - P A R T 4	
	DISADVANTAGED				HANDICAPPED				WORK - STUDY		SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED				ESTIMATED FUNDS ALLOTTED				ESTIMATED FUNDS ALLOTTED		ESTIMATED FUNDS ALLOTTED	
	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local	Federal/ State	Local
L.F.A.												
Reidsville	20,999	9,000	10,500	4,500	2,472	1,059						
Rowan	25,355	11,932	12,677	5,966	2,427	1,142						
Salisbury	20,603	9,696	10,302	4,848	2,427	1,142						
Rutherford	29,318	12,565	14,659	6,282	2,876	1,233						
Sampson	29,318	10,301	14,659	5,150	2,966	1,042						
Clinton	24,167	8,491	12,083	4,245	2,921	1,026						
Scotland	26,942	9,466	13,471	4,733	2,966	1,042						
Stanly	22,383	10,627	11,292	5,314	2,382	1,121						
Albemarle	19,415	9,136	9,708	4,568	2,651	1,248						
Stokes	22,383	10,627	11,292	5,314	2,292	1,079						
Surry	28,526	12,225	14,263	6,113	2,786	1,194						
Elkin	20,603	8,830	10,302	4,415	2,337	1,002						
Mount Airy	20,603	8,830	10,302	4,415	2,427	1,040						
Swain	28,922	11,247	14,461	5,624	3,281	1,276			12,578	662		
Transylvania	26,942	12,679	13,471	6,339	2,606	1,226						
Tyrrell	27,734	10,785	13,867	5,393	3,505	1,363			13,440	707		
Union	26,542	11,375	13,271	5,688	2,472	1,059						
Monroe	20,999	9,000	10,500	4,500	2,472	1,059						
Vance	28,526	10,023	14,263	5,011	2,696	947						
Wake	27,734	13,051	13,867	6,526	2,157	1,015						
Warren	30,902	10,857	15,451	5,429	3,236	1,137			12,406	-0-		
Washington	29,714	10,440	14,857	5,220	2,742	963						
Watauga	24,563	10,527	12,281	5,263	2,696	1,155						
Wayne	30,506	11,863	15,253	5,932	2,741	1,066						
Goldsboro	27,338	10,631	13,669	5,316	2,831	1,101						
Wilkes	27,734	10,785	13,867	5,393	2,876	1,118						
Wilson	28,526	12,225	14,263	6,113	2,786	1,194						
Yadkin	26,942	11,547	13,471	5,773	2,696	1,155						
Yancey	24,167	9,398	12,083	4,699	2,921	1,136						
TOTAL	3,771,321	1,542,477	1,885,661	771,251	400,000	163,304			387,345	8,592		

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

TABLE: 24

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



## TABLE: 24

136 (b)

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

TABLE: 24

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

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

TABLE: 24

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

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

TABLE: 24

	S U B - P A R T 2										S U B - P A R T 4	
	DISADVANTAGED			HANDICAPPED			WORK - STUDY				SPECIAL DISADVANTAGED	
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED				ESTIMATED FUNDS ALLOTTED	
	Federal/State	Local		Federal/State	Local		Federal/State	Local			Federal/State	Local
IEA												
Reidsville	22,124	9,482		11,062	4,741		1,772	759				
Rowan	21,305	10,026		10,653	5,013		1,909	898				
Salisbury	26,221	12,339		13,111	6,170		1,909	898				
Rutherford	23,761	9,240		11,881	4,620		2,250	875				
Sampson	25,399	9,877		12,699	4,939		2,045	795				
Clinton	28,678	11,153		14,339	5,576		1,977	769				
Scotland	25,399	8,924		12,699	4,462		2,386	838		13,667		-0-
Stanly	22,943	9,833		11,471	4,916		1,909	818				
Albemarle	26,221	11,238		13,111	5,619		2,114	906				
Stokes	21,713	10,218		10,856	5,109		1,807	850				
Surry	25,399	10,885		12,699	5,442		2,114	906				
Elkin	28,678	12,291		14,339	6,145		1,909	818				
Franklin	27,859	11,940		13,929	5,970		1,841	789				
Swain	32,364	12,586		16,182	6,293		2,420	941		13,862		730
Transylvania	24,580	11,567		12,290	5,784		1,841	866				
Tyrrell	34,824	12,235		17,412	6,118		2,693	946		15,424		-0-
Union	21,305	9,131		10,653	4,566		1,977	847				
Monroe	24,580	10,534		12,290	5,267		2,045	876				
Vance	27,448	9,644		13,724	4,822		2,216	779				
Wake	19,664	9,254		9,832	4,627		1,772	834				
Warren	31,956	11,228		15,978	5,614		2,386	838		13,667		-0-
Washington	28,270	9,933		14,135	4,966		2,147	754				
Watauga	25,810	12,146		12,905	6,073		1,875	882				
Wayne	22,532	9,657		11,266	4,828		1,875	804				
Goldensboro	27,040	11,589		13,520	5,794		1,909	818				
Wilkes	24,580	9,559		12,290	4,779		2,250	875				
Wilson	23,761	10,183		11,881	5,092		2,045	876				
Yadkin	26,221	11,238		13,111	5,619		2,114	906				
Yancey	29,908	10,508		14,954	5,254		2,147	754				
TOTAL	3,738,451	1,526,661		1,869,225	763,325		300,000	122,603		388,730		10,239



TABLE: 25

SECONDARY ANALYSIS OF FUND DISTRIBUTION  
AS APPLIED TO DISADVANTAGED FUNDS  
FY 1981

Factor	Less Needy		More Needy	
	Charlotte/Mecklenburg Factor Points	Orange County Factor Points	Duplin County Factor Points	Tyrrell County Factor Points
Concentration of Low Income Families	18	18	24	27
Relative Ability to Pay	21	24	27	24
Economically Depressed Areas A. Designated Area Reimbursement Rate	3	0	6	6
B. General Unemployment	6	3	9	9
New Programs	4	0	10	0
ADM	<u>16</u>	<u>8</u>	<u>12</u>	<u>4</u>
Total Points	68	53	88	70
% of Points to State Wide Points Applied to Federal Dollars	.7144	.5568	.9245	.7354
Disadvantaged Allotment (Federal/State)	\$26,942.00	\$20,999.00	\$34,866.00	\$27,734.00
Local Share (Range 26% to 32%)	12,679.00	9,882.00	13,559.00	10,785.00
Dollar Per ADM	1.16	14.03	12.25	97.27
Dollar Per Program	776.88	1,187.73	2,105.43	4,814.85

TABLE: 25

SECONDARY ANALYSIS OF FUND DISTRIBUTION  
AS APPLIED TO DISADVANTAGED FUNDS  
FY 1982

	Less Needy		More Needy	
	Charlotte/Mecklenburg Factor Points	Orange County Factor Points	Hoke County Factor Points	Tyrrell County Factor Points
Concentration of Low Income Families	18	18	24	27
Relative Ability to Pay	21	27	27	24
Economically Depressed Areas				
A. Designated Area	3	0	6	9
Reimbursement Rate	3	3	6	9
B. General Unemployment	12	2	0	0
New Programs				
ADM	<u>4</u>	<u>12</u>	<u>12</u>	<u>16</u>
Total Points	61	62	75	85
% of Points to State				
Wide Points Applied to Federal Dollars	.6685	.6794	.8219	.9315
Disadvantaged Allotment (Federal/State)	\$21,314.00	\$21,661.00	\$26,204.00	\$29,699.00
Local Share (Range 26% to 32%)	10,030.00	10,193.00	9,207.00	10,435.00
Dollar Per ADM	.95	14.35	17.96	121.62
D     Per Program	569.89	1,327.25	1,475.46	5,0

SECONDARY ANALYSIS OF FUND DISTRIBUTION

AS APPLIED TO WORK-STUDY

FY 1981

TABLE: 26

Factors	Less Needy	More Needy
	Charlotte/Mecklenburg Factor Points	Tyrrell County Factor Points
Concentration of Low Income Families	18	27
Relative Ability to Pay	21	24
Economically Depressed Areas		
A. Designated Area Reimbursement Rate	3	6
B. General Unemployment	6	9
Drop-Out	<u>8</u>	<u>12</u>
Total Points	56	78
% of Points to State Wide Points Applied to Federal Dollars	.6291	.8763
Work-Study Allotment (Federal)	\$2,516.00	\$3,505.00
Local Share (Range 26% to 32%)	1,184.00	1,363.00

SECONDARY ANALYSIS OF FUND DISTRIBUTION  
AS APPLIED TO WORK-STUDY  
FY 1982

Factors	Less Needy	More Needy
	Wayne County Factor Points	Bertie County Factor Points
Concentration of Low Income Families	21	27
Relative Ability to Pay	24	24
Economically Depressed Areas		
A. Designated Area Reimbursement Rate	3	3
B. General Unemployment	3	6
Drop-Out	4	12
New Programs	0	2
Total Points	55	74
% of Points to State Wide Points Applied to Federal Dollars	.6249	.8408
Work-Study Allotment (Federal)	\$1,875.00	\$2,522.00
Local Share (Range 26% to 32%)	804.00	886.00



TABLE: 27

POINTS EARNED THROUGH FORMULA  
DISTRIBUTION FACTORS FY 1982

## POST SECONDARY

		Relative Ability To Pay	Concen - Of Students	EDA	Gen Unemp	New Programs	Total	Percent To Total
Anson TC	010	35	27	2	6	2	72	.0179
Ashville-Buncombe TC	030	37	22	2	5	0	66	.0164
Beaufort County CC	040	32	21	2	5	2	62	.0159
Bladen TC	050	38	31	2	8	3	82	.0204
Blue Ridge TC	060	36	20	2	3	3	64	.0159
Brunswick TC	065	15	37	2	10	12	76	.0189
Caldwell CC & TI	070	38	18	2	5	2	65	.0161
Cape Fear TI	090	34	15	2	6	2	59	.0146
Carteret TC	110	36	17	2	9	0	64	.0159
Catawba Valley TC	130	32	18	2	5	2	59	.0146
Central Carolina TC	150	38	15	2	5	0	62	.0154
Central Piedmont CC	170	30	42	2	4	0	78	.0194
Cleveland TC	190	37	15	2	6	0	60	.0154
Coastal Carolina CC	200	41	16	2	7	2	68	.0169
College of Albemarle	210	40	15	2	6	0	63	.0156
Craven CC	230	39	26	2	5	0	72	.0179
Davidson County CC	250	36	16	2	4	0	58	.0149
Durham TI	270	34	27	0	4	0	65	.0161
Edgecombe TC	290	38	27	2	9	0	76	.0189
Fayetteville TI	310	41	25	2	9	2	79	.0196
Forsyth TI	330	32	17	2	4	0	65	.0161
Gaston College	350	37	32	2	4	0	75	.0186
Guilford TI	370	34	21	2	5	2	64	.0159
Halifax CC	390	39	29	4	10	2	84	.0209
Haywood TC	410	38	19	2	6	2	67	.0166
Isothermal CC	440	37	24	2	5	0	68	.0169
James Sprunt TC	460	36	24	2	6	0	68	.0169
Johnston TC	470	37	18	2	6	0	63	.0156
Lenoir CC	490	42	28	2	6	0	78	.0194
Martin CC	510	32	24	2	8	2	68	.0169
Mayland TC	520	35	27	2	7	0	71	.0176
McDowell TC	530	34	30	2	5	2	73	.0181
Mitchell CC	540	35	21	2	5	2	65	.0161
Montgomery TI	550	36	28	0	4	0	68	.0169
Nash TI	570	36	19	2	6	4	67	.0166
Pamlico TC	590	41	34	4	6	0	85	.0211
Piedmont TC	610	29	20	2	11	2	62	.0154
Pitt CC	630	37	24	2	6	2	71	.0176
Randolph TC	650	36	16	2	4	2	60	.0159
Richmond TC	670	40	18	2	7	2	69	.0171
Roanoke-Chowan TI	690	37	21	2	9	0	69	.0171
Robeson TC	710	41	25	4	12	4	86	.0214
Rockingham CC	730	33	18	0	7	3	61	.0151
Rowan TC	750	36	19	2	3	2	62	.0154
Sampson TC	770	36	40	2	5	0	83	.0206
Sandhills CC	790	31	22	0	5	2	60	.0149
Southeastern CC	810	41	21	2	9	3	76	.0189
Southwestern TC	820	35	28	2	5	2	72	.0179
Stanly TC	825	35	16	2	4	5	62	.0154
Surry CC	830	36	16	2	8	0	62	.0154
TC of Alamance	850	36	17	2	6	2	63	.0156
Tri-County CC	870	38	36	2	10	5	91	.0226
Vance-Granville CC	880	39	24	2	8	2	75	.0186
Wake TC	890	34	33	0	3	2	72	.0179
Wayne CC	930	36	29	2	7	0	74	.0184
Western Piedmont CC	950	33	28	2	6	3	72	.0179
Wilkes CC	970	39	18	2	4	2	65	.0161
Wilson County TI	990	35	26	2	9	0	72	.0179
TOTAL							4018	1.0000

TABLE: 28

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

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

TABLE: 29  
 LEVEL: Post-secondary  
 POINTS EARNED THROUGH FORMULA DISTRIBUTION FACTORS  
 AND AN ANALYSIS OF ESTIMATED ALLOTMENTS FOR SELECTED INSTITUTIONS  
 FY 1982

Factors	Lowest Total Points	Number of Students Served		Highest Total Points
		Lowest	Highest	
Relative Ability to Pay	36	34	30	38
Concentration of Number of Students	16	15	42	36
Economic Depressed Areas				
EDA Counties	2	2	2	2
General Unemployment	4	6	4	10
New Programs	0	2	0	5
Total Points	58	59	78	91
Total Allotment	\$178,833	\$178,615	\$237,179	\$276,363
Number of High Cost Students Served	313	393	11,744	827
Average Allotment per Student	\$571.35	\$454.49	\$20.20	\$334.18
Number of Programs Offered	23	23	59	18
Average Allotment per Program	\$7775.35	\$7765.87	\$4019.98	\$15,353.50
Institution	Davidson Co. Community College	Cape Fear Technical Institute	Central Piedmont Community College	Tri-County Community College





RESULTS OF COORDINATION OF VOCATIONAL EDUCATION  
PROGRAMS WITH EMPLOYMENT AND TRAINING PROGRAMS

1. A position of coordinator has been established in each Department of Public Instruction and Department of Community Colleges. The offices function in liaison capacity between vocational/technical education and employment training programs.
2. A representative of the State Employment and Training Council sits on Vocational Education State Plan Committee.
3. Local plans, applications, and accountability reports require assurances that local plans were made in consultation with prime sponsors in local areas. Community action groups receiving CETA funds will require planning involving local school personnel.
4. Vocational/Technical Education State staff coordinate regularly with staff of State Employment and Training Council through established committees and special meetings.
5. Representatives of the State Employment and Training Council and the State Board sit on State Occupational Information Coordinating Committee (SOICC).
6. \$2,000,000 of CETA funds awarded to support the secondary extended day program.
7. A joint meeting was held on May 3, 1978 between the North Carolina Employment and Training Council and the State Board of Education. At this meeting a joint resolution was passed, agreeing to continue and expand cooperation and to encourage their staffs to review policy and program issues and develop recommendations leading toward the goal of a comprehensive program of education and employment training for North Carolina.
8. Staff members of the Department of Public Instruction and the Department of Community Colleges serve as members of the Title IV CETA Committee. The State Director of Vocational Education is the chairperson of the committee.
9. Sixteen local education agencies received allocations of \$49,093 each to conduct an education work experience program for disadvantage youth beginning with the second semester of the 1978-79 school year. The program was continued for 1979-80 and has been continued for October 1980 - September 30, 1981 with nine new local education agencies added during the summer of 1980. Each of the twenty-five local education agencies are receiving \$84,323 (\$2,108,075 total). The program will operate through the regular school year and the summer and will have an early start up in the fall of 1981. It will involve a minimum of 375 students. The major thrust is to provide students an opportunity to earn while they learn. Evaluation of results is an important component of the project. A half-time program specialist (evaluator) and a half-time secretary are employed to coordinate evaluation of the project. Workshops have been held for the participating schools. Workshop participants included local directors, teachers, and state staff. The project is limited to CETA Balance of State units.

(FY 1982 cont.)

10. Nine local education agencies each received allocations of \$23,232 to conduct a vocational education exploratory experienced program for disadvantaged youth during the summer of 1980. There were 153 students involved in the program for 7 weeks during the summer.
11. A CETA funded linkage project involving a secondary school system, a postsecondary institution and the business community is currently being conducted. The results are being disseminated to other local education agencies and postsecondary institutions. Counseling and job placement services were provided for 440 disadvantaged youth during the 1979-80 school year.
12. A CETA funded staff development project for teachers/counselors of disadvantaged students was conducted during the summer of 1980. The project involved 255 teachers/counselors at the secondary and postsecondary levels.
13. The following number of students were served under the 6% vocational education CETA funds:
  - Individual referrals
    - In cooperation with 9 prime sponsors - 1320 students
    - In cooperation with balance of state prime sponsor - 1452 students
  - Class size training programs
    - In cooperation with 7 prime sponsors - 302 students
    - In cooperation with balance of state - 1145 students
  - Orientation and motivational training
    - In cooperation with 3 prime sponsors and balance of state - 960 students
  - Job development and placement - 296 students.
14. It has been requested of the Governor that the State Board of Community Colleges be designated to administer the 6% vocational education CETA funds.

ACTIVITIES OF SEX EQUITY PERSONNEL

Secondary

- I. The North Carolina State Board of Education believes in the provision of vocational education programs which enhance the equal opportunity of female and male students to enter and participate. Based on this belief, and the 1976 Vocational Education Amendments, the following section is devoted to setting forth responsibilities at the State and local level for eliminating sex bias, stereotyping, and discrimination.

STATE LEVEL RESPONSIBILITIES

1. Provide expertise on the issue and how it relates to curriculum, job placement, orientation procedures, and in-service to LEAs, SACVE, interested individuals, etc.
2. Gather and analyze data on the makeup of faculty and classes by sex and provide this data and other pertinent information dealing with the issue of sex equity to local educational agencies, and other interested groups and individuals.
3. Provide incentives for the development of model programs which address sex equity and programs which encourage enrollment of both women and men in nontraditional courses of study.
4. Provide expertise to LEAs about pertinent Title IX information including the Title IX complaint process.

LOCAL LEVEL RESPONSIBILITIES

1. Adopt policies which will speak to the elimination of sex discrimination in the hiring, firing, and promotion of personnel and in the selection of students for vocational courses.
2. Set forth a list of strategies that can be employed in the LEA to:
  - a. make students and teachers aware of sex bias
  - b. orient students to vocational courses in a sex-affirmative manner
  - c. integrate sex equity activities into regular curricular offerings where appropriate
  - d. provide follow-up to students who have been trained in a nontraditional area
  - e. help vocational student organizations understand what can be done to help in orienting students about different vocational programs and supporting students who have gone into nontraditional occupations.
3. Help create awareness of the Title IX compliance procedures including the complaint process, the self-evaluation, and the appointment of a Title IX coordinator.

ACTIVITIES OF SEX EQUITY PERSONNEL

- II. This section is a description of the past year's activities. They are keyed to the ten functions as set forth in section 104.75.

FUNCTION A - Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State Board in publicizing the public hearing on the State Plan in accordance with 104.165(a).

Strategies Used to Accomplish Function

1. Sponsored summer training institute. The purpose of the institute was to train LEA personnel to conduct in-service sessions on sex bias in public education in their own school systems.
2. Made presentations at Vocational Education Summer Conference. These presentations ranged from curriculum input to awareness sessions about the subject of sex equity.
3. Met with local directors of vocational education. Discussions were held on enrollment by sex in their different courses, their Local Plans to Promote Sex Equity, their registrations procedures, the materials used in courses, Title IX requirements, etc.
4. Sponsored a teacher education conference. The purpose of this conference was to create awareness of sex bias, to compare what each institution is doing to promote sex equity, and to encourage progress toward sex fair curricula and awareness of the entire faculty.
5. Held various workshops across the state. In the general role of a resource person on sex equity, LEAs frequently called for help in providing workshops on the use of biased materials, how to recruit nontraditional students, etc.
6. Continually provided staff development at the SEA level. Through staff assessments, much work has been done to try to keep sex equity before the eyes of the state staff.
7. Ensured that LEAs will address equal access area in their plans for guidance. Efforts have been made to ensure that LEAs will address the equal access area in developing their plans for guidance by working with the Division of Pupil Personnel and their master plan for guidance.
8. Assured that women's groups were on the mailing list for public hearings for the State Plan.



9. Activities were coordinated with the selection and monitoring process of the Civil Rights review.

FUNCTION B - Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the state.

Strategies Used to Accomplish Function

1. Produced status report. This report is an analysis of the male/female enrollment in vocational courses over a five year period and by region. The male/female employment makeup for vocational employees is also included.
2. Disseminated status report. This report was sent to state staff, NACVE, the Commissioner of Education, Sex Equity Coordinator, Council on the Status of Women, teachers, teacher educators, superintendents, and local vocational education directors.
3. Gathered information from the initial selection, desk audits, and on site reviews of the civil rights guidelines.

FUNCTION C - Develop and support actions to correct problems brought to the attention of this personnel through activities carried out under paragraph (b) and carried out under 104.76, including creating awareness of the Title IX complaint process.

Strategies Used to Accomplish Function

1. Made presentations emphasizing the "model LEA" section of the Annual Status Report. These presentations were made to teachers, local vocational administrators, State Advisory Council on Education members, etc. The recommendations included continued in-service, curriculum infusion, support systems, orientation systems, and affirmative action.
2. Offered technical assistance through civil rights reviews.

FUNCTION D - Review the distribution of grants and contracts by the State Board to assure that the interests and needs of women are addressed in all projects assisted under this act.

Strategies Used to Accomplish Function

1. Reviewed local applications for sex equity. Through meetings with local directors, the suggested format for the Local Plan to Promote Sex Equity was discussed. When local applications were received by the Division of Vocational Education in May, they were reviewed for sex equity.
2. Technical assistance in writing a plan to promote sex equity was given.

FUNCTION E - Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the state for sex bias.

Strategies Used to Accomplish Function

1. Produced a status report. This report contained a special section on work-study, cooperative apprenticeship, and placement of vocational students.
2. Continually in-serviced state staff on sex equity. Through individual program area and division-wide meetings, the state staff was continually in-serviced on sex equity. They, in turn, reviewed individual vocational programs for sex bias during their on-site visits and reviews.
3. Monitored the program review materials to ensure that sex equity was addressed.
4. Discussed with local directors their plans to promote sex equity. When meeting with local directors, specifics concerning their plan to promote sex equity were discussed.

FUNCTION F - Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education.

Strategies Used to Accomplish Function

1. Reviewed the agency affirmative action plan. Recommendations were made as to how the plan could be improved or better implemented.
2. Monitored program review activities. The program review activities were monitored especially the supportive services element dealing with reviewing LEA hiring, firing, and promotion procedures.
3. Produced Annual Status Report. An Annual Status Report was produced in which the hiring patterns for teachers, local directors, and state staff were examined.
4. Examined staffing patterns of LEAs through information gathered from civil rights guidelines.

FUNCTION G - Assist local educational agencies and other interested parties in the state in improving vocational education opportunities for women.

Strategies Used to Accomplish Function

1. sponsored summer training institute. Refer to A-1.
2. held various workshops around state. Refer to A-5.
3. Sponsored teacher education conference. Refer to A-4.

FUNCTION H - Make available to the State Board, the State Advisory Council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the state concerned about sex bias in vocational education, information developed under this section.

Strategies Used to Accomplished Function

1. Produced Annual Status Report and made it available to:

State Board  
State Advisory Council  
National Advisory Council  
Council on the Status of Women  
Commissioner of Education  
General Public

FUNCTION I - Review the self-evaluations required by Title IX.

Strategies Used to Accomplish Function

1. Through review efforts of the civil rights guidelines Title IX self-evaluations from LEAs were examined.
2. Reviewed and provided technical assistance through regional meetings and workshops about how a Title IX self-evaluation is conducted and documented.
3. Documented Division efforts to eliminate sex and race discrimination through the Annual Status Report.
4. Reviewed agency Title IX self-evaluation.

FUNCTION J - Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the Five-Year State Plan and its annual program plan prior to their submission to the Commissioner for approval.

Strategies Used to Accomplish Function

1. Met with Vocational Education State Plan Committee. The State plan was analyzed with the help of women's groups to determine if all appropriate sex equity areas were being met.
2. Made recommendations concerning changes in State Plan during its development.
3. Met with women's groups concerning needs for State Plan.

(FY 1982)

ACTIVITIES OF SEX EQUITY PERSONNEL

Post-Secondary

- I. Section 104.187(a)(1) of the Rules and Regulations requires that the State Plan set forth a detailed description of actions taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs.

The following is a listing of the responsibilities at the State and local levels for eliminating sex bias, discrimination and stereotyping.

State Level Responsibilities

1. Respond to institutional needs in promoting sex equity.
2. Provide consultation and advice for expanding educational opportunities for men and women in nontraditional education.
3. Analyze and disseminate data and other pertinent information dealing with the issue of sex equity.
4. Advise on the development of model programs and assist in inservice training.

Local Level Responsibilities

1. Institutions will adopt policies which will be directed toward the elimination of sex discrimination in the hiring, firing, and promotion of personnel and in the admission of students to vocational and technical programs.
2. Develop strategies which can be used to:
  - a. make students and teachers aware of sex bias;
  - b. orient students to vocational courses in a sex-affirmative manner;
  - c. integrate sex equity activities into regular curricular offering where appropriate;
  - d. provide follow-up studies on students who have trained in a nontraditional area;
  - e. help vocational student organizations understand what can be done to help in orienting students about different vocational programs and supporting students who have gone into nontraditional occupations.



- II. This section is a description of the past year's activities. They are keyed to the ten functions as set forth in section 104.75.

FUNCTION (A): Take such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs.

Strategies Used to Accomplish Function

1. Disseminated a sex equity newsletter three times annually featuring articles on the changing roles of men and women, sex equity programs in the North Carolina Community College System, federal policy and rulemaking, and any other timely news.
2. Began proposal for launching a public media campaign featuring success stories of men and women in North Carolina public education who successfully completed a nontraditional program.

FUNCTION (B): Gathering, analyzing, and disseminating data on the status of men and women, students and employees in the vocational education programs of that state.

Strategies Used to Accomplish Function

Supervised the collection, analysis, and dissemination of data for the annual report, "Participation by Minorities and Women in the North Carolina Community College System - 1970-79." The report is concerned, among other things, with enrollment of women and men in nontraditional programs, with hiring, promotion, and termination patterns of minorities and women in employment, and with participation of minorities and women on governing boards.

FUNCTION (C): Assist in the development of programs and actions necessary to correct problems brought to the attention of the State Board through activities carried out under Function B and 104.75, including creating awareness of Title IX complaint process.

Strategies Used to Accomplish Function

1. Appointed planning committee to design a systemwide conference addressing needs to implement sex equity strategies for community college participants.
2. Designed and wrote a Title IX compliance checklist for institutions' use.

FUNCTION (D): Assist in the review of grants made by the State Board to assure that the interest and needs of women are addressed in all projects assisted under the act.

Strategies Used to Accomplish Function

1. Reviewed institutions' applications for vocational education money for commitments to sex equity.
2. Reviewed all research contracts from the Office of Program improvement and made recommendations to include sex-fair practices.

FUNCTION (E): Reviewed all vocational education programs in the State for sex bias.

Strategies Used to Accomplish Function

1. Review all programs in state for sex bias.
2. Reviewed all program areas (i.e. agriculture, distributive education, etc.) for sex bias in report mentioned in Function B.
3. Reviewed all programs at specific institutions as part of desk audit for MOA.

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

Strategies Used to Accomplish Function

1. Answered questions of institutional representatives regarding sex equity laws;
2. Reviewed sex equity literature and federal publications for news of policy and rulemaking and disseminated news to institutions.

FUNCTION (G): Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women.

Strategies Used to Accomplish Function

1. Assisted institutions in a variety of ways, including workshop planning and presentation, development of model program, dissemination of information.

2. Served as resource person to NCSU project director in connection with the grant, "A Model to Increase Nontraditional Enrollment in the 58 Community Colleges of North Carolina."
3. Continued operation of a clearinghouse of materials offered as a loan service to institutions and other interested parties.

FUNCTION (H): Make available to the State Board, the State Advisory Council, the National Advisory Council on Vocational Education, the State Council on the Status of Women, the Commissioner, and the general public, information developed under this section.

Strategies Used to Accomplish Function

1. The second annual edition of "Participation by Minorities in the North Carolina Community College System" was distributed to all of the above (as was the first edition).
2. Contact with the North Carolina Council on the Status of Women was maintained, and their participation was invited in special projects of the sex equity office.

FUNCTION (I): No longer applicable

FUNCTION (J): Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State Plan and its annual program plan prior to their submission to the Commissioner for approval.

Strategies Used to Accomplish Function

1. Met with the Vocational Education State Planning Committee during the development of the State Plan.
2. Signed-off on annual State Plan for Vocational Education.





## RESULTS OF PARTICIPATION OF LOCAL ADVISORY COUNCILS

1. 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.
2. The Local Application from eligible recipients indicates advisory council members by clientele group served, race and sex. It also indicates activities in which the council has been involved.
3. Local planners and administrators have been informed of the requirements and functions of local advisory councils and that the local advisory council shall be composed of representatives of the general public including at least a representative of business, industry, and labor. Individuals representing consumer interests, parenting responsibilities, and employment and training councils should also be included.
4. Local boards of education and trustees assure through the application that:
  - a. The determination of the type of vocational education programs to offer will be based, in part, on occupational surveys and current labor market statistics. These decisions will take into consideration the recommendations of the local Vocational Education Advisory Council and the Vocational Education Planning Council.
  - b. The Vocational Education Advisory Council membership is knowledgeable of proposed instruction and does reflect clientele groups which it purports to serve.
5. The involvement of local advisory councils varies with the local education agency and other eligible recipient. Basically the advisory councils have advised local agencies on (a) current labor market needs and the relevancy of proposed programs; and (b) development of the local plan and application to the State Board. Changes in local applications concerning program enrollment, program offerings and funding can be attributed, in part, to the use of advisory councils. These changes are reflected in this state plan.
6. An agreement between the State Board of Education and the State Advisory Council on Education helps accomplish the purposes and objectives of advisory councils.
7. At the secondary level, state staff (regional coordinators) work closely with local education agencies in developing plans and applications prior to approval and in providing follow up.
8. At the postsecondary level, assistance in the development of local application and the monitoring and follow-up of the local application is provided from the state level.

## LOCAL ADVISORY COUNCIL PARTICIPATION

1. 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.
2. The Local Application from eligible recipients indicates advisory council members by clientele group served, race and sex. It also indicates activities in which the council may indicate the local program of work.
3. Local directors and administrators have been informed of the requirements and functions of local advisory councils and that the local advisory council shall be composed of representatives of the general public including at least a representative of business, industry, and labor. Individuals representing consumer interests, parenting responsibilities, and employment and training councils should also be included.
4. Local boards of education and trustees assure through the application that:
  - a. The determination of the type of vocational education programs to offer will be based, in part, on occupational surveys and current labor market statistics. These decisions will take into consideration the recommendations of the local Vocational Education Advisory Council and the local Vocational Education Planning Council.
  - b. The Vocational Education Advisory Council membership is knowledgeable of proposed instruction and does reflect clientele groups which it purports to serve.
5. The involvement of local advisory councils varies with the local education agency and other eligible recipients. Basically the advisory councils have advised local agencies on (a) current labor market needs and the relevancy of proposed programs; and (b) development of the local plan and application to the State Board. Changes in local applications concerning program enrollment, program offerings and funding can be attributed, in part, to the use of advisory councils. These changes are reflected in this state plan.
6. An agreement between the State Board of Education and the State Advisory Council on Education helps accomplish the purposes and objectives of advisory councils.
7. At the secondary level, state staff (regional coordinators) work closely with local education agencies in developing plans and applications prior to approval and in providing follow up.
8. At the postsecondary level, assistance in the development of local application and the monitoring and follow-up of the local application is provided from the state level.
9. Some local education agencies and postsecondary institutions are using joint advisory councils.

## APPENDICES

	<u>Page</u>
Exhibit I	1
Exhibit II	5
Exhibit III	
Comments from Vocational Education State Plan Committee and Responses (1980-81)	12
Exhibit IV	13
Comments and Responses, Public Hearings (1981)	
Exhibit V	21
Cooperative Agreement Between the North Carolina State Board of Education (The State Board of Vocational Education) and The North Carolina State Board of Community Colleges	





COMMENTS AND RESPONSES  
VOCATIONAL EDUCATION STATE PLAN COMMITTEE

Comment No. 1: (Presented by Mrs. Daphne O'Neal, a member of the State Advisory Council on Vocational Education) That the State Board of Education and the State Board of Community Colleges Design and overall State Policy for Education and Employment Training Needs of the Incarcerated.

Response: The State Board of Community Colleges and the State Board of Education support this effort.

See Chapter Five of the FY 1980 Accountability Report for a detail response to this recommendation.

Comment No. 2: (Presented by Mrs. Daphne O'Neal, a member of the State Advisory Council on Vocational Education) That the Board of Community Colleges Design Way to Emphasize New and Emerging Education and Employment Training Fields.

Response: The State Board of Education and the State Board of Community Colleges support this recommendation.

See Chapter Five of the FY 1980 Accountability Report for the detail response.

Comment No. 3: (Presented by several members of the State Plan Committee) These comments related primarily to corrections or editorial changes needed in the Amendments and/or FY 1980 Accountability Report.

Response: These suggestions have been considered and in most cases and are reflected in the amendments to the Five Year Plan and FY 1982 State Plan.

Comment No. 4: Section I.B-15 of the five year State Plan for Vocational Education on the Evaluation of Programs needs to be amended in light of Dr. Blake's letter of November 13, 1980 to the Advisory Council in which he described a statewide evaluation of Community College Programs which is planned for 1981.

Response: The State Boards have considered the comment and are of the opinion that the expressed requirement is being met.

Comment No. 5: It is recommended that the Vocational Education State Plan Committee ask the vocational education staff to:

1. Determine whether SOICC can provide supply/demand which is better than is now being used and to report its findings to the Vocational Education State Plan Committee; and if so:

2. That SOICC's occupational data be used in the preparation of the 1981 Accountability Report and the FY 83 State Plan.

Response: The State Boards welcome this recommendation. As has been the procedures of the past the best available data will be used in the preparation of the 1983 State Plan and the 1981 Accountability Report.

Comment No. 6: (Presented by Mrs. Daphne O'Neal, a member of the State Advisory Council on Vocational Education) It is recommended that more specific information be included in the responses to the Advisory Council recommendations numbers 1,3,4, and 5.

Response: The State Boards have reviewed the responses to the recommendations and are of the opinion that the current responses as contained in Chapter Five of the 1980 Accountability Report are appropriate.

COMMENTS AND RESPONSES FROM PUBLIC HEARINGS  
ON THE FIVE YEAR AND FY 1982 ANNUAL PLAN,  
AND THE FY 1981 ACCOUNTABILITY REPORT

Comment No. 1: There is a need for more vocational education teachers to meet the needs of students.

Response: The State Board of Education and the State Board of Community Colleges (hereafter called the State Boards) have requested funds for the employment of additional vocational education teachers. The State Legislature and the Congress determine the funds that will be available for additional teaching positions.

Comment No. 2: From merely retirements in the near future, there will need to be an increased supply of vocational teachers.

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

Comment No. 3: There should be a greater variety of vocational courses or programs locally to give students more vocational opportunities.

Response: This recommendation, while a local decision, depends on available resources. The State Boards consistently recommend increased resources to be available to local education agencies.

Comment No. 4: The state should lobby for Targeted Job Tax Credit programs.

Response: The State Boards support this recommendation and will instruct their staffs to support this effort through appropriate channels.

Comment No. 5: There is a need for additional funds and opportunities for staff development for vocational education teachers.

Response: The State Boards support staff development as necessary for maintaining and/or improving instruction. As additional funds become available, more funds will be directed toward this activity. Permission to participate in staff development activities is left to the local school systems or postsecondary institutions.

Comment No. 6: Additional staff development opportunities should be provided for Marketing and Distributive Education professionals to stay current with latest marketing developments.

Response: The State Boards support staff development as essential for effective instruction. The state staffs are working with local administrators to expand inservice offerings as are deemed needed and feasible for all vocational education personnel. Also as additional federal funds become available more funds will be directed toward staff development. Local boards have the flexibility to set requirements which exceed policies of the state boards.

Comment No. 7: We would encourage the State Board (of Education) to make available, under the commitment to qualified personnel and to program quality control, to [Personnel Administration Commission for Public School Employees] the expertise of its staff in describing the tasks to be performed by vocational educators in delivering quality programs of vocational education.

Response: The State Board of Education supports this recommendation and encourages the involvement of the vocational education staff as well as other staff members in this effort.

Comment No. 8: We believe it is time for the State Board of Education to move assertively in seeking from the General Assembly the necessary funds to achieve full state funding of secondary vocational education. (This comment was reinforced at each hearing.)

Response: The State Board of Education established a long range plan for securing full state funding of secondary vocational education. The State Board will continue to vigorously seek from the General Assembly the funds necessary to achieve its goals.

Comment No. 9: It is recommended that the State Board of Education and the State Board of Community Colleges design their part of a comprehensive plan for education.

Response: See Chapter 5 of the FY 1980 Accountability Report for response to this recommendation.

Comment No. 10: There is a need for more involvement of representatives of business/industry in local advisory committees.

Response: The State Boards support the involvement of representatives of business/industry in local advisory committees. Local applications from secondary school systems and postsecondary institutions include information on the composition of local advisory committee and their involvement in local planning. All local education agencies and postsecondary institutions have been notified that this is a requirement to qualify for federal funding.

Comment No. 11: Local advisory councils need to be more involved in developing local plans.

Response: See response to Comment No. 10 above.

Comment No. 12: There is a lack of meetings by and use of local advisory councils.

Response: See response to Comment No. 10 above.



Comment No. 13: Parents need to be informed enough about vocational education so as to allow their children to take vocational education courses.

Response: The State Board of Education encourages local boards of education to adopt policies on public information which will accomplish this recommendation.

Comment No. 14: The state should provide more funds to support student organization activities.

Response: A proposed policy to allow the expenditure of certain funds for vocational student organizations is being developed by the Division of Vocational Education to be presented to the State Board of Education in the near future.

Comment No. 15: Vocational student organization dues are getting so high, they prevent some students from joining the vocational student organizations.

Response: Although national dues are mandated as the same for each state, state dues are set by each state. Each vocational student organization in North Carolina attempts to keep dues as low as is feasible. This issue will be given further study in the Division of Vocational Education.

Comment No. 16: There should be added emphasis on job placement.

Response: The State Boards accept this recommendation and is placing increased emphasis on job placement as funds are made available for more staff in this area.

Comment No. 17: Teachers should not be held accountable to the same extent for placement of students who are disadvantaged and mainstreamed as for students who are not disadvantaged.

Response: Federal and state regulations require that support services as needed be provided disadvantaged students to assure success in vocational education programs to the extent possible.

Comment No. 18: It is recommended that the State Board of Education and the State Board of Community Colleges design facility construction and program plan applications which require local review and comments.

Response: See Chapter 5 of the FY 1980 Accountability Report for a response to this recommendation.

Comment No. 19: It is recommended that opportunities be increased for students to receive training for their careers in marketing and distribution.

Response: State and federal funds for vocational education are allotted to eligible recipients by formula according to policies of the State boards and/or federal regulations. Local boards have the responsibility for determining the programs needed and which of the allotted funds will be used for those programs.



Comment No. 20: It should be expected that each local Marketing and Distributive Education program will have the benefit of a functioning advisory body.

Response: The policies of the State Boards and federal guidelines require that each eligible recipient have a functioning local advisory council for vocational education; however, advisory committees for program areas are left to the discretion of local boards.

Comment No. 21: Currently there are 53 Hmong secondary school students in one county of the state. It is anticipated that this number will increase to approximately 100 within the next 6-8 months. There is a need for additional funds and strategies to provide additional basic vocational education; such as practical arts or survival skills, for the secondary students and adults.

Response: The State Boards recognize this problem as an example of growing needs in North Carolina and instructs their staffs to work toward strategies and sources of funds that may be made available to help remedy this and other similar situations. The current funding formula provides funds through the disadvantaged allocations to eligible recipients for this purpose.

Comment No. 22: Local disadvantaged and handicapped programs cannot depend consistently on funding from the state. Decreases in funds occur while the number of these students is equal to or greater than that of the previous year.

Response: Due to a federally mandated change in the state's funding distribution procedure, this occurrence happened last year. Unless federal requirements change, we anticipated that the present formula will remain the same. However, federal dollars are targeted dollars, subject to decisions of the Congress and federal agencies. Federal dollars are not as stable as state dollars in allocation procedures.

Comment No. 23: There is a need to improve the process whereby high school graduates can be granted advanced standing in postsecondary programs.

Response: The State Boards recognize the need for articulation of programs between secondary and postsecondary institutions as the policies of the State Boards foster and encourage local board of education and local boards of trustees to develop policies locally that speak to this issue.

Comment No. 24: We are considering reassessing how we are offering vocational education and the possibility of establishing a central vocational school involving the county and city school systems. We are in need of assistance from the state in determining curriculum offerings as well as sources of construction funds.

Response: The State Board of Education instructs it's staff to provide available assistance in determining curriculum needs. Also, the State Board of Education has proposed a statewide bond issue from which funds will be made available for construction of needed facilities.

Comment No. 25: We need to look at the state attendance law and how it affects school dropouts.

Response: The State Board of Education will take this recommendation into consideration.

Comment No. 26: The state should improve the dropout rate.

Response: This comment is recognized statewide, yeilding an additional emphasis on vocational education. According to a January 1980 report of the State Department of Public Instruction entitled "The Dropout Problem in the Public Schools of North Carolina," "participation in vocational training programs is a strong deterrent to school dropouts ... for a variety of reasons." These include vocational education's relatedness to students' survival needs; opportunities for success; identification of learnings with job placement and income needs; cooperative education's relief from overly structured schools' immediate income, preparation for immediate entry into the job force, and relevancy; and reduced discipline problems. The study concludes with a recommendation to expand vocational education programs to serve additional students as well as expanded vocational resources for extended day programs. The State Board of Education shall continue to pursue this goal.

Comment No. 27: The State Boards should reconsider the policy which limits high school students from enrolling only in existing courses on a space available basis in postsecondary institutions.

Response: The State Boards accept this recommendation and will reconsider this policy.

Comment No. 28: It is recommended that the State Board of Education and the State Board of Community Colleges design a coordinated state strategy to influence federal education and labor legislation.

Response: See Chapter 5 of the FY 1980 Accountability Report for a response to this recommendation.

Comment No. 29: Using the percentage figure for unemployment rather than the number of unemployed persons as one of the factors in the funding formula discriminates against some eligible recipients which have a higher number of unemployed than do others with a lower number.

Response: The State Boards are aware that the mandated percentage factors required to be used in the allocation of federal funds do produce a discrimination of fiscal support to students. However, we are unable to change this allocation procedure and remain in compliance with the interpretation of federal rules and regulations.

Comment No. 30: We can assure "any" industry seeking to locate in North Carolina of our capability to deliver qualified workers if we identify our weaknesses and take necessary measures to upgrade the level of vocational education in eastern North Carolina. We perceive these are areas as: (a) equitable funding, (b) access, (c) interface between secondary schools, technical schools, and industry, and (d) technical assistance.



Response:

- (a) Equitable Funding - State vocational education funds appropriated by the North Carolina General Assembly are distributed through formulas based on average daily membership (ADM). Superintendents and local boards of education have strongly advocated this method since it gives all school systems the same level of support on a per pupil or ADM basis. On the other hand, federal vocational education funds are designed to concentrate on target groups or purposes and thus are distributed through a formula that incorporate federally mandated criteria: relative ability to pay, concentration of low income families, economically depressed areas, general unemployment, proposed new programs. The data used for each of the criteria is secured from such sources as the Department of Commerce, Census Publications, Employment Security Commission, North Carolina Department of Revenue, and eligible participants. In most instances, the data is available only on a county basis and thus in situations where city units are involved, an interpolation of that data between all local education agencies within the county is required. Local education agencies who have better data breakdowns are invited to provide the information for use in place of that available to the state agency.
- (b) Access - A great deal of effort has been put into assuring that secondary and postsecondary vocational education programs are accessible to all students, regardless of race, handicap, or sex. Inservice training has been targeted to increase access to non-traditional programs. Funding formulas have been revised. (See Comment No. 30a above). Access to more programs; however, is dependent on additional resources. The State Board of Education has approved funds, for example, for a pilot demonstration apprenticeship program and has decided to set aside funds to open programs in new and emerging areas. Efforts have been made to increase the opportunities for secondary youth to participate in vocational programs at post-secondary institutions. This has been brought about due to State Board of Education policy that allows, under certain conditions, the dual enrollment of high school students in their public high school and a community college/technical institute.
- (c) Interface - The Division of Vocational Education has underway a long-range effort to develop a public interface program to improve working relationships between business, industry, civic agencies, and vocational education programs. Plans are for the effort to be available for implementation in the fall of 1982. Development and field testing will take place between now and then. Additionally, each eligible recipient is mandated to have a vocational advisory council comprised of representatives of the aforementioned groups, as well as others, to advise the eligible recipient on current job needs, the relevance of programs offered to meet job demand, and to be consulted in developing its application for funds from the state board.
- (d) Technical Assistance - Both secondary and postsecondary state staffs continue to provide technical assistance oriented to making sure programs offered are congruent with job demand. Progress has been made; more needs to be made.

Comment No. 31: There is a need for clarification from the state on criteria to be used relative to the \$35 per month salary supplement for secondary vocational education teachers.

Response: The State Board of Education will give consideration to this recommendation. Also, see the responses to Comments No. 32 and 33.

Comment No. 32: Vocational education teachers should be paid for the extra work they do beyond the school day and on weekends.

Response: The 1980 session of the North Carolina General Assembly approved \$35.00 per month available to pay each vocationally funded vocational education teacher for this kind of work. The local decision to pay this amount must meet certain criteria identified by the State Board of Education, as well as possibly other local criteria. Presently, approximately 25% of the vocational education teachers statewide receive this supplement. Approximately 50% of the local school system statewide, however, identify no vocational education teachers to receive this amount.

Comment No. 33: While vocational education teachers deserve a supplement, the procedures make it difficult to administer; therefore, a different approach is needed.

Response: Funds were appropriated by the North Carolina General Assembly for this purpose. It is unclear from this comment whether more or less specific criteria are recommended for selection of teachers to receive such supplements.

Comment No. 34: It is recommended that there be a continuation of the allocation of federal funds for equipment at the secondary school level.

Response: Continued allocation of federal funds for equipment will depend on the level of future federal funding.

Comment No. 35: The state or local education agencies should not start vocational programs unless there is sufficient equipment to adequately support the programs.

Response: Article 27A of the North Carolina General Statutes establishes standards to allow such a requirement. This much discussed item may become reality within the near future. Presently, however, local education agencies provide assurances in their local applications for vocational education funds that they will provide sufficient equipment and facilities.

Comment No. 36: Our vocational education programs are not fully prepared to deliver workers trained in technical skills necessary to staff a sophisticated industrial complex.

Response: This comment was made in the context that an industry planning to establish a new plant would not have the workers with the skills required to work in the plant. When the required skills of workers are determined, vocational education programs can be modified or new programs can be established to provide workers



with the required skills. In the interim period, training can be provided to a nucleus of workers which will allow the plant to begin production. Regular vocational education programs would take over and provide workers for replacement or expansion.

Comment No. 37: There needs to be additional offerings in prevocational education.

Response: An added emphasis has been placed recently in North Carolina on prevocational education. Governor Hunt's budget request targeted \$200,000.00 to fund additional prevocational education and other priority demonstration areas. Additionally, the State Board of Education continues to move toward allocating resources to local school units on an average daily membership formula. With these and other resources, the decision is primarily a local one as to which vocational programs are offered.

Comment No. 38: Prevocational education programs need to be improved.

Response: The State Board of Education has under way the first phase of a research project designed to result in a model for an improved prevocational program statewide. Additionally, the Division of Vocational Education is conducting evaluations of prevocational programs statewide to determine what needs to be improved in these programs.

Comment No. 39: Vocational guidance and counseling should be made available to and improved for the 80% of the students who don't go on to college.

Response: The report cited under Comment No. 26 agrees to and extends this comment: "The need for additional guidance services is second only to improved basic skills instruction as a major cause of school dropouts." The decision to use funds for vocational guidance, counseling, and placement services is a local one. Local school units have the option to use any of the state funds allotted as well as federal vocational guidance funds for these positions. Additionally, the Governor has recommended that \$193,000 be appropriated for demonstration student assistance projects at the secondary level for FY 1981-82; for the FY 1982-83 school year, this recommended amount goes up to \$1,800,000. To further help meet the need, a full-time staff member of the Division of Vocational Education has been assigned the responsibility for providing leadership and direction to vocational development programs, with emphasis on placement and vocational counseling activities.

Comment No. 40: There should be more consideration given to the extended day program.

Response: The State Department of Public Instruction continues to provide assistance to local school units on how to extend education programs beyond the normal school day. A new publication is being developed which will expand this promotion. A general staff member in the Department's Instructional Services Area has responsibility for working with local schools on alternative approaches to education.



COOPERATIVE AGREEMENT  
BETWEEN  
THE NORTH CAROLINA STATE BOARD OF EDUCATION  
(THE STATE BOARD OF VOCATIONAL EDUCATION)  
AND  
THE NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

Pursuant to the Vocational Education Amendments of 1976, P.L. 94-482, Section 104, the State Board of Education is authorized to delegate responsibilities involving the administration and operation of vocational education using federal vocational education funds to one or more appropriate state agencies.

Through this cooperative agreement between the State Board of Education and the State Board of Community Colleges, the State Board of Education through the Controller's Office (State Board of Education) will allocate certain federal funds for vocational education to the State Board of Community Colleges. The allocation of federal vocational education funds shall be in accordance with the March 1980 resolution adopted by the State Board of Education and with North Carolina General Statute 115-238.9.

The State Board of Education, through its Controller's office, agrees to reimburse the State Board of Community Colleges for the expenditure of the federal funds referenced in paragraph two of this agreement upon receipt of a written request indicating that said funds have been expended. This reimbursement shall be contingent upon the receipt of a grant for federal vocational education funds by the State Board of Education.

The State Board of Community Colleges, through the North Carolina Department of Community Colleges and its President, provides the following assurances for the operation of those postsecondary and adult vocational-technical programs which are under its jurisdiction and exclusive of the vocational and technical programs provided and administered by or through the secondary public school system.

1. Vocational-technical programs, services, and activities conducted using funds provided through this agreement will be planned, implemented, administered, supervised, conducted, and reported in accordance with the General Statutes of the State of North Carolina, Vocational Education Amendments of 1976 (P.L. 94-482), subsequent amendments, Federal Rules and Regulations applying to these Amendments, and the North Carolina State Plan for Vocational Education. (Reference P.L. 94-482, Sections 106, 107, and 108.)
2. The Department of Community Colleges will develop the postsecondary portion of the State Plan for Vocational Education and other reports in quantities and at times as may be required to comply with P.L. 94-482, subsequent amendments and rules and regulations. (Reference P.L. 94-482, Sections 107 and 108.)

The State Board of Education will provide to the Department of Community Colleges through the Division of Vocational Education and the Controller's Office (State Board of Education) such coordination as may be appropriate and/or required to comply with the Vocational Education Act of 1963 and subsequent amendments, the State Plan for Vocational Education and the General Statutes of North Carolina.

Both parties agree to cooperate in fulfilling the responsibilities and requirements involved in utilizing the federal vocational education funds referenced in this agreement.

The cooperative agreement is effective for the period of July 1, 1981 to June 30, 1982. Either party may request a review at any time.

For the State Board of Community Colleges

8-3-81  
(Date)

Carl Horn, Jr.

Chairman, North Carolina State Board of Community Colleges

8-3-81  
(Date)

Larry Blake

President, North Carolina Department of Community Colleges

For the State Board of Education

5-7-81  
(Date)

H. W. B. Brey

Chairman, North Carolina State Board of Education

5-7-81  
(Date)

Anthony P. Blair

State Superintendent of Public Instruction