

North Carolina
State Plan for
Vocational Education

FISCAL YEARS

1988 - 1989

AND

1989 - 1990

STATE BOARD OF EDUCATION

RALEIGH, NORTH CAROLINA

27603-1712

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

NORTH CAROLINA
STATE PLAN FOR VOCATIONAL EDUCATION

FY 1989-90

HIGHLIGHTS	EXECUTIVE SUMMARY
Historical Relationship	The State Board of Education functions as the State Board for Vocational Education in all governance responsibility between the state and federal government in the area of secondary and postsecondary vocational education, except higher education. Historically, a state plan has been required by the U. S. Office of Education as a prerequisite for financial support of vocational education from the federal government.
Vocational Education Changes	The U. S. Congress has changed the emphasis and funding for vocational education since 1917 to ensure education/training for special populations and address the unique needs of individuals (women, disadvantaged, handicapped), and groups (limited English speaking) in addition to supporting vocational training that prepares youth and adults for productive employment and good citizenship.
The Carl D. Perkins Vocational Education Act (PL 98-524).	The new vocational education Act requires that the State Board of Education submit the State Plan to the State Legislature, the State Council on Vocational Education, and the State Job Training Coordinating Committee for review and comment.
Major Components Described	<p>The plan represents advance planning for two years (FY 1989-1990) for secondary and postsecondary education.</p> <p>The planning cycle is coterminous with the Job Training Partnership Act (JTPA) to avoid duplication of effort and promote coordination and maximum utilization of resources.</p>
1.00 Certifications	The certifications represents requirements set forth by federal legislation and accompanying regulations.

(more)

HIGHLIGHTS

EXECUTIVE SUMMARY

2.00 Assurances

The assurances represent the agreement between the N. C. State Board of Education and the U. S. Department of Education to comply with the legal requirement of the Act.

3.00 Descriptions

The major portion of the plan contains information and tables which describe the administration, services, and activities the state will implement to provide vocational education for youth and adults. It reflects compliance with specified funding and services for special populations and groups. It enumerates the fair and equitable distribution of the state and federal resources by formula and compliance with federal requirements for states to maintain their fiscal effort commensurate with the previous funding year.

A listing of all vocational/technical education programs, projected enrollment, and employment needs are presented by vocational program categories.

A description of the activities and benefits that participants will receive is outlined and the methods of evaluating outcomes are provided.

The procedures the state will implement to facilitate cooperation and coordination with other agencies involved in education/training are presented, and distribution of appropriate research and information to interested individuals, groups, and agencies is described.

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1.00 CERTIFICATIONS

EDGAR 76.104

- 1.01 The State Board of Education is eligible to submit the two-year State Plan (FY 1989-90) and the Performance Report as authorized under Title I, Part B, Sec. 111, of the Carl D. Perkins Vocational Education Act (PL98-524) [20 USC 2301 et seq];
- 1.02 The State Board of Education has authority under State law to perform the functions of the State under the program;
- 1.03 The State legally may carry out each provision of the State Plan;
- 1.04 All provisions of the State Plan are consistent with State law;
- 1.05 The Controller of the State Board of Education has authority under State law to receive, hold, and disburse Federal funds made available under the foregoing plan;
- 1.06 The State Board of Education has authority to submit the State Plan;
- 1.07 The State Board of Education has adopted and formally approved the State Plan on April 7, 1988;
- 1.08 The State Plan is the basis for State operation and administration of the program.
- 1.09 State Intergovernmental Review Process:
The State Board processed the State Plan for Vocational Education in accordance with Executive Order 12372, and submitted same to the Office of Policy and Planning, Department of Administration on April 8, 1988.

10-26-87
(Date)

NORTH CAROLINA STATE BOARD OF EDUCATION
(Official Name of State Board)

BY:


(State Superintendent)

2.00 ASSURANCES

- 2.01 The State Board will comply with the requirements of Titles I, II, III, and V of the Act. Where appropriate, the manner in which the State Board will comply is described in this State Plan.
- 2.02 The State will comply with the distribution of assistance requirements as contained in Title IIA, Section 203, of the Act.
- 2.03 Provisions are made for handicapped and disadvantaged students in private elementary and secondary schools to participate in vocational education programs assisted under Title IIA in accordance with Title IB, Section 113(b)(1)(C) of the Act.
- 2.04 In accordance with Title IB, Sec. 113 (b)(4), the State will distribute at least 80% of the funds available for Title IIA and B to eligible recipients except that 100% of the funds, available for handicapped and disadvantaged individuals, as provided by Title IIA, Sec. 202, will be distributed to eligible recipients in accordance with Title IIA, Sec. 203(a).
- 2.05 The use of funds available for single parents and homemakers under Title IIA, Section 201 (b)(4) the State will emphasize assisting individuals with the greatest financial need and special consideration will be given to homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.
- 2.06 The State will provide relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex.
- 2.07 In accordance with Title IB, Section 113(b)(9), the State will (1) develop measures for evaluating the effectiveness of programs assisted under the Act in meeting needs identified in the State Plan including appropriate measures for evaluating the effectiveness of programs for the handicapped, and (2) that each program year, the State will evaluate all of the projects, services, and activities under Titles II and III of not less than 20% of the participating eligible recipients.
- 2.08 The State will fund programs of personnel development and curriculum development to further the goals identified in the State Plan.
- 2.09 The vocational education needs of those identifiable segments of the population in the State with the highest rates of unemployment have been assessed and such needs are reflected in and addressed by the State Plan.

- 2.10 The State Board will cooperate with the State Council on Vocational Education, here-in-after referred to as the State Council, as necessary to assist the State Council in carrying out its duties.
- 2.11 The State and/or eligible recipients will not expend funds under this Act to acquire equipment (including computer software) in an instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization.
- 2.12 For each fiscal year, expenditures for career guidance and counseling from allotments for Title II and Part D of Title III will not be less than the expenditures for such guidance and counseling for FY 1984 assisted under Section 134(a) of the Vocational Education Act of 1963.
- 2.13 Federal funds will be used to supplement, and to the extent practicable, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses specified in the State Plan, and in no case supplant such State or local funds.
- 2.14 The State will provide for such fiscal control and fund accounting procedures necessary to assure the proper disbursement of, and accounting for, Federal funds paid to the State including funds paid by the state to eligible recipients.
- 2.15 The State, in accordance with Title IB, Section 113(b)(1)(A) and Title IIA, Section 203(a), will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available including occupational specific courses for study, cooperative education, and apprenticeship programs, (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan, and (3) programs which are planned through the coordination of appropriate representatives of vocational education and special education.
- 2.16 Subject to availability of funds, programs under Adult Training, Retraining, and Employment Development Title III, Part C, (1) are designed with the active participation of the State Council, (2) make maximum use of existing institutions, (3) are planned to avoid duplication of programs or

institutional capabilities, (4) designed, to the fullest extent possible, to strengthen institutional capacity to meet education and training needs addressed by Title III, Part C, (5) involves close cooperation with and participation by public and private sector employers, and public and private agencies working with problems of employment and training and economic development, and (6) where appropriate, involves coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act.

- 2.17 (1) Subject to the availability of funds, funds received under the Industry-Education Partnership for Training in High-Technology Occupations Program Title III, Part E will be used (a) solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations, including programs providing related instruction to apprentices, and projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes, (b) to the maximum extent practicable, in coordination with JTPA to avoid duplication of effort, and to ensure maximum effective utilization of funds under the Act and JTPA, (2) that except as provided by Title III, Part E, Section 342(c) not less than fifty percent of the aggregate costs of projects assisted under that program will be provided from non-Federal sources and that not less than fifty percent of the non-Federal share will be provided by participating businesses and industrial firms; (3) that projects assisted under that program will be (a) coordinating with similar programs assisted under Title II, and, to the maximum extent practicable, supportive services will be organized so as to serve both programs, and (4) projects under this program will be developed with the active participation of the State Council.

- (b) Eligible recipients, receiving handicapped and disadvantaged funds, will be required to certify in their local applications that the requirements stated in Title II A, Sec. 204 and Title I B, Sec. 113(b)(1)(C) of the Act will be followed.

3.04 PLANNED PROGRAMS, SERVICES, AND ACTIVITIES:

(a) Target Groups and Proposed Programs, Services, and Activities

Provisions are made in the Act to serve various groups with a variety of programs, services, and activities. Sub paragraphs (1) and (2) list the groups to be served and the proposed programs, services, and activities which may be provided, subject to the availability of funds.

- (1) The State Board shall use funds as set forth in the Act to provide services and activities for the following:
 - (A) Individuals with handicaps;
 - (B) Individuals who are academically or economically disadvantaged;
 - (C) Individuals with limited English proficiency;
 - (D) Adults in need of training and retraining;
 - (E) Single parents and homemakers;
 - (F) Individuals participating in programs designed to eliminate sex bias and stereotyping;
 - (G) Criminal offenders in correction institutions;
 - (H) Unemployed individuals;
 - (I) Dislocated workers;
 - (J) Workers 55 years of age and older;
 - (K) Employed individuals who require retraining or upgrading of their skills;
 - (L) Students in junior high school, senior high school, and postsecondary institutions; and
 - (M) Individuals who have completed or left high school.
- (2) The State Board shall use funds as set forth in the Act to provide opportunities for the following program services and activities:
 - (A) the improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults, which may include upgrading the skills of (i) employed workers, (ii) workers who are unemployed or threatened with unemployment as a result of technological change or industrial dislocation, (iii) workers with limited English proficiency, and (iv) displaced homemakers and single heads of households;

- (B) programs relating to curriculum development in vocational education within the State, including the application of basic skills training;
- (3) The State Board may use funds as set forth in the Act to provide opportunities for the following programs, services, and activities:
 - (A) the improvement of vocational education programs within the State designed to improve the quality of vocational education including high-technology programs involving an industry-education partnership as described in part E of title III, apprenticeship training programs, and the provision of technical assistance;
 - (B) the expansion of vocational education activities necessary to meet student needs;
 - (C) the introduction of new vocational education programs particularly in economically depressed urban and rural areas;
 - (D) the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries in the state or community;
 - (E) exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities;
 - (F) the improvement and expansion of career counseling and guidance authorized by part D of title III;
 - (G) the expansion and improvement of programs at area vocational education schools;
 - (H) the acquisition of equipment and the renovation of facilities necessary to improve or expand vocational education programs within the state;
 - (I) special courses and teaching strategies designed to teach the fundamental principles of mathematics and science through practical applications which are an integral part of the student's occupations program;
 - (J) the assignment of personnel to work with employers and eligible recipients in a region to coordinate efforts to ensure that vocational programs are responsive to the labor market and supportive of apprenticeship training programs;
 - (K) the activities of vocational student organizations carried out as an integral part of the secondary and postsecondary instruction program;
 - (L) prevocational programs;
 - (M) programs of modern industrial and agricultural arts;
 - (N) support for full-time personnel to carry out section 111(b) which shall be paid for from administrative expenses of the State available under section 102(b);

- (O) the provision of stipends which shall not exceed reasonable amounts as prescribed by the Secretary by regulation for students entering or already enrolled in vocational education programs who have acute economic needs which cannot be met under work-study programs;
- (P) placement services for students who have successfully completed vocational education programs (including special services for the handicapped and cooperative efforts with rehabilitation programs);
- (Q) day care services for children of students in secondary and postsecondary vocational education programs;
- (R) the construction of area vocational education schools; facilities in areas having a demonstrated need for such facilities;
- (S) the acquisition of high-technology equipment for vocational education programs;
- (T) the provision of vocational education through arrangements with private vocational education institutions, private postsecondary educational institutions, and employers whenever such private institutions or employers can make a significant contribution to attaining the objectives of the Act and can provide substantially equivalent preparation at a lesser cost, or can provide equipment or services not available in public institutions;
- (U) the acquisition and operation of communications and telecommunications equipment for vocational education programs; and
- (V) the improvement or expansion of any other vocational education activities authorized under Part A of Title II.

(b) Preservice and Inservice

From the portion of the allotment to the State under Section 101 available for Part B of Title II from amounts appropriated pursuant to section 3(a) for each fiscal year, the State shall use grants for the provision of inservice and preservice training designed to increase the competence of vocational education teachers, counselors, and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education.

(c) Employment and Enrollment Projections

The purpose of vocational education is to provide high quality education and training experiences to meet the needs of the nation's existing and future work force for marketable skills and to improve productivity and promote economic growth. Employability skills are acquired through vocational education programs within the public secondary and postsecondary schools in addition to private sources of training.

The level of employment, the average annual job needs, and the projected enrollment in vocational education programs is reflected in Table 1. The employment needs and job openings were developed from statewide data analysis by State staff.

(d) Needs of Individuals

A variety of programs, services, and activities are needed to assist those individuals enrolled in vocational education to become productive citizens. The identification of these individuals by category and needs are reflected in Table 2. The table components are based on State staff analysis of available data and involvement with program reviews (evaluation), technical assistance, staff development (in-service), curriculum development, OCR reviews, sex equity, and business/industry and education partnerships.

(e) Quality of Vocational Education, Including Occupational Skills and Academic Foundations

Assessing the quality of vocational education is a continuous process in which student and employer follow-up, program review standards, and program evaluation data is used. The quality of programs has been enhanced through research, curriculum development, development of competency-based programs, OCR reviews, sex equity, planning, staff development, program articulation between secondary education and postsecondary institutions, the development of new programs, the termination of programs no longer needed, and the purchase of equipment as funds are available. State staff and local administration decisions based on current data and research facilitate needed improvements in programs and instruction.

The State will use a variety of activities to assess the quality of programs to meet the needs for general occupational skills and improvement of academic foundations. Including, but not limited to:

(1) Research Projects, (2) Review of Local Plans, (3) Staff Development, (4) Program Evaluation, (5) Equipment Procurement, (6) Student Follow-Up, (7) Employer Follow-Up, and (8) Industry/Education Partnerships.

(f) Capacity to Provide Vocational Education

An assessment of the capacity to provide vocational education indicates there are additional needs in facilities, equipment, curriculum revision/improvement, teachers, staff development, and program evaluation. Research and data analysis at all levels indicates qualitative and quantitative improvement is a continuous process.

(g) Activities and Benefits for Funding

The activities and benefits reflect the services and activities which the state proposes to implement for the improvement, expansion, deletion, and re-direction of programs based on funding and adherence to the Act. See Table 3 a and 3 b.

(h) Vocational Education Support Programs by Community-Based Organizations

Subject to appropriations, the State Board may use funds allocated under Title III, Part A to implement vocational education support programs by community-based organizations.

- (1) Each community-based organization which desires to receive assistance under this part shall prepare jointly with the appropriate eligible recipient and submit an application for approval to the State Board at such time, in such manner, and containing or accompanied by such information as the State Board may require.
Each such application shall -

- (A) contain an agreement between the community-based organization and the eligible recipients in the area to be served, which includes the designation of fiscal agents established for the program;
- (B) provide a description of the uses for which assistance is sought pursuant to section 302(b) together with evaluation criteria to be applied to the program;
- (C) provide assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth ages sixteen through twenty-one, inclusive;
- (D) provide assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought;
- (E) describe the collaborative efforts with the eligible recipients and the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into the vocational education programs; and

(F) provide assurances that the programs conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the State.

(2) For any State approved application, the State shall provide financial assistance from the portion of the allotment under Section 101 available for Title III, Part A to State approved joint programs of eligible recipients and community-based organizations within the State to conduct special vocational education services and activities in accordance with the State Plan for -

- (A) outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training;
- (B) transitional services such as attitudinal and motivational prevocational training programs;
- (C) prevocational education preparation and basic skills development conducted in cooperation with business concerns;
- (D) special prevocational preparation programs targeted to inner-city youth, non-English speaking youth, Appalachian youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;
- (E) career intern programs;
- (F) assessment of student needs in relation to vocational education and jobs; and
- (G) guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

(i) Consumer and Homemaking Education

Subject to appropriations, the State Board will use funds allocated under Title III, Part B for all approved applications to conduct consumer and homemaker education programs.

(1) The program may include:

- (A) instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking and

- (B) Instruction in the areas of:
 - (i) food and nutrition
 - (ii) consumer education
 - (iii) family living and parenthood education
 - (iv) child development and guidance
 - (v) housing
 - (vi) home management (including resource management)
 - (vii) clothing and textiles
- (2) The State shall use funds allocated under Title III, Part B for all approved applications to:
 - (A) conduct programs in economically depressed areas;
 - (B) encourage participation of traditionally underserved populations;
 - (C) encourage the elimination of sex bias and sex stereotyping;
 - (D) maintain, expand, and update programs with an emphasis on those which specifically address needs described under clauses (A), (B), and (C); and/or
 - (E) address priorities and emerging concerns at the local, State, and national levels.
- (3) The State may use funds allocated under Title III, Part B for all approved applications to provide program development and improvement of instruction and curricula relating to:
 - (A) managing individual and family resources;
 - (B) making consumer choices;
 - (C) managing home and work responsibilities;
 - (D) improving responses to individual and family crises;
 - (E) strengthening parenting skills;
 - (F) assisting aged and handicapped individuals;
 - (G) improving nutrition;
 - (H) conserving limited resources;
 - (I) understanding the impact of new technology on life and work;
 - (J) applying consumer and homemaker education skills to jobs and careers; and
 - (K) other needs as determined by the State.
- (4) The State may use funds allocated under Title III, Part B to support services and activities designed to ensure the quality and effectiveness of programs, including

- (A) innovative and exemplary projects;
- (B) community outreach to underserved populations;
- (C) application of academic skills (such as reading, writing, mathematics, and science) through consumer and homemaker education programs;
- (D) curriculum development;
- (E) research;
- (F) program evaluation;
- (G) development of instructional materials;
- (H) teacher education;
- (I) upgrading of equipment;
- (J) teacher supervision;
- (K) State administration and leadership, including activities of the student organization.

(5) Federal Funds in Economically Depressed Areas

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

(6) Information Dissemination

The State Boards assure that the experience and information gained through carrying out programs assisted under Title III, Part B will be shared with administrators for the purpose of program planning. Funds available under Title III, Part B shall be used to assist in providing state leadership qualified by experience and preparation in home economics education.

(7) Leadership Activities

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

(j) Adult Training, Retraining, and Employment Development

Subject to appropriations, the State Board will use funds allocated under Title III, Part C to provide services and activities for adult training, retraining, and employment development.

- (1) The State shall provide financial assistance from the portion of the allotment under Section 101 available for Title III, Part C in accordance with the State Plan for -

- (A) vocational education programs, services, activities, and employment development authorized by Title II which are designed to meet the needs of -
 - "(i) individuals who have graduated from or left high school and who need additional vocational education for entry into the labor force;
 - "(ii) unemployed individuals who require training to obtain employment or increase their employability;
 - "(iii) employed individuals who require retraining to retain their jobs, or who need training to upgrade their skills to qualify for higher paid or more dependable employment;
 - "(iv) displaced homemakers and single heads of households who are entering or reentering the labor force;
 - "(v) employers who require assistance in training individuals for new employment opportunities or in retraining employees in new skills required by changes in technology, products, or processes; and
 - "(vi) workers fifty-five and older;"
- (B) short-term programs of retraining designed to upgrade or update skills in accordance with changed work requirements;
- (C) education and training programs designed cooperatively with employers;
- (D) building more effective linkages between vocational education programs and private sector employers (through a variety of programs including programs where secondary school students are employed on a part-time basis as registered apprentices with transition to full-time apprenticeships upon graduation), and between eligible recipients of assistance under this Act and economic development agencies and other public and private agencies providing job training and employment services, in order to more effectively reach out to and serve individuals described in subparagraph (A);
- (E) cooperative education programs with public and private sector employers and economic development agencies, including seminars in institutional or worksite settings, designed to improve management and increase productivity;
- (F) entrepreneurship training programs which assist individuals in the establishment, management, and operation of small business enterprises;
- (G) recruitment, job search assistance, counseling, remedial services, and information and outreach programs designed to encourage and assist males and

females to take advantage of vocational education programs and services, with particular attention to reaching women, older workers, individuals with limited English proficiency, the handicapped, and the disadvantaged;

- (H) curriculum development, acquisition of instructional equipment and materials, personnel training, pilot projects, and related and additional services and activities required to effectively carry out the purposes of this part;
 - (I) the costs of serving adults in other vocational education programs, including paying the costs of instruction or the costs of keeping school facilities open longer; and
 - (J) related instruction for apprentices in apprenticeship training programs.
- (2) The State Board assures the Secretary that programs:
- (A) are designed with the active participation of the State Council established pursuant to Section 112;
 - (B) maximum effective use of existing institutions are planned to avoid duplication of programs or institutional capabilities, and to the fullest extent practicable are designed to strengthen institutional capacity to meet the education and training needs addressed by this part;
 - (C) involve close cooperation with and participation by public and private sector employers and public and private agencies working with problems of employment and training and economic development; and
 - (D) where appropriate, involve coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act.
- (3) The Board will implement methods and procedures for coordinating vocational education programs, services, and activities funded under Title III, Part C to provide programs of assistance for dislocated workers funded under Title III of the Job Training Partnership Act.
- (4) The State Board shall consult with the State Job Training Coordinating Council (established under section 122 of the Job Training Partnership Act) in order that programs assisted under Title III, Part C may be taken into account by such council in formulating recommendations to the Governor for the Governor's coordination and special services plan required by Section 121 of the Job Training Partnership Act.

- (5) The State Board shall adopt such procedures as it considers necessary to encourage coordination between eligible recipients receiving funds under this part and the appropriate administrative entity established under the Job Training Partnership Act in the conduct of their respective programs, in order to achieve the most effective use of all Federal funds through programs that complement and supplement each other, and, to the extent feasible, provide an ongoing and integrated program of training and services for workers in need of such assistance.

(k) Comprehensive Career Guidance and Counseling

Subject to appropriations, the State Board may use funds allotted under Section 101 for Title III, Part D to conduct career guidance and counseling programs in accordance with State Plans (and amendments thereto), for programs (organized and administered by certified counselors) designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential students. Such programs shall be designed to assist individuals -

- (1) to acquire self-assessment, career planning, career decision making, and employability skills;
- (2) to make the transition from education and training to work;
- (3) to maintain marketability of current job skills in established occupations;
- (4) to develop new skills to move away from declining occupational fields and enter new and emerging fields in high-technology areas and fields experiencing skill shortages;
- (5) to develop midcareer job search skills and to clarify career goals; and
- (6) to obtain and use information on financial assistance for postsecondary and vocational education and job training.

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

- (i) instructional activities and other services at all educational levels to help students with the skills described in clauses (1) through (6) of Section 332(a) of the Act; and/or of (K) above; and
- (ii) services and activities designed to ensure the quality and effectiveness of career guidance and counseling programs and projects assisted under Title III, Part D such as counselor education (including education of counselors working with individuals with limited English proficiency), training of support personnel, curriculum development, research and demonstration projects, experimental programs, instructional materials development, equipment acquisition, state and local leadership and supervision; and
- (iii) projects which provide opportunities for counselors to obtain firsthand experience in business and industry, and projects which provide opportunities to acquaint students with business, industry, the labor market, and training opportunities (including secondary educational programs that have at least one characteristic of an apprenticeship occupation as recognized by the Department of Labor of the State Apprenticeship Agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, in concert with local business, industry, labor, and other appropriate apprenticeship training entities, designed to prepare participants for an apprenticeship occupation or provide information concerning apprenticeship occupations and their prerequisites).

The State Board shall expend not less than twenty percent available under Title III, Part D for programs designed to eliminate sex, age, and race bias and stereotyping under subsection (b) and for activities to ensure that programs under Title III, Part D are accessible to all segments of the population, including women, the disadvantaged, the handicapped, individuals with limited English proficiency, and minorities.

The State Board shall ensure that the experience and information gained through programs assisted under Title III, Part D is shared with administrators for the purpose of program planning. Funds available under this part shall be used to assist in providing state leadership qualified by experience and knowledge in guidance and counseling.

The State may use not more than six percent of the funds available under Title III, Part D to carry out leadership activities under Section 333 of the Act.

(1) Industry-Education Partnership Training in High-Technology Occupations

Subject to appropriations, the State Board shall use funds allotted under Section 101 for Title III, Part E to carry out industry-education partnership training programs in high-technology occupations.

The State Board assures the Secretary that:

- (1) funds received under Title III, Part E will be used solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations (including programs providing related instruction to apprentices) and projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes;
- (2) to the maximum extent practicable, funds received under Title III, Part E will be utilized in coordination with the Job Training Partnership Act to avoid duplication of effort and to ensure maximum effective utilization of funds under this Act and the Job Training Partnership Act;
- (3) except as provided in subsection (c), not less than fifty per centum of the aggregate costs of programs and projects assisted under Title III, Part E will be provided from non-Federal sources, and not less than fifty per centum of such non-Federal share of aggregate costs in the State will be provided by participating business and industrial firms;
- (4) programs and projects assisted under Title III, Part E will be coordinated with those assisted under Title II, and to the maximum extent practicable (consistent with the purposes of programs assisted under Title II), supportive services will be so organized as to serve programs under both titles; and
- (5) programs and projects assisted under Title III, Part E will be developed with the active participation of the State Council established pursuant to Section 112.

(c) "(1) The business and industrial share of the costs required by Section 342(b)(2) of the Act may be in the form of cash or in-kind contributions (such as facilities, overhead, personnel, and equipment) fairly valued.

"(2) The Federal share of such cost shall be available equally from funds available to the States under Title III, Part E and from funds allotted to the States under Title II.

"(3) If an eligible recipient demonstrates to the satisfaction of the State Board that it is incapable of providing all or part of the non-Federal portion of such costs as required by Section 342(b)(2) of the Act, the State may designate funds available under Title II, Part B or funds available from State sources in lieu of such non-Federal portion.

The State Board shall use funds available under Title III, Part E of the Act solely for the establishment and operation of programs and projects described by Section 342(b) of the Act and for -

- (1) necessary administrative costs of the State Board and of eligible recipients associated with the establishment and operation of programs authorized by Title III, Part E of the Act;
- (2) training and retraining of instructional and guidance personnel;
- (3) curriculum development and the development or acquisition of instructional and guidance equipment and materials;
- (4) acquisition and operation of communications and telecommunications equipment and other high-technology equipment for programs authorized by Title III, Part E; and
- (5) such other activities authorized by Title III as may be essential to the successful establishment and operation of programs and projects authorized by Part E, including activities and related services to ensure access of women, minorities, the handicapped, and the economically disadvantaged.

In approving programs and projects assisted under Part E, the State Board shall give special consideration to -

- (1) the level and degree of business and industry participation in the development and operation of the program;
- (2) the current and projected demand within the State or relevant labor market area for workers with the level and type of skills the program is designed to produce;

- (3) the overall quality of the proposal, with particular emphasis on the probability of successful completion of the program by prospective trainees and the capability of the eligible recipient (with assistance from participating business or industry) to provide high quality training for skilled workers and technicians in high technology; and
- (4) the commitment to serve all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged (as demonstrated by special efforts to provide outreach, information, and counseling, and by the provision of remedial instruction and other assistance).

Expenditures for administrative costs pursuant to Section 343 (a)(1) of the Act may not exceed ten per centum of the State's allotment for Title III, Part E in the first year and five per centum of such allotment in each subsequent year.

The State's goal to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity, competitive ability, and promote economic growth is reflected in numerical terms in Table 1.

Table 1 reflects the following:

The vocational education programs that provide skill development training are Agriculture, Business and Office, Marketing, Engineering, Health, Occupational Home Economics, Trade and Industrial, and Industrial Arts/Technology.

These programs produce student completers and are identified by six digit codes determined from the National Center for Education Statistics publication titled Classification of Instructional Programs (CIP). Data for each level of instructional programs are aggregated for comparison with labor market data.

The Employment (Actual and Projected), and the Annual Average Job Needs are determined by the Labor Market Information Division, Employment Security Commission of North Carolina, and adapted by secondary and postsecondary staff to fit relevant CIP codes.

The Projected Enrollment data are determined by computer projections of data provided by the Vocational Education Information System (VEIS), Program Improvement Section, Division of Vocational Education, and processed by the Division of Management Information Systems (MIS) and Information Center, Controller's Office. The projected enrollment data are aggregated by CIP codes for all levels of an instructional program. (Example: 01.0601 Horticulture represents enrollment in Horticulture I, Horticulture II, and Horticulture III at the secondary level.) Postsecondary enrollment is determined by the course requirements and the selection of courses by the participants.

The projected completers data are determined by computer projections of data provided by the Vocational Education Information System, Program Improvement Section, Division of Vocational Education and processed by the MIS. The projected completers are those students who have completed a sequence of courses designed to provide job entry level skills and are available for employment in the labor market. Completers are generated from advanced-level courses in secondary education and completion of the instructional program in which they participate for postsecondary institutions.

TABLE 1

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
FY 1989 - 1990

Program Area	CIP Number Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
	01.0101 Agricultural Business	See 01.0301			Sec. P-Sec.	62	58	10	10
	01.0201 Agricultural Mechanics, General	180	200	7	Sec. P-Sec.	1,523 140	1,427 135	523 55	496 55
	01.0301 Agricultural Production, General	61,295	65,360	1,068	Sec. P-Sec.	3,483 130	3,215 120	1,582 50	1,462 50
A G R I C U L T U R A L	01.0302 Animal Production	See 01.0301			Sec. P-Sec.	945	1,000	200	200
	01.0505 Equine Technology	280	340	19	Sec. P-Sec.	55	60	15	20
	01.0599 Agricultural Services & Marketing	See 08.0705			Sec. P-Sec.	60	60	20	20
	01.0601 Horticulture, General	6,530 01.0301	8,280		Sec. P-Sec.	2,763 1,450	2,759 1,500	800 140	801 140
	01.0604 Greenhouse Operation and Management	See 01.0601			Sec. P-Sec.	110	120	45	50
	01.0605 Landscape Gardening	See 01.0601			Sec. P-Sec.	60	65	20	22
	01.0607 Turf Management	See 01.0601			Sec. P-Sec.	53	65	20	20
	01.0699 Homestead & Gardening	See 01.0601			Sec. P-Sec.	597	602	6	6
	01.9999 Agribusiness & Agricultural Products, Other	Introduction			Sec. P-Sec.	6,672	6,320		
	02.0201 Animal Care & Management	See 01.0505			Sec. P-Sec.	25	30	10	12

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

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FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
	03.0101 Renewal Natural Resources, General	8,080	10,050	296	Sec. P-Sec.	246 15	215 15	56 5	49 5
	03.0401 Forest Production & Processing, Gen.	6,330	6,405	104	Sec. P-Sec.	287 155	269 155	82 47	77 47
A G R I C U L T U R A L	03.0601 Wildlife Management	See 06.1401			Sec. P-Sec.	80	80	35	35
	31.0301 Parks and Recreation Management	See 03.0401			Sec. P-Sec.	135	140	12	12
	SUBTOTAL AGRICULTURAL	82,695	90,635	2,119	Sec. P-Sec.	15,571 3,475	14,807 3,603	3,049 719	2,891 733
	6.0401 Business Adm. & Management	139,610	167,990	8,900	Sec. P-Sec.	40,000	40,000	3,000	3,000
	06.0701 Hotel/Motel Management	See 06.0401			Sec. P-Sec.	325	350	25	25
B U S I N E S S	06.0705 Transportation Management	See 06.0401			Sec. P-Sec.	1,000	1,000	100	100
S	6.1701 Real Estate, General	See 08.0706			Sec. P-Sec.	5,700	6,000	530	530
O F F I C E	06.9999 Business & Management Other	Introduction			Sec. P-Sec.	5,239	5,126		
	07.0101 Accounting, Bookkeeping, & Rel. Programs	154,490	186,370	8,551	Sec. P-Sec.	11,301	11,297	1,574	1,577
	07.0102 Accounting & Computing	See 07.0101			Sec. P-Sec.	5,420 6,300	5,460 6,000	480 700	490 700
	07.0103 Bookkeeping	23,560	27,480	1,251	Sec. P-Sec.	3,760 45	3,732 45	13 5	13 5

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FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
BUSINESS & OFFICE CAREERS	07.0201 Banking & Related	See 07.0103			Sec. P-Sec.	2,900	3,000	500	500
	07.0299 Banking & Related, Other	See 07.0103			Sec. P-Sec.	1,628	1,566		
	07.0301 Business Data Processing & Rel. Programs, General	23,540	33,960	1,621	Sec. P-Sec.	2,267	1,728	1,540	1,423
	07.0302 Business Computer & Console Operator	See 07.0301			Sec. P-Sec.	9,529 1,250	9,816 1,250	100	100
	07.0305 Business Data Programming	See 07.0301-			Sec. P-Sec.	10,000	10,000	500	500
	07.0401 Office Super- vision & Management	See 06.0401			Sec. P-Sec.	480 150	499 150	30	30
	07.0603 Executive Secretarial	See 07.0701			Sec. P-Sec.	4,400	4,500	350	350
	07.0604 Legal Secretarial	See 07.0701			Sec. P-Sec.	340	350	30	30
	07.0605 Medical Secretarial	See 07.0701			Sec. P-Sec.	900	900	120	120
	07.0607 Stenographic	5,520	5,160	189	Sec. P-Sec.	721	773	33	28
	07.0699 Secretarial & Related Programs, Other	See 07.0701			Sec. P-Sec.	556	566	422	375
	07.0701 Typing, Gen. Off. & Related Programs, Gen.	123,230	154,720	8,131	Sec. P-Sec.	6,679 2,800	7,245 3,000	4,534 200	4,352 200
	07.0705 General Office Clerk	See 07.0701			Sec. P-Sec.	1,000	1,000	100	100

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TABLE 1

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FY 1989 - 1990

Prog- ram Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
	07.0706 Mail & Order Clerk	1,080	1,381	67	Sec. P-Sec.	200	200	20	20
B U S I N E S S & O F F I C E E	07.0710 Typing	See 07.0701			Sec. P-Sec.	42,840 2,700	42,110 2,500	1,980 250	1,940 250
	22.0103 Legal Assisting	1,100	2,450	238	Sec. P-Sec.	975	1,000	80	80
	25.0301 Library Assisting	2,590	2,940	109	Sec. P-Sec.	35	40	7	8
	SUBTOTAL BUSINESS & OFFICE EDUCATION	474,720	582,451	29,057	Sec. P-Sec.	90,420 81,020	89,918 81,285	10,576 6,122	10,198 6,123
	06.1401 Marketing Management	33,260	38,120	1,880	Sec. P-Sec.	760	780	660	670
M A R K E T I N G E D U C A T I O N	08.0101 Apparel & Accessories	See 08.0705		274	Sec. P-Sec.	580	520	280	260
	08.0102 Fashion Merchandising	See 08.0705			Sec. P-Sec.	3,280 170	3,450 175	291 25	281 25
	08.0201 Business & Personal Serv. Marketing, Gen.	20,520	24,680	1,182	Sec. P-Sec.	220	240	110	115
	08.0203 Marketing of Business or Personal Services	11,650	14,230	801	Sec. P-Sec.	100	120	40	45
	08.0301 Entrepreneurship	See 08.0705		47	Sec. P-Sec.	325	345	2	3
	08.0501 Floristry Design & Management	See 08.0705			Sec. P-Sec.	47 75	50 80	2 30	2 30
	08.0601 Food Marketing, General	See 08.0705			Sec. P-Sec.	325	351	48	49

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FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
M A R K E T I N G E D U C A T I O N	08.0705 Retailing	152,690	180,910	8,894	Sec. P-Sec.	128 2,250	138 2,500	102 250	98 250
	08.0706 Sales	70,130	85,350	4,049	Sec. P-Sec.	7,397	7,681	25	25
	08.0707 Wholesaling	64,020	69,390	2,167	Sec. P-Sec.	80	60	35	30
	08.0901 Hospitality & Recreation Marketing, Gen.	9,110	12,500	754	Sec. P-Sec.	34	32	11	11
	08.0902 Marketing of Hotel/Motel Services	See 08.0705			Sec. P-Sec.	60	58	4	3
	08.0905 Waiter/Waitress & Related Services	38,430	48,290	2,287	Sec. P-Sec.	196	189	126	122
	08.1001 Insurance Marketing, Gen.	See 08.0705			Sec. P-Sec.	4,000	4,200	750	750
	8.1104 Travel & Tourism Tech.	See 08.0705			Sec. P-Sec.	50	50	12	12
	08.1106 Warehouse Services Marketing	27,850	32,440	1,083	Sec. P-Sec.	55	27	3	3
	08.1203 Auto Vehicles & Accessories Marketing	See 08.0705			Sec. P-Sec.	28	27	3	3
	08.1206 Service Station Retailing	See 08.0705			Sec. P-Sec.	80	60	40	30
	08.9999 Marketing & Distribution, Other	See 08.0705			Sec. P-Sec.	401	388		
	SUBTOTAL MARKETING EDUCATION	427,660	505,910	23,418	Sec. P-Sec.	14,096 6,545	14,516 7,005	1,782 1,067	1,750 1,067

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FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
E N G I N	15.0101 Architectural Design & Const. Tech.	See 48.0101			Sec. P-Sec.	675	675	50	50
	15.0201 Civil Tech.	See 48.0101			Sec. P-Sec.	1,850	2,000	100	100
	15.0203 Surveying & Mapping Tech.	See 48.0101			Sec. P-Sec.	80	80	12	12
E N G I N E R I N G	15.0302 Electrical Tech.	See 47.0101			Sec. P-Sec.	275	300	50	50
	15.0303 Electronic Tech.	See 47.0101			Sec. P-Sec.	6,300	6,500	600	600
	15.0401 Biomedical Equipment Tech.	See 47.0101			Sec. P-Sec.	90	90	20	20
R E L A T E D	15.0402 Computer Servicing Tech.	See 47.0101			Sec. P-Sec.	850	900	100	110
	15.0403 Electromechanical Tech.	See 15.9999			Sec. P-Sec.	600	650	80	80
	15.0404 Instrumentation Tech.	See 15.9999			Sec. P-Sec.	200	200	50	50
	15.0501 Airconditioning, Heating & Refrig. Tech.	See 15.9999			Sec. P-Sec.	300	300	20	20
	15.0506 Water & Wastewater Tech.	See 15.9999			Sec. P-Sec.	80	80	10	10
	15.0601 Chemical Manufacturing Tech.	See 15.9999			Sec. P-Sec.	175	175	30	30
	15.0602 Food Processing Tech.	See 20.0401			Sec. P-Sec.	250	250	100	100

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FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
E N G I N E R I N G & E N G I N E R I N G R E L A T E D	15.0603 Industrial Tech.	See 15.9999			Sec. P-Sec.	2,000	2,100	250	250
	15.0604 Manufacturing Tech.	See 15.9999			Sec. P-Sec.	1,000	1,100	100	100
	15.0608 Safety Tech.	See 15.9999			Sec. P-Sec.	20,000	19,000	5,000	5,000
	15.0805 Mechanical Design Tech.	See 15.9999			Sec. P-Sec.	1,175	1,175	100	100
	15.0899 Mechanical & Related	5,300	6,460	205	Sec. P-Sec.	380	420	50	60
	15.9999 Eng. & Engineering Related Tech., Other	9,890	12,590	406	Sec. P-Sec.	250	250	20	20
	41.0305 Oceanographic Tech. (Physical)				Sec. P-Sec.	100	100	20	20
	43.0105 Criminal Justice Tech.	32,270	42,830	3,402	Sec. P-Sec.	4,500	4,500	500	500
	43.0201 Fire Control & Safety Tech.	See 43.0203			Sec. P-Sec.	340	350	175	175
	43.0203 Firefighting	4,970	5,970	176	Sec. P-Sec.	23,000	23,000	12,000	12,000
H E A L T H	SUBTOTAL ENGINEERING & ENGINEERING RELATED TECH.	52,430	67,850	4,189	Sec. P-Sec.	380 64,090	420 63,775	50 19,319	60 19,329
	12.0301 Funeral Service	330	360	9	Sec. P-Sec.	75	75	7	7
	17.0101 Dental Assisting	2,940	3,810	214	Sec. P-Sec.	390	390	100	100

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FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
	17.0507 Pharmacy Assisting	830	1,170	74	Sec. P-Sec.	100	100	25	25
	17.0512 Veterinarian Assisting	310	470	29	Sec. P-Sec.	100	100	20	20
	17.0513 Ward Clerk	See 17.0602			Sec. P-Sec.	105	105	40	40
	17.0601 Geriatric Aide	See 17.0602			Sec. P-Sec.	75	75	25	25
A L L I E D	17.0602 Nursing Assisting	23,180	36,720	2,618	Sec. P-Sec.	500	500	250	250
	17.0605 Practical Nursing	11,390	16,430	1,179	Sec. P-Sec.	1,300	1,300	300	300
H E A L T H	17.0701 Ophthalmic Dispensing	980	1,250	55	Sec. P-Sec.	110	110	50	50
	17.0808 Occup. Therapy Assisting	300	420	24	Sec. P-Sec.	55	50	5	5
	17.0815 Physical Therapy Assisting	780	1,130	70	Sec. P-Sec.	170	175	20	20
	17.0817 Recreational Therapy Tech.	430	640	40	Sec. P-Sec.	75	75	22	22
	17.9999 Allied Health, Others	34,940	48,830	3,024	Sec. P-Sec.	4,876 10,000	4,673 10,000	1,542	1,475
	18.1101 Nursing, Gen. (Registered Nurse)	22,930	34,080	2,297	Sec. P-Sec.	4,200	4,200	1,200	1,200
	34.0104 Health Treatment Prevention Practices		Introduction		Sec. P-Sec.	1,000	959		
	SUBTOTAL ALLIED HEALTH	115,000	167,670	11,010	Sec. P-Sec.	4,876 38,655	4,673 38,665	1,542 16,686	1,475 16,686

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		Actual 1981	Projected 1990			1989	1990	1989	1990
V O C A T I O N A L H O M E E C O N O M I C S	04.0501 Interior Design	3,000	3,520	143	Sec. P-Sec.	360	360	40	40
	20.0201 Child Care & Guidance, Gen.	8,530	12,170	934	Sec. P-Sec.	2,097	2,101	456	456
	20.0202 Child Care Aide/ Assisting	See 20.0201			Sec. P-Sec.	10,200	10,500	1,000	1,000
	20.0203 Child Care/ Management	See 20.0201			Sec. P-Sec.	1,600	1,650	300	300
	20.0205 Teacher Aide	12,180	15,660	745	Sec. P-Sec.	375	375	65	65
	20.0301 Clothing Apparel & Textiles Mgmt. Prod. & Services, Gen.	83,400	90,420	3,464	Sec. P-Sec.	597 5,550	592 5,550	170 1,500	168 1,500
	20.0401 Food Prod. Management & Serv. Gen.	101,450	131,950	7,590	Sec. P-Sec.	3,299 7,000	3,307 7,000	858 3,500	851 3,500
	20.0403 Cook/Chef	24,360	30,100	1,623	Sec. P-Sec.	600	600	150	150
	20.0501 Home Furnishings & Equip. Mgmt., Gen.	See 04.0501			Sec. P-Sec.	111	108	20	20
	20.0601 Institutional Home Management & Support Serv., Gen.	11,610	14,840	832	Sec. P-Sec.	56	56	12	12
	20.0606 Homemaker's Aide	4,800	7,050	619	Sec. P-Sec.	300	300	30	30
	20.9999 Voc. Home Economics, Other	See 04.0501			Sec. P-Sec.	368	364	341	338
	SUBTOTAL VOC. HOME ECONOMICS	249,330	305,710	15,950	Sec. P-Sec.	6,528 25,985	6,528 26,335	1,857 6,585	1,845 6,585

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		Actual 1981	Projected 1990			1989	1990	1989	1990
	06.2001 Trade & Indust. Supervision & Management	41,470	46,980	1,598	Sec. P-Sec.	1,100	1,100	110	110
	10.0101 Educational Media Tech.	110	110	4	Sec. P-Sec.	40	40	5	5
	10.0104 Radio/TV Production, Broad- casting, Tec.	1,740	2,180	74	Sec. P-Sec.	150 180	150 180	40 30	40 30
	12.0401 Personal Services, Gen.	5,520	18,090	560	Sec. P-Sec.	180 1,900	200 1,900	80	85
T R A D E	12.0403 Cosmetology	4,840	5,320	244	Sec. P-Sec.	1,060 3,900	1,040 3,900	640 600	635 600
	43.0107 Law Enforcement	36,570	53,780	3,612	Sec. P-Sec.	49 14,200	46 14,200	10 2,000	9 2,000
& I N D U S T R I A L	46.0102 Brick, Block & Stone Masonry	12,280	13,580	467	Sec. P-Sec.	3,071 1,300	2,801 1,300	1,302 150	1,127 150
	46.0201 Carpentry	119,910	136,735	5,084	Sec. P-Sec.	5,233 5,100	5,070 5,400	2,156 700	2,034 700
	46.0302 Electrician	72,750	83,500	2,763	Sec. P-Sec.	1,154 3,200	1,086 3,200	578 750	544 750
	46.0303 Lineworker (Electrical)	See 46.0302			Sec. P-Sec.	425	450	200	200
	46.0401 Building Maintenance	176,560	200,360	8,696	Sec. P-Sec.	940 20	760 20	525 5	495 5
	46.0499 Building Construction	See 46.0201			Sec. P-Sec.	750	750	100	100

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FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment Actual 1981	Employment Projected 1990	Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
						1989	1990	1989	1990
	46.0501 Plumbing & Pipefitting	6,540	7,440	251	Sec. P-Sec.	250	250	50	50
	46.0503 Plumbing	2,220	2,630	104	Sec. P-Sec.	38 220	31 230	16 60	7 60
	46.9999 Construction Trades, Other	Introduction			Sec. P-Sec.	2,958 2,100	2,661 2,100		
	47.0101 Electrical & Electronic Equip. Repairers, Gen.	11,740	27,220	602	Sec. P-Sec.	2,478	2,431	784	751
T R A D E & I N D U S T R I A L	47.0102 Business Machine Repair	880	1,340	70	Sec. P-Sec.	25	27	9	9
	47.0103 Communications Electronics	See 47.0101			Sec. P-Sec.	850	900	200	200
	47.0104 Computer Electronics	700	1,670	115	Sec. P-Sec.	325	350	50	50
	47.0105 Industrial Electronics	See 47.0101			Sec. P-Sec.	160	160	15	15
	47.0108 Small Appliance Repair	1,510	1,820	68	Sec. P-Sec.	22	21	10	10
	47.0201 Heating, Air Cond. Ref. Mech., Gen.	3,310	3,850	115	Sec. P-Sec.	167 1,850	157 1,900	91 300	86 300
	47.0302 Heavy Equipment Maintenance & Repair	See 47.0605			Sec. P-Sec.	110	110	20	20
	47.0303 Industrial Machine Maintenance & Repair	2,290	2,700	82	Sec. P-Sec.	1,200	1,200	200	200

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

TABLE 1

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
	47.0402 Gunsmithing	See 48.0699			Sec. P-Sec.	100	100	10	10
	47.0408 Watch Repair	430	440	23	Sec. P-Sec.	35	35	17	17
	47.0602 Aircraft Mechanics	1,560	2,020	75	Sec. P-Sec.	2,000	2,100	500	500
T R A D E & I N D U S T R I A L	47.0603 Automotive Body Repair	6,220	7,120	227	Sec. P-Sec.	549 1,200	521 1,200	252 175	237 175
	47.0604 Automotive Mechanics	101,850	113,850	3,654	Sec. P-Sec.	8,346 9,000	8,065 9,000	3,274 1,000	3,080 1,000
	47.0605 Diesel Engine Mechanic	5,120	5,870	201	Sec. P-Sec.	84 350	78 350	30 40	23 40
	47.0606 Small Engine Repair	310	250	6	Sec. P-Sec.	194 225	182 225	42 40	36 40
	47.9999 Mechanics & Repairers, Other	Introduction			Sec. P-Sec.	1,105 50	1,039 50		
	48.0101 Drafting, General	8,640	10,960	384	Sec. P-Sec.	7,007 185	7,006 185	1,914 50	1,800 50
	48.0102 Architectural Drafting	See 48.0101			Sec. P-Sec.	150	150	35	35
	48.0105 Mechanical Drafting	See 48.0101			Sec. P-Sec.	375	375	80	80
	48.0199 Drafting, Other	See 48.0101			Sec. P-Sec.	1,200	1,200	400	400

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

TABLE 1

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
T R A D E S K I L S	48.0201 Graphic & Printing Comm., General	13,060	15,000	783	Sec. P-Sec.	2,103 775	2,001 850	594 50	517 50
	48.0203 Commercial Art	930	1,300	73	Sec. P-Sec.	176 1,300	179 1,200	5 100	4 100
	48.0204 Commercial Photography	1,120	1,410	64	Sec. P-Sec.	258 200	256 200	52 30	49 30
	48.0207 Photographic Lab & Darkroom	1,190	1,740	95	Sec. P-Sec.	25	25	20	20
	48.0303 Upholstering	10,490	12,160	377	Sec. P-Sec.	76 260	78 260	28 25	26 25
	48.0503 Machine Tool Oper. Machine Shop	28,025	33,430	1,209	Sec. P-Sec.	472 2,100	441 2,100	285 300	268 300
	48.0506 Sheet Metal	5,660	6,850	261	Sec. P-Sec.	14	13	9	9
	48.0507 Tool & Die Making	2,300	2,520	61	Sec. P-Sec.	215	215	50	50
	48.0508 Welding, Brazing & Soldering	19,605	24,240	955	Sec. P-Sec.	907 3,000	886 3,000	396 325	365 325
	48.0699 Precision Work Assorted Materials Other	128,965	127,770	3,614	Sec. P-Sec.	1,186	1,116	430	405
	48.0702 Furniture Making	49,630	56,860	2,032	Sec. P-Sec.	1,116 120	1,050 120	218 30	191 30
	48.0703 Millwork & Cabinetmaking	6,110	6,740	288	Sec. P-Sec.	963	913	364	322
	48.0799 Woodworking, Other	See 48.0702			Sec. P-Sec.	25	25	20	20

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

TABLE 1

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
FY 1989 - 1990

Prog- ram Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
	48.9999 Precision Production, Other		Introduction		Sec. P-Sec.	400	260		
	49.0101 Air Transportation General	See 49.0102			Sec. P-Sec.	320	324	53	50
	49.0102 Airplane Piloting & Navigation	390	540	22	Sec. P-Sec.	135	135	15	15
	49.0202 Construction Equipment Operation	7,900	9,360	335	Sec. P-Sec.	100	100	30	30
T R A D E & I N D U S T R I A L	49.0203 Material Handling				Sec. P-Sec.	380	420	200	210
	49.0205 Truck & Bus Driving	43,510	48,590	1,347	Sec. P-Sec.	100 275	70 300	80 150	55 150
	49.0301 Water Trans- portation, Gen.	500	650	36	Sec. P-Sec.	171	163	34	27
	49.0303 Commercial Fishing Operation				Sec. P-Sec.	1,225	1,225	600	600
	49.0306 Marine Maintenance	130	170	7	Sec. P-Sec.	40	40	10	10
	49.9999 Transportation & Material Moving, Other		Introduction		Sec. P-Sec.	50	40		
	50.0201 Crafts, General	15,980	19,470	641	Sec. P-Sec.	1,500	1,500	150	150
	50.0202 Ceramics				Sec. P-Sec.	40	40	5	5
	SUBTOTAL TRADE & INDUSTRIAL EDUCATION	960,565	1,118,615	41,279	Sec. P-Sec.	43,502 65,385	41,582 65,945	14,501 8,115	13,506 8,115

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

TABLE 1

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment		Projected Completers	
		Actual 1981	Projected 1990			1989	1990	1989	1990
INDUSTRIAL ARTS TECHNOLOGY	I** 21.0101 Industrial Arts, General		Introduction		Sec. P-Sec.	2,475	2,517		
	21.0102 Construction				Sec. P-Sec.	1,264	1,286		
	21.0103 Drafting				Sec. P-Sec.	3,451	3,737		
	21.0104 Electricity/ Electronics				Sec. P-Sec.	174	177		
	21.0105 Energy, Power & Transportation				Sec. P-Sec.	145	91		
	21.0106 Graphic Arts				Sec. P-Sec.	632	680		
	21.0107 Manufacturing/ Materials				Sec. P-Sec.	6,895	7,011		
	SUBTOTAL INDUSTRIAL ARTS/ TECHNOLOGY				Sec. P-Sec.	15,036	15,499		
REMEDIAL	32.0101 Remedial				Sec. P-Sec.	3,100	3,100		
	SUBTOTAL REMEDIAL				Sec. P-Sec.	3,100	3,100		

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

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

TABLE 1 a

NORTH CAROLINA VOCATIONAL EDUCATION PLAN
FOR MEETING CONSUMER & HOMEMAKING NEEDS
FY 1989 - 1990
SECONDARY

Prog. ram	CIP NUMBER and Instruct- ional Program	Level	Projected Enrollment	
			1989	1990
C O N S U M E R & H O M E M A K I N G	20.0101 Comprehensive Consumer & Homemaking	Sec.	24,410	23,700
	20.0102 Child Development, Care & Guidance	Sec.	1,860	1,940
	20.0103 Clothing & Textiles	Sec.	1,420	1,430
	20.0104 Consumer Education	Sec.	200	160
	20.0105 Exploratory	Sec.	6,240	5,410
	20.0108 Food & Nutrition	Sec.	3,020	3,040
	20.0110 Housing, Home Furnishing & Equipment	Sec.	680	710
	20.0199 Personal Management for Wage Earning/ Career	Sec.	160	170
	SUBTOTAL CONSUMER & HOMEMAKING	Sec.	37,990	36,530

TABLE 1 b

VOCATIONAL EDUCATION PLAN
INDUSTRIAL ARTS, REMEDIAL AND PREVOCATIONAL PROGRAMS
FY 1989 - 1990

Prog. ram	CIP NUMBER and Instruct- ional Program	Level	<u>Projected Enrollment</u>	
			<u>1987</u>	<u>1988</u>
P R E V O C A T I O N A L	Basic Vocational Skills (Pre-Vocational Education)	Sec.	84,130	82,530
	Occupational Exploration	Sec.	930	900
	SUBTOTAL BASIC VOCATIONAL SKILLS	Sec.	85,060	83,430
	Other Not Elsewhere Classified	Sec.	200	160
L	SUBTOTAL PREVOCATIONAL REMEDIAL, & N.E.C.	Sec.	85,260	83,590

TABLE 1 c

SUMMARY OF PROJECTED ENROLLMENT AND COMPLETERS
BY MAJOR PROGRAMS
FY 1989 - 1990

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level	Projected *		Projected **	
		Actual 1981	Projected 1990			Enrollment		Completers	
						1989	1990	1989	1990
<hr/>									
SUBTOTAL									
SKILL					Sec.	200,675	214,675	38,210	37,120
DEVELOPMENT	2,361,900	2,838,191	127,029		P-Sec.	285,155	286,613	58,614	58,638
PROGRAMS									
<hr/>									
SUBTOTAL									
SPECIAL					Sec.	85,260	83,590		
PROGRAMS					P-Sec.				
<hr/>									
SUBTOTAL									
CONSUMER					Sec.	37,990	36,530		
AND					P-Sec.				
HOMEMAKING									
<hr/>									
STATE TOTALS	2,361,900	2,838,191	127,029		Sec.	323,925	334,795	38,210	37,120
					P-Sec.	285,155	286,613	58,614	58,638

NOTE: *Projected vocational enrollment includes all students enrolled in vocational programs in grades 7-12. Postsecondary reflects enrollment based on participant choice of courses by individual objectives.

**Projected vocational completers include only those students completing, primarily from grade (12), a sequence of courses for a given program. Postsecondary completers are determined by individual completion of prescribed courses based on individual needs.

ASSESSMENT OF NEED
RANK OF TOP PROGRAM IMPROVEMENT NEEDS IN SECONDARY VOCATIONAL EDUCATION*

Table 2

	Program Areas	Prevoc	IEC	Disadv.	Handi.
Program Relevance	3	3	6	8	8
Program Philosophy	9	6	1	8	8
Advisory Committees	6	6	6	2	2
Program Admissions	8	6	6	8	8
Nondiscrimination	9	6	6	1	1
Facilities	1	6	6	2	2
Tools and Equipment	3	1	6	8	8
Materials and Supplies	2	2	6	8	8
Safety	9	6	6	8	8
Student Achievement Measures	9	6	6	4	4
Vocational Student Organization	5	5	6	8	8
On-The-Job Training	9	6	6	5	5
Individualized Education Plans	9	6	3	6	6
Vocational Education Information	9	6	6	8	8
Appropriate Funding	7	6	2	6	6
Personnel Qualifications	9	4	4	8	8
Evaluations	9	6	5	8	8

*As determined through a synthesis of program reviews by the chief consultants of each vocational program area.

ASSESSMENT OF NEED
POSTSECONDARY

Table 2

	Handi- capped	Disad- vantaged	Limited English Proficiency	Adults	Single Parent/ Homemaker	Inmate
Career Awareness	X	X	X			
Career Exploration	X	X	X			
Career Guidance	X	X	X	X	X	X
Career Selection	X	X	X	X	X	X
Skill Training	X	X	X	X	X	X
Basic Education			X	X	X	X
H. S. Equivalency	X	X	X	X	X	X
Up-grading Training				X	X	
Develop Self-Confidence	X	X	X	X		X
Job Motivation		X	X	X	X	X
Cooperative Education	X	X	X		X	
Work Experience	X	X	X		X	
Apprenticeship				X	X	
Job Placement	X	X	X	X	X	
Financial Assistance	X	X	X	X	X	

3.04

TABLE 3a

PLANNED USES OF FEDERAL FUNDS
FY 1989, 1990

LEVEL: Secondary

ACTIVITIES		BENEFITS
<u>State Administration</u>		
1. Provide for state administration of Title II, Part A activities.	1a.	Activities, programs, and services provided to increase vocational opportunities for handicapped, disadvantaged, and sex equity.
Provide for State administration of Title II, Part B activities.	1b.	Activities, programs, and services provided for vocational education program improvement, innovation, and expansion.
Provide for State administration of Title III, activities.	1c.	The coordination of programs, activities and services for vocational education support programs by community-based organizations, consumer and homemaking programs, and industry-education partnership for training in high technology occupations.
TITLE II, PART A:		
<u>Handicapped</u>		
1. Provide supplemental vocational instruction to handicapped students in accordance with a written Individualized Education Plan.	1a.	Approximately 19,000 handicapped students will receive additional instruction designed to meet their individual needs.
2. Provide comprehensive vocational assessment for handicapped students enrolled in vocational education programs.	2a.	Handicapped students will receive an assessment of their interest, ability, and vocational potential which will enable them to enroll in a skill development program that will meet their interest and needs.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<p>3. Provide transitional services which will encompass a broad array of services and experiences which will lead to sustained employment.</p>	<p>3a. Handicapped students who will leave school within three years will have a systematically planned program that will provide vocational training in high school and assistance through the initial years of employment.</p>
<p>4. Provide cooperative strategies and internships in conjunction with vocational programs in which students are enrolled.</p>	<p>4a. Twelfth grade handicapped students to the extent possible will have coordinated work experience which will enable them to make a smooth transition from school to work.</p>
<p>5. Provide assistance and support to vocational teachers in the areas of curriculum and equipment modification.</p>	<p>5a. Improvement in vocational programs and instruction.</p>
<p><u>Disadvantaged</u></p> <p>1. Provide state and federal resources to assist local school administrative units provide the following services and activities for disadvantaged students:</p> <p>a. Assessment of interest, abilities and special needs of students enrolled in vocational education.</p> <p>b. Outreach activities and services for students.</p>	<p>1a. Approximately 40,000 disadvantaged students in grades 7-12 will benefit from:</p> <p>a. Increased knowledge of students vocational potential and special needs.</p> <p>b. Increased awareness of students and parents of the vocational opportunities available and eligibility requirements of each program.</p>

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
c. Supplemental instruction in vocational program areas.	c. Enhanced vocational instruction designed to meet the needs of students.
d. Basic skills remediation when necessary to enhance student's vocational instructional programs and carry out the purpose of vocational education.	d. Improved correlation of basic and vocational instruction designed to prepare students for the job market.
e. Assistance and support to vocational teachers in the areas of curriculum modification and development.	e. Improvement in vocational programs and instruction.
f. Additional counseling activities.	f. Increased employability skills, self-esteem and career decision ability of students.
2. Provide financial assistance to needy disadvantaged student through work-study opportunities.	2a. Approximately 900 academically disadvantaged students will receive financial assistance.
3. Develop and implement cooperative vocational strategies and internship for disadvantaged students in conjunction with vocational programs in which students are enrolled.	3a. Approximately 5,300 students will have coordinated on-the-job training opportunities through vocational programs.
4. Provide supplemental services for students who have successfully completed vocational training.	4a. All disadvantaged students completing vocational programs will have assistance in obtaining employment.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<p>5. Provide remediation in basic communication skills and modified vocational instruction to enable Limited English-speaking students to succeed in vocational education.</p>	<p>5a. Limited English-speaking students will have developed sufficient communication ability and job skills to obtain employment.</p>
<p><u>Sex Bias/Stereotyping</u></p>	
<p>1. Request, evaluate and fund competitive projects for LSAs to eliminate sex bias and stereotyping through:</p>	<p>1a. Sex equity programs, activities and services which improve access to quality vocational education and training opportunities statewide for students in grades 6-12:</p>
<p>(a) Guidance, counseling, assessment, placement data analysis and related guidance programs, activities and services that are responsive to the changing patterns of men and women in the labor force.</p>	<p>(a) Information and guidance which is responsive to and facilitates the changing patterns of males and females in vocational education and in the existing and future labor force.</p>
<p>(b) Separate vocational education programs or courses which have as their purpose the elimination of sex bias and stereotyping and/or the infusion of sex equity.</p>	<p>(b) Elimination of the limiting effects of sex role socialization.</p>
<p>(c) Support services, programs and activities for females and/or nontraditional students.</p>	<p>(c) Educational support for students' selection of nontraditional educational and occupational patterns.</p>
<p>(d) Programs that provide work experience and/or marketable skills and experience that are not traditional for the students' sex.</p>	<p>(d) Facilitation of career decisions based on individual interests, abilities and aptitudes rather than on social stereotypes.</p>

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
(e) Programs, services and/or activities that provide remediation in basic academic and/or vocational skills development to open career options to females and/or nontraditional students.	(e) Additional remediation to improve the academic foundations and career options for females and nontraditional students and to aid in entry to the newer technologies.
2. Provide state leadership, training, personnel development and/or technical assistance to local school administrative units in providing for male and female students who desire to enter occupations that are not traditionally associated with their sex.	2a. Support, improvement, strengthening and initiation of programs, services and activities to eliminate barriers to equal access to vocational education for all students and to reduce the limiting effects of sex role stereotyping on job skills, occupations, levels of competency and careers.
3. Provide support services for individuals in vocational education programs, services and activities to eliminate sex bias and stereotyping for girls and women aged 14-21.	3a. Assure that individuals who are inadequately served under vocational education programs, have access to quality programs, especially individuals who are disadvantaged, handicapped, or individuals who are entering nontraditional occupations.
TITLE II, PART B:	
<u>Program Improvement, Innovation, and Expansion</u>	
1. Provide for statewide program improvement, innovation, and expansion.	1a. Activities and services will be provided to each eligible recipient to expand, improve, modernize, and develop quality vocational programs.
2. Vocational education standards will be implemented to ensure quality programs for participants.	2a. Local plan review will facilitate program improvement, revision, deletion, and expansion according to prescribed standards.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<p>3. Implementation of the recommendations from the study of the relationship of vocational education and skills training offered in public schools, community college system institutions, public and private colleges and universities, and training under the Job Training Partnership Act by the Joint Legislative Commission on Governmental Operations will be determined by State Board of Education action.</p>	<p>2b. Program improvement, revision, deletion, and expansion will be determined by data-based management, including but not limited to state plan supply and demand data, follow-up data, and local survey data.</p> <p>3a. Activities and services will be provided to implement recommendations relevant to improving the quality of vocational education.</p>
<p>1. Planning will be designed to facilitate improvement, innovation, and expansion of high quality programs germane to employment opportunities and skill development.</p>	<p>1a. Education and training programs will provide participants state-of-the-art curricula, equipment, and facilities relevant to their career objective.</p>
<p>2. State and local planning will be designed to maximize the utilization of agencies, groups, and individuals concerned with the education and training of clientele referenced in the Act.</p>	<p>1b. Education and training programs will be designed/modified to accommodate individual learning styles and abilities.</p> <p>2a. Improved cooperation between agencies, groups, and individuals will contribute to efficient use of personnel, facilities, and resources.</p>

Planning

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<p>3. Services and activities which facilitate education and training for participants commensurate with their individual interests and abilities will be provided at all levels of education and training.</p>	<p>2b. Duplication of effort in education and training will be minimized and/or avoided through state and local joint planning.</p> <p>3a. Participants will acquire education and training in an environment conducive to learning according to individual differences. The knowledge and activities will be relevant to state-of-the-art model curricula and labor market needs.</p>
<p><u>Research</u></p>	
<p>1. Identify needed research; disseminate RFPs; receive proposals; coordinate selection of contractors; and fund program improvement activities for vocational education.</p>	<p>1a. Vocational practitioners will be provided with documented answers to timely questions related to the intent of the new legislation.</p>
<p>2. Initiate new research and/or development projects commensurate with the intent of Federal vocational legislation. Potential areas to be addressed are: instructional and learning technology; interdisciplinary education and training; program and process accountability; and improvement of the teacher preparation system.</p>	<p>2a. Vocational practitioners will be provided with documented answers to timely questions related to the intent of the new legislation.</p>
<p>Continue funding of adopter projects/ dissemination efforts involving the computerized management of student achievement data in individualized competency-based vocational programs.</p>	<p>A time saving and people efficient system will be in plan to measure and document student achievement of competencies in local vocational programs.</p>

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
3. Train a cadre of individuals to serve as vocational program improvement resource aides to local school systems.	Validated test item banks will be available for teacher use in classroom settings coded to the established core competencies for respective vocational programs.
4. Install computerized, data-based system for generating and managing vocational education program improvement activities.	3a. The movement of research results into action will be increased in local education
5. Monitor and provide technical assistance to on-going program improvement activities.	4a. The efficiency and efficacy of program improvement activities will be improved and thus higher quality of services will be delivered within less time to state-level and field personnel as well as to potential participants in the program improvement research and development process.
6. Install an intra-state research reporting and local practices network.	5a. Execution of program improvement projects will be facilitated thus assuring compliance with project guidelines and legislation.
7. Initiate collaborative research and/or development efforts (on instructionally-related issues) with established state and national institutions and consortia.	6a. A linker mechanism among vocational educators will be provided to expedite the movement of research results into action.
8. Initiate collaborative research with business and industry, especially in the areas of personnel/employee training, new product development, and business management.	7a. The amount of time between identification of a problem issue and possible strategies for its resolution will be decreased.
	8a. Linkage with business and industry will be established as a source of input into program design, operation, and financial support.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<u>Personnel Development</u>	
1. Provide a scholarship program for individuals desiring a degree certification in a vocational program area.	1a. More individuals will be training to become local vocational education teachers.
2. Yearly Division of Vocational Education Management Plans will include specific goals and objectives for the training of employed vocational personnel to include teachers, counselors, teacher educators, and state and local administrators. This will include priorities in new and related fields, equity, special populations, and basic skills instruction in vocational education.	2a. Employed vocational personnel will be kept up to date, both technically and professionally.
3. The Division of Vocational Education in concert with other Department of Public Instruction staff will gather data on the supply and demand of vocational education personnel. This data will be shared with selected individuals and organizations for use in planning for vocational teacher preparation.	3a. Programs that provide the training for potential vocational personnel will make efforts to improve the supply of potential vocational personnel based on data provided.
4. Explore different options for the delivery of Vocational Education Personnel Development training. Options may include audio conferencing, video conferencing, and teleconferencing.	4a. The delivery of training should be able to save time and money.
<u>Curriculum Development</u>	
1. Provide state leadership and coordination for the research, development, revision, and selection of up-to-date curriculum. This curriculum will be competency based and	1a. Programs will be improved by research, development, revision and selection of up-to-date curriculum.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<p>pertinent to the workplace and to new and emerging technologies.</p>	
<p>2. Identification and evaluation of instructional software and other materials to improve, expand, and modernize the instructional process.</p>	<p>2a. Students will have access to learning experiences and supplemental resources commensurate with their learning styles, needs, and level of development.</p>
<p>3. Development, revision, or purchase of state-of-the art curriculum guides for all programs.</p>	<p>3a. Teachers will have access to current information for planning and managing the teaching/learning process.</p>
<p>4. Distribution of curriculum materials developed in relationship to research and program innovations.</p>	<p>4a. Teachers will be provided with instructional materials that will enhance the teaching/learning process.</p>
<p><u>Follow-Up</u></p>	
<p>1. Provide annual follow-up of all student completers of vocational programs along with their respective employers.</p>	<p>1a. Analyzed data will be provided SEA and LSAU personnel for use in program planning, program review, compliance with standards for approval of local programs, and public information.</p>
<p>2. Follow-up assessment of student completers will ascertain student accomplishments and needs pertaining to training relevant to employment.</p>	<p>2a. Relationship between training and job accomplishments, satisfaction and needs will reflect desirable changes to modify/improve services and activities.</p>
	<p>2b. Relationship between training and employment in career objective occupation reflects appropriateness of training to employment needs.</p>

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES		BENEFITS
<u>Reporting</u>		
1. Enrollment data will be collected, analyzed and compiled for distribution to interested clientele.	1a.	Enrollment data will contribute to data-based management of programs, services and activities at the state and local level.
	1b.	Data-based enrollment analysis will contribute to improved, modified, expanded, discontinued and new programs at the local level.
<u>Evaluation</u>		
1. Twenty percent of all eligible recipients will be evaluated annually.	1a.	Program improvement will be expedited based on assessment of administrative and instructional services and activities.
	1b.	Facilities and equipment will be improved by assessments based on quality standards.
	1c.	Programs will be assessed based on relevance to labor market needs and skill requirements.
	1d.	Program modification/adaptation will be assessed based on the needs of special populations.
2. Follow-up assessment of student completers will ascertain student accomplishments and needs pertaining to training relevant to employment.	2a.	Relationship between training and job accomplishments, satisfaction, and needs will reflect desirable changes to modify/improve services and activities.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<p><u>Principles of Technology</u></p> <p>1. During the 1988-89 school year, Principles of Technology should be offered at 125 high schools with an enrollment of approximately 4,000 students at Level I and 2,000 students at Level II.</p> <p>2. During the 1989-90 school year, Principles of Technology should be offered at 175 high schools with a total enrollment of 7,000 students.</p> <p><u>Telecommunication</u></p> <p>1. Develop alternative models including a minimum of three demonstration sites for delivering vocational</p>	<p>2b. Relationship between training and employment in career objective occupation will reflect appropriateness of training to employment needs.</p> <p>1a. Provide students with a foundation for a technical career at a two or four year institution.</p> <p>1b. Prepare students to complete their training in private industry or military technical training.</p> <p>1c. Provide the students with opportunities to use state-of-the-art equipment.</p> <p>2a. Approximately 7,000 students should have taken the Levels I and II to prepare for a technical career.</p> <p>2b. Provide opportunities to adults through cooperation with technical colleges.</p> <p>1a. Improved services to students and teachers with an innovative cost</p>

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<p>education and implement program models with the state to include a rural education model delivering vocational education to sparsely populated areas; a Community-Based Vocational Education and Training Model utilizing available resources from secondary, post-secondary, business and industry, and JTPA; and a Training Model for delivering staff development to the teachers involved in the projects.</p>	<p>effective and efficient approach to class scheduling instructional methods, and instructional personnel.</p> <p>Equal access to comprehensive vocational programs by students who live in isolated areas of the state.</p>
<p><u>Career Exploration</u></p>	<p>Provide opportunities to both youth and adults through the networking of community resources within an extended day concept.</p>
<p>1. Provide state leadership and technical assistance to local school administrative units in prevocational education.</p>	<p>1a. A statewide system of prevocational education will be improved and expanded for the presently enrolled 86,757 students (approximately).</p>
<p>2. Provide local, state, and federal resources to local school administrative units to employ an adequate number of vocationally trained personnel to organize, implement, and evaluate prevocational programs for middle/junior high school students.</p>	<p>2a. An adequate number of training teachers will improve program effectiveness.</p>
<p>3. Implement prevocational programs that will assist students with:</p>	<p>3a. Prevocational programs will assist students in the:</p>
<ul style="list-style-type: none"> - decision-making skills - self-assessment 	<ul style="list-style-type: none"> - use of assessed abilities, interests, and ambitions in career decision-making.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<ul style="list-style-type: none"> - career exploration - employability skills - employer contacts - the development of a personalized education plan 	<ul style="list-style-type: none"> - use of guidance and counseling services to develop a tentative four-year educational plan. - development of leadership and citizenship skills through participation in the vocational student organization.
<u>Vocational Student Organizations</u>	
1. Promote the implementation of vocational student organization activities for all students in every local program of vocational education.	1a. The environment to motivate students and to enhance, enrich, and supplement the instructional program will be provided.
2. Provide funds for vocational student organization instructional materials, supplies, and equipment.	2a. The effective operation of local units for each of the student organizations will be facilitated.
3. Provide funds for local staff development and for state level leadership/service functions for vocational student organizations.	3a. Higher levels of teacher competency for VSO work; more effective operation of VSA activities on local, regional, state and national levels will be achieved.
<u>Cooperative Education</u>	
1. Conduct vocational on-the-job training through program areas in 140 local school administrative units.	1a. Approximately 26,000 students will have opportunities to participate in cooperative on-the-job training at the skill development level through several program areas.
2. Use cooperative vocational education method with disadvantaged and handicapped students enrolled in regular programs who are receiving supportive services when maturity and skill levels indicate a positive transition from school to work can be made.	2a. Approximately 5,300 students will have the opportunity to participate in cooperative education at the skill development level through several program areas.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
3. Place students from disadvantaged/handicapped programs for cooperative on-the-job training when maturity and skill levels indicate a positive transition from school to work can be made.	3a. The focus of disadvantaged/handicapped special programs will become one of skill development for jobs. Transitional counseling will become to greater priority.
4. Involve disadvantaged and handicapped students in cooperative on-the-job training or a work site internship during the time they are enrolled.	4a. The focus of vocational assessment and transitional services will be to ensure the employability of the handicapped student.
5. Have staff members with assignments to serve disadvantaged and handicapped student, serve as liaison with special education, JTPA, and the business community.	5a. Planning and coordination of all vocational services for handicapped and disadvantaged students will be enhanced.

TITLE III - PART A

Vocational Education Support Programs by
Community-Based Organizations

Federal funds will be allotted based on competitive applications submitted jointly by eligible recipients and community-based organizations to conduct special vocational programs and activities.

Special programs, to include outreach and prevocational programs, transitional, assessment, and guidance and counseling services will be provided to assist students in need of these services to succeed in vocational education.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
TITLE III - PART B	
<u>Consumer/Homemaker Education</u>	
1. Instructional programs, services and activities designed to prepare youth and adults for the occupation of homemaker.	1a. Students developed competencies in food and nutrition, consumer education, family living, parenting, child development and guidance, housing, home management, and clothing and textiles.
2. Services and activities for special populations.	2a. Programs were conducted in economically depressed areas; local, state, and national concerns for the teen parent and males in home economics were given special attention in identification of curriculum materials and inservice of teachers.
3. Program development and improvement of instruction and curricula.	3a. Students learned to manage individual and family resources, make consumer choices, manage home and work responsibilities, manage individual and family crises, strengthen parenting skills, assist aged and handicapped individuals, improve nutrition, conserve limited resources, understand new technology, and apply consumer and homemaking skills to jobs and careers.
4. Support services and activities designed to ensure the quality and effectiveness of programs.	4a. Inservice activities were held on topics that included community outreach to underserved populations, application of academic skills, curriculum development, program evaluation, development of

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
5. Sharing of information gained through program services and activities.	<p>instructional materials, teacher education, and upgrading of equipment.</p> <p>5a. Information gained through program services and activities were shared with administrators for the purpose of program planning and other benefits. Information for the purpose of program planning was given and received at Regional Leadership Council meetings. RLC Committees are composed of one teacher from each school system, two advisory members, two Vocational Directors, one teacher educator, and the FHA/HERO Adviser and Co-Adviser.</p>
TITLE III, PART D	
<u>Comprehensive Guidance and Counseling Program (Industry/Education Coordination)</u>	
1. Provide state leadership and technical assistance to local school administrative units in the areas of program planning, implementation, and evaluation of industry/education coordination and job placement services.	1a. A statewide system of industry/education coordination and job placement will be expanded.
2. Assist local school administrative units who have employed vocationally approved personnel to specifically improve, expand, and extend industry/education coordination and job placement programs.	2a. Local units will have adequately trained personnel to specifically meet the career and vocational development needs of students through industry education coordination and job placement services.

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
3. Assist vocationally funded industry/education coordinators to expand business and industry coordination.	3a. Students will have a better understanding of the world of work.
4. Provide resources and consultant services to assist locally funded industry/education coordinators to address the needs of vocational students:	4a. Vocational students will develop skills that will allow them to:
- develop testing program for Job Placement.	- acquire self-assessment, career planning, career decision-making, and employability skills.
- develop job bank of part and full-time jobs.	- make the transition from education and training to employment.
- provide equal access to vocational education services and activities.	- develop skills in stable, new and emerging fields in high technology areas.
- eliminate sex, age, handicapping conditions, and race stereotyping.	- obtain and use information on financial assistance for postsecondary, vocational education, and job training.
- current labor market information and resources.	- encourage the elimination of sex, age, handicapping conditions, and race bias and stereotyping.
- develop on-the-job training opportunities to include apprenticeships, internships, shadowing and field trips.	- reflect the collaboration of the community to include business/industry/labor/military.
- job placement services for special needs students.	- provide on-the-job training experiences for students.
- establish a functional job placement clearinghouse for students.	

3.04, Table 3a, Secondary (Con't.)

ACTIVITIES	BENEFITS
<ul style="list-style-type: none"> - follow-up of vocational students. - develop innovative business/industry/military collaboration/visitation. - organize/use advisory groups with most members representing business, industry and labor, where appropriate. - visit business, industry and labor an average of two one-half days per week. 	<ul style="list-style-type: none"> - placement of students in the job market. - conduct follow-up studies on students for improved program planning. - enable local opportunities for internships in business and industry.

TITLE III, PART E

Federal funds will be allotted based on competitive applications submitted by eligible recipients to conduct programs in partnership with business and industry.

- 1a. Industry-education partnership for training in high technology occupations will enhance opportunities for participants to avail themselves of training utilizing the latest in State-of-the-Art tools and equipment not readily available in the schools.
- 1b. Additional opportunities will be provided for women, minorities, the handicapped and economically disadvantaged to receive training in high technology programs.
- 1c. Enhance the working relationship between business and industry and the education community for the purpose of developing high technology programs for youth and adults.

3.04

TABLE 3 b

PLANNED USES OF FEDERAL FUNDS
FY 1989, 1990

LEVEL: Postsecondary - Adult

ACTIVITIES	BENEFITS
<u>Administration</u>	
Provide for a state staff to administer vocational education programs.	Improve programs, services, and activities for handicapped, disadvantaged, adults, single parents and homemakers, criminal offenders, and increase the equal access to vocational education programs.
<u>Sex Equity Coordinator</u>	
A full-time individual will assist the State in providing equal education opportunity in vocational education and providing leadership and technical assistance toward elimination of sex bias and discrimination in vocational education.	Provide an opportunity for prospective students to select and participate in a wide variety of jobs and job training based upon individual interest, aptitude, and ability.
TITLE II: PART A Vocational Education Opportunities	
<u>Handicapped</u>	
Federal and state resources will be allotted to eligible recipients to assist them in providing supplemental or additional programs, services, and activities, which will provide for the improvement of vocational education services and activities for handicapped individuals.	The programs, services, and activities provided will assist the handicapped adult to succeed in vocational education and develop employment skills.

3.04, Table 3b, Postsecondary - Adult (Con't.)

ACTIVITIES	BENEFITS
<u>Disadvantaged</u>	<p>The programs, services, and activities will assist postsecondary and adult disadvantaged to succeed in vocational education and develop employment skills.</p>
<p>Federal and state resources will be allotted to assist eligible recipients in providing supplemental programs, services, and activities which will provide for the improvement of vocational education services and activities for disadvantaged individuals.</p>	
<u>Adult Training</u>	<p>The programs, services, and activities provided will assist adult and postsecondary students to develop employment skills.</p>
<p>Federal and state funds will be allotted to eligible recipients to provide, improve, and expand adult and postsecondary vocational education services and activities to train and retrain adults.</p>	
<u>Single Parent or Homemaker</u>	<p>The programs, services, and activities provided will remove fundamental barriers and enable a single parent or homemaker to attain a basic education and develop employment skills.</p>
<p>Federal funds will be allotted to eligible recipients to provide vocational education and training activities including basic literacy education; provide information on vocational education; provide child care, transportation, tuition, and fees; and make vocational education and training more accessible to single parents or homemakers.</p>	
<u>Sex Bias and Stereotyping</u>	<p>The programs, services, and activities provided will assist girls and young women age 18 through 25 to develop employment skills and enable the participants to support themselves and their families.</p>
<p>Federal funds will be allotted to eligible recipients to provide for child care, programs, services, and activities to eliminate sex bias and stereotyping in vocational education programs.</p>	

3.04, Table 3b, Postsecondary - Adult (Con't.)

ACTIVITIES	BENEFITS
<u>Criminal Offenders</u>	
Federal funds will be allotted to eligible recipients to provide programs, services, and activities to criminal offenders who are serving in correctional institutions to meet the special needs of these individuals.	The programs, services, and activities provided will assist criminal offenders to attain a basic education and develop employment skills.
TITLE II: PART B	
<u>Program Improvement, Innovation, and Expansion</u>	
Federal funds will be allotted to eligible recipients to provide for program improvement, innovation, and expansion.	The programs, services, and activities provided will assist eligible recipients to expand, improve, modernize, and develop quality vocational programs.

3.05 DISTRIBUTION OF FUNDS:

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

(a) Application from eligible recipients - Secondary

- (1) Each eligible recipient will prepare a local application (two-year plan) covering FY 1989 and 1990 which shall reflect:
 - (A) The vocational education programs, services, and activities proposed to be funded.
 - (B) The coordination with relevant programs conducted under the Job Training Partnership Act to avoid duplication.
 - (C) The local application shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.

(b) Local application exemption - Secondary

The State Board will not exempt any eligible recipients from submitting a local application (plan) for the two year period covered by the State Plan and an annual application each year.

(c) Application from eligible recipients - Postsecondary

Each eligible recipient will prepare a local application (plan) covering FY 1989 and 1990 which shall reflect:

- (1) The vocational education programs, services, and activities proposed to be funded.
- (2) The coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act, to avoid duplication.
- (3) The local application shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.

(d) Local application exemption - Postsecondary

The State Board of Community Colleges may exempt an eligible recipient from the requirement of providing a local application based on criteria described in 3.11 of this State Plan.

(e) Approval of local application

The approval of the local application from eligible recipients will be based on the content of the application in relation to the requirements of the Act.

(f) Amendments to local applications

The eligible recipients will amend or reaffirm the local application periodically based on State and/or local determinations.

(g) Planned uses of Federal funds

The funding level by purpose of the Act is listed in Table 4.

(h) Federal funds allotted to eligible recipients

More than 50% of the funds available will be allotted to eligible recipients in economically depressed areas. The division of funds between economically depressed areas and non-economically depressed areas is listed in Table 5.

(i) The Board will allocate eighty percent (80%) of all Federal funds for Part A and B of Title II to eligible recipients.

(k) The State Board, in keeping with its cooperative agreement with the State Board of Community Colleges, will distribute Federal funds as reflected in Table 6.

3.05
Table 4
Level State

NORTH CAROLINA
PLANNED USES OF FEDERAL FUNDS

FY 1989 - 1990

FUNDING CATEGORIES		FEDERAL FUNDS BUDGETED	NON-FEDERAL FUNDS BUDGETED
TITLE II: BASIC GRANT			
State Administration	(7%)	24,868,478	21,145,043
Sex Equity Coordination		1,657,612	*1,657,612
		(48,346)	0
PART A: Voc. Ed. Opportunities (57%)			
Handicapped	(10%)	12,552,863	9,689,929
Disadvantaged	(22%)	2,202,257	*2,202,257
Adult Training	(12%)	4,844,964	*4,844,964
Single Parent/Homemaker	(8.5%)	2,642,708	*2,642,708
Sex Bias/Stereotyping	(3.5%)	1,871,918	
Corrections	(1%)	770,790	
		220,226	
PART B: Program Improvement (43%)			
Industry/Education		9,469,703	*9,797,502
Coordination		(1,729,848)	(1,750,000)
TITLE III: SPECIAL PROGRAMS			
PART A: Community Based Organizations		206,754	
PART B: Consumer/Homemaker Education		980,546	
State Leadership		1,000	

* Non-Federal Funds must be equal to or greater than Federal funds

() Non-Add Figures

3.05
Table 5
Level State

NORTH CAROLINA
FEDERAL FUNDS ALLOTTED TO ELIGIBLE RECIPIENTS

SECONDARY AND POSTSECONDARY
STATE TOTALS
FY 1989 - 1990

<u>FUNDING CATEGORIES</u>	<u>ECONOMICALLY DEPRESSED AREAS</u>	<u>NON-ECONOMICALLY DEPRESSED AREAS</u>
TITLE II:	\$12,899,892	\$7,979,441
PART A:		
Handicapped	1,130,171	1,072,086
Disadvantaged	2,855,112	1,989,852
Adult Training	2,642,708	0
Single Parent/Homemaker	855,654	1,016,264
Sex Bias/Stereotyping	229,876*	283,984*
Corrections	* *	* *
PART B:		
Program Improvement/Innovation Expansion	5,186,371+	3,617,255+
TITLE III:	627,695	352,851
PART A:		
Community Based Organizations	+ +	+ +
PART B:		
Consumer/Homemaker Education	<u>627,695</u>	<u>352,851</u>
Total Federal Funds Allotted to Eligible Recipients	<u>\$13,527,587</u>	<u>\$8,332,292</u>

* \$256,930 Cannot be split by Community Colleges until grants to recipients are determined by application.

**\$220,226 Cannot be split by Community Colleges until grants to recipients are determined by application.

+ \$188,517 Cannot be split by Community Colleges until grants to recipients are determined by application.

++\$206,754 Cannot be split until grants to recipients are determined by application.

Note 1: Program improvement totals include exemplary and industry education's allotments.

3.05

Table: 6
Level: StateNORTH CAROLINA DISTRIBUTION BETWEEN SECONDARY
and POSTSECONDARY - NORTH CAROLINA

FISCAL YEAR 1989-90

Grant	\$24,868,478
Less Title III, Part A: (CBO)	206,754
Part B: (HE)	<u>981,546</u>
Total Title II Available	\$23,680,178
Less 7% Administration	<u>1,657,612</u>
Total Title II for Distribution	\$22,022,566
	=====

*In applying the distribution percentages for secondary 2/3, and postsecondary 1/3, used since the 1963 Legislation, the following distribution is made:

Item/Category	Secondary	Comm. Coll	Total
Title II Administration	\$ 1,105,075	\$ 552,537	\$ 1,657,612
Part A:			
Handicapped	1,468,171	734,086	2,202,257
Disadvantaged	3,229,976	1,614,988	4,844,964
Adult	0	2,642,708	2,642,708
Single Parents	0	1,871,918	1,871,918
Sex Equity	513,860	256,930	770,790
Corrections	0	220,226	220,226
	<u>\$ 6,317,082</u>	<u>\$ 7,893,393</u>	<u>\$14,210,475</u>
Part B:			
Program Improvement	9,281,186	188,517	9,469,703
	<u>\$15,598,268</u>	<u>\$ 8,081,910</u>	<u>\$23,680,178</u>
Title III			
Part A: Community Based Organizations	\$ 0	\$ 206,754	\$ 206,754
Part B: Consumer/Homemaker Education	980,546	0	980,546
State Leadership	<u>1,000</u>	<u>0</u>	<u>1,000</u>
1988-89 Distribution	<u>\$16,579,814</u>	<u>\$ 8,288,664</u>	<u>\$24,868,478</u>
	=====	=====	=====
Basic Grant Title Allotment	\$24,868,478	+Proposed uses of basic grant available for other activities:	
Minimum 80% to eligible recipients	<u>\$19,894,782</u>	Eligible Recipients:	\$2,175,229
	\$ 4,973,696	Research:	200,000
Less: Total Basic Grant available for Admin.	<u>1,657,612</u>	Staff Development:	450,000
		Curriculum Development:	350,000
		Technical Assistants:	140,855
+Basic Grant available for other state activities	<u>\$ 3,316,084</u>		<u>\$3,316,084</u>
	=====		

*Annual adjustments may be made based upon joint agreement between the Departments of Community Colleges and Public Education.

(1) DISTRIBUTION OF FUNDS - SECONDARY

Priority Distribution Criteria - Since the North Carolina State Board of Education and the North Carolina State Board of Community Colleges elect to provide federal vocational education funds to all local school administrative units and postsecondary institutions, they shall give priority consideration in the funding formula to those which are located in economically depressed areas or 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.

(1) Formula Distribution of Funds - Secondary

The State Board of Education will allocate resources to eligible recipients based on the following:

Title II - Part A

(A) Set Asides

(i) Handicapped

The State Board shall distribute 50% of the Federal and State Vocational Handicapped funds to local school administrative units (LSAUs) on a formula based on the following:

FACTOR

Relative number of economically disadvantaged students enrolled in each LSAU prior year compared to the total number of these individuals enrolled in all LSAUs prior year. The remaining 50% shall be distributed on a formula based on the following:

FACTOR

Relative number of vocational handicapped students served in each LSAU prior year compared to the total number of vocational handicapped students served in all LSAUs prior year.

(ii) Disadvantaged

The State Board shall distribute 50% of the Federal and State Disadvantaged funds to LSAUs on a formula based on the following:

FACTOR

Relative number of economically disadvantaged students enrolled in each LSAU prior year compared to the total number of these individuals enrolled in all LSAUs prior year. The remaining 50% shall be distributed on a formula based on the following:

FACTOR

Relative number of disadvantaged vocational students and vocational students with limited English proficiency served in vocational education prior year compared to total number of these individuals served in all LSAUs prior year.

(iii) LEP Expenditure Requirements

Each LSAU must expend in disadvantaged funds a percent of their disadvantaged allotment to provide vocational services and activities for individuals with limited English proficiency an amount at least in proportion to the number of individuals with limited English proficiency enrolled in vocational education in the LSAU in the program year, compared to the total number of disadvantaged individuals, including individuals with limited English proficiency, so enrolled in the preceding program year.

(iv) Sex Equity

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

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

TITLE II - PART B

(A) Program Improvement/Industry Education Coordination.

The State Board shall distribute Federal Vocational Program Improvement/Industry Education Coordination funds to local school administrative units on a formula which consist of the following:

	<u>FACTOR</u>	<u>POINT VALUE</u>	
		Statewide Average Percent	
		<u>Below</u>	<u>Above</u>
(i)	Concentration of Low Income Families	0-40	41-60
(ii)	Average Daily Membership in Grades 6 - 12	0-40	

- (B) Program Improvement/State-Level Activities.
The State Board may reserve, for state-level activities, a portion of the Federal Vocational Program Improvement funds for the purpose of implementing new and innovative exemplary programs, research, inservice and preservice training, and such other programs and activities designed to improve and expand vocational education in the State. The State Board may also use a portion of these funds to provide fifty percent (50%) of the federal share for programs, services, and activities authorized under Title III, E of the Act. Funds will be distributed based on priorities or competitive applications submitted by eligible recipients in accordance with criteria established by the State Board of Education.

TITLE III - PART A

- (A) Support Programs by Community-Based Organizations.
The State Board of Education shall distribute the Federal Vocational Education Support Programs by Community-Based Organization funds based upon competitive applications submitted jointly by community-based organizations and eligible recipients. Applications must be submitted in accordance with criteria established by the State. Such criteria shall include but not be limited to consideration of one or more of the following:
- (i) Economically depressed areas or areas with high rates of unemployment.
 - (ii) Programs, services and activities to assist severely economically and educationally disadvantaged youth, ages sixteen through twenty-one, inclusive.
 - (iii) Special prevocational programs for inner-city youth, non-English speaking youth, Appalachian youth and youth of other urban and rural areas having a high density of poverty.
 - (iv) Programs, services and activities for handicapped individuals who are educationally or economically disadvantaged.

TITLE III - PART B

- (A) Consumer Homemaking.
The State Board shall distribute the Federal Vocational Consumer Homemaking funds to LSAUs on a formula which consist of the following:

	<u>FACTORS</u>	<u>POINT VALUE</u>	
		Statewide Average	Percent
		<u>Below</u>	<u>Above</u>
(i)	Concentration of Low Income Families	0-40	41-60
(ii)	Average Daily Membership in Grades 6 - 12	0-40	

TITLE III - PART E

(A) Industry-Education Partnership for Training in High Technology Occupations.

The State Board of Education shall distribute the Federal Industry-Education for Training in High Technology Occupations funds to provide up to fifty percent (50%) of the cost for programs, activities, and services authorized under this Part. Funds will be distributed based on competitive applications submitted by eligible recipients. Applications must be submitted in accordance with criteria established by the State Board. Such criteria shall include, but not be limited to, consideration of one or more of the following:

- (i) The level and degree of business and industry participation and coordination with programs funded under the Job Training Partnership Act.
- (ii) The current and projected demand within the State for workers with the level and type of skills the project is designed to produce.
- (iii) The overall quality of the proposal with emphasis on the probability that prospective participants will complete the program.
- (iv) The commitment to serve all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged.

Funds appropriated under Title II, B, will be used to provide fifty percent (50%) of the federal share for programs, activities, and services implemented under this Part.

(2) Factor Descriptions

(A) Economically Disadvantaged Students.

The economically disadvantaged student is determined by students eligible for free or reduced price school lunches as determined for Chapter I Funds.

(B) Concentration of Low Income Families.

This data is based upon the current Department of Commerce 1980 Census Study for Low Income Families. Priority is given to local recipients whose percent of low income families exceeds that of the statewide average as rated in the census data.

(C) Relative Ability to Pay.

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

Basic data for computing total personal income is obtained from the State Department of Revenue, Tax Research Division, which derives it from income tax returns.

Equalized property valuations are computed from basic data obtained by the State Department of Revenue, Tax Research Division, 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 school administrative unit.

Using the basic data obtained from the above sources, a determination of personal income per child in average daily membership K-12 is computed by dividing total personal income by projected average daily membership for the current 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 the projected average daily membership for the current school year. The two indices are then compiled and ranked into quartiles which determine the local school administrative unit's reimbursement percentage for disadvantaged, and limited English proficiency.

(D) Relative Financial Ability.

County property tax valuation is obtained from the North Carolina Department of Revenue, Tax Research Division. County population is obtained from the North Carolina Department of Administration, Division of State Planning. County property tax valuation divided by county population equals tax valuation per capita.

(3) Fund Allotments - Disadvantaged and Handicapped

The State Board shall distribute to each LSAU the State Vocational Education funds required to match federal funds for the disadvantaged and the handicapped, based on the following formula:

<u>Factor</u>	<u>Point Value</u>
(i) Concentration of Low Income Families	18-32
(ii) Relative Financial Abilities	18-32
(iii) Economically Depressed Areas	5-20
a. Designated Area Reimbursement Rate (0-6)	
b. General Unemployment (5-14)	
(iv) Average Daily Membership (ADM)	<u>4-16</u>
Range of Points	45-100

After the total allotments are calculated, the LSAUs State and Federal allotment will be combined into a single allotment, one for each of the disadvantaged and the handicapped.

The combined allotment for the disadvantaged shall require a local match of twenty-six percent (26%) to thirty-two percent (32%) based upon ability to pay. The combined allotment for handicapped will not require local matching.

(4) Matching Funds

The State Board of Education and the LSAUs shall provide an overall state match to federal funds. The LSAUs contribution will be determined based on their relative ability to pay.

(5) Vocational Education Under Contract

The State Board may enter into written contractual arrangements with other public and private vocational training institutions where such institutions can make a significant contribution to attaining the objectives of the State Plan, and can provide substantially equivalent training 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 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.

(m) Distribution of Funds - Postsecondary

(1) Formula Distribution of Funds - Postsecondary

The State Board of Community Colleges will allocate resources to eligible recipients based on the following:

Title II - Part A

(A) Set Asides

(i) Handicapped

The State Board shall distribute 50% of the handicapped funds to eligible recipients based on the number of economically disadvantaged individuals enrolled in each eligible recipient as compared to the total number of economically disadvantaged individuals enrolled in all eligible recipients within the State.

The State Board shall distribute 50% of the handicapped funds to eligible recipients based on the number of handicapped individuals served as compared to the total number of handicapped individuals served by all eligible recipients within the State.

(ii) Disadvantaged

The State Board shall distribute 50% of the disadvantaged funds to eligible recipients based on the number of economically disadvantaged individuals enrolled in each eligible recipient as compared to the total number of economically disadvantaged individuals enrolled in all eligible recipients within the State.

The State Board shall distribute 50% of the disadvantaged funds to eligible recipients based on the number of disadvantaged individuals and individuals with the limited English proficiency served compared to the total number of disadvantaged individuals and individuals with limited English proficiency served by all eligible recipients within the State.

(iii) Adult Training

The State Board shall distribute adult training funds to eligible recipients in proportion to their vocational/technical FTE as compared to the total vocational/technical FTE of all eligible recipients within the State.

(iv) Single Parent and Homemaker

The State Board shall distribute part of these funds to eligible recipients in proportion to their vocational/technical FTE as compared to the total vocational/technical FTE of all eligible recipients within their areas. The remainder of these funds will be distributed specifically for day care or other special services to eligible recipients based upon the receipt and approval of a project proposal.

(v) Sex Equity

The State Board shall distribute sex equity funds to eligible recipients based on the receipt and approval of a project proposal.

(vi) Corrections

The State Board shall distribute correction funds to eligible recipients based on the receipt and approval of a project proposal.

(vii) Program Improvement

The State Board shall distribute program improvement, innovation, and expansion funds to eligible recipients based on the receipt and approval of a project proposal.

(viii) Matching Funds

The State Board shall distribute state funds to provide a 100% match to each eligible recipient receiving handicapped, disadvantaged, and adult training funds.

(ix) Factors (To determine distribution of funds)

- (a) Economically depressed areas - Concentration of low income families within the area of each eligible recipient as compared to the State average of low income families within the area of all eligible recipients.
- (b) Full-Time Equivalent (FTE) - 704 contact hours per year, per vocational/technical student.
- (c) Economically disadvantaged - the criteria for determining the economically disadvantaged, which will be used in calculating the handicapped or disadvantaged funding, will be all of the factors stated in 3.15 (b).
- (d) Limited English Proficient - the minimum amount of funds to be expended for services to the limited English proficient will be determined by the number of LEP served by the eligible recipient during the preceding program year divided by the total number served for that year.

3.06 METHODS OF ADMINISTRATION

- (a) The State will provide for such methods of administration as are necessary for the proper and efficient administration of the Act;
- (b) Designation of Full-Time Personnel to Eliminate Sex Bias

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

- (1) "Administering the program of vocational education for single parents and homemakers described in Title IIA, Section 201(f) and the sex equity program described in Title IIA, Section 201(g);
- (2) "Gathering, analyzing, and disseminating data on the adequacy and effectiveness of vocational education programs in the State in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as non-traditional for women), and on the status of men and women students and employees in such programs;
- (3) "Reviewing vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the

entry of women in high technology occupations, and submitting (i) recommendations for inclusion in the State Plan for programs and policies to overcome sex bias and sex stereotyping in such programs, and (ii) an assessment of the State's progress in meeting the purposes of this Act with regard to overcoming sex discrimination and sex stereotyping;

- (4) "Reviewing proposed actions on grants, contracts, and the policies of the State Board to ensure that the needs of women are addressed in the administration of this Act;
- (5) "Developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women (including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields);
- (6) "Providing technical assistance and advice to local school administrative units, postsecondary institutions, and other interested parties in the State, in expanding vocational opportunities for women; and
- (7) "Assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education and to increase male and female students' enrollment in non-traditional programs."

(c) Private Industry Council

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

(d) Technical Committees

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

(See Exhibit 4)

(1) Representation and Membership of the Committees

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

(2) Terms of Membership

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

(3) Functions of the Committees

- (A) Develop an inventory of skills that define state-of-the-art model curricula;
- (B) Identify, by the inventory of skills process, the type, level of knowledge, and skills needed for entry, retention, and advancement in occupational areas taught in the State.

(e) Rules and Policies

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

(f) Assessment of Student Needs and Special Groups

(1) Methods of Assessment

The State Boards will assess the needs of students and special populations by the following processes:

- (A) Interest Surveys
- (B) Assessment of Academic Development
- (C) Assessment of Vocational Aptitudes
- (D) Assessment of Learning Styles
- (E) Assessment of Special Needs

Special emphasis will be placed on technical assistance, sex equity, and OCR reviews.

(g) Local Plan for Vocational Education - Secondary

The local plan for vocational education will contain four components, each with a separate function. Part I will contain assurances required for conducting quality vocational programs in LSAUs for two years and compliance with the Carl D. Perkins Vocational Education Act, PL 98-524, and accompanying rules and regulations. Part II will contain a two-year Vocational Improvement Plan (VIP). This two-year plan will identify yearly improvements needed that are determined by relevant data-based assessments. Part III will contain the local annual application for state/federal funds. In it, each local school administrative unit will set forth the vocational education programs, services and activities that the LSAU proposes to fund the following year. Part III of the local plan will be updated annually.

(h) Distribution of Funds:

Funds to Economically Depressed Areas

The State Boards shall require eligible recipients to submit a local application plan from eligible recipients for all programs under Title II and III of the Act.

(1) Application from eligible recipients.

Each eligible recipient will prepare a local application (plan) covering FY 1989 and 1990 which shall reflect:

- (A) The vocational education programs, services and activities proposed to be funded.
- (B) The coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act, to avoid duplication.
- (C) The local application shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.

(2) Local application exemption.

The State Boards may exempt an eligible recipient from the requirement of providing a local application based on criteria described in 3.11 of this State Plan.

(3) Approval of local application.

The approval of the local application from eligible recipients will be based on the content of the application in relation to this State Plan, the requirements of the Act, and accompanying rules and regulations.

(4) Amendments to local applications.

The eligible recipients will amend or reaffirm the local application periodically based on State and/or local determinations.

(i) State Administration Organization

- (1) The State administration organization for the Department of Public Instruction and the Department of Community Colleges is presented by line staff functions in the appendices.
(Exhibit 7) and (Exhibit 8)

(j) Criteria For Services and Activities for the Handicapped and Disadvantaged

- (1) Each local school administrative unit will have the responsibility for ensuring that all handicapped and disadvantaged students have equal access to the full

range of vocational opportunities provided for non-handicapped and non-disadvantaged individuals, including occupationally specific courses, cooperative education, and apprenticeship programs. The State will monitor all specialized activities and services to ensure that the following criteria are met:

- (A) Proper procedures will be used to identify all disadvantaged and handicapped students in the school system at least one year before the student enters the ninth grade.
 - (i) Handicapped students will be identified by staff in the Division of Exceptional Children using criteria established in Rules and Regulations Governing Programs for Exceptional Children in North Carolina.
 - (ii) Disadvantaged students will be identified using the definition established in the Rules and Regulations for implementing the Carl D. Perkins Vocational Education Act.
- (B) Adequate provisions will be made to assess the interest, ability, and special needs of each handicapped and disadvantaged student who enrolled in a vocational program.
 - (i) Each local school administrative unit receiving an allocation of funds for programs under Section 204 will establish vocational assessment activities utilizing a combination of diagnostic instruments, validated for use with the target population, designed to measure interest, academic development in relation to occupationally specific courses, vocational aptitude and learning potential and style.
- (C) Adequate supplemental services shall be provided which will assist handicapped, disadvantaged, and limited English proficient students achieve vocational competencies necessary for entry-level employment. Supplemental services and activities may include the following:
 - (i) Additional instruction in occupationally specific courses;
 - (ii) Basic skills remediation, if necessary in order for the student to achieve minimum vocational competencies and access to vocational training. Any basic skills remediation is subject to State Board approval;
 - (iii) Curriculum development/modification and equipment and facilities adaptation;
 - (iv) In-service training for vocational teachers;

- (v) Placement services for students who have successfully completed vocational training;
 - (vi) Follow-up support for handicapped students as needed;
 - (vii) Additional counseling services to improve work behavior, attitudes, and habits;
 - (viii) Coordination of cooperative and internship strategies and apprenticeships in conjunction with the vocational program in which the student is enrolled.
- (D) All supplemental services and activities for handicapped students will be provided in the least restrictive environment in accordance with Section 612(5)(B) of the Education of the Handicapped Act and whenever appropriate will be included as a component of the Individualized Education Plan.
- (E) Adequate provisions will be made to implement counseling and career development activities that will facilitate the transition from school to post-school employment.
- (i) Additional counseling services will be provided in accordance with special needs identified in the student's career development plan.
 - (ii) All counseling activities will be provided by professionally trained counselors.
- (F) Recruitment, enrollment and job placement procedures must be designed to assure that all special needs students are assured equal access to programs.
- (i) Program admission procedures will be: (a) clearly stated; (b) validated as non-discriminating against students of a particular race, color, sex, handicap, or limited English proficiency; (c) consistent with established secondary standards described in the Vocational Education Program of Studies, Revised; (d) consistent with admissions standards as described in the Educational Guide (Catalogue) of the North Carolina Community College System.
 - (ii) Developed in cooperation with vocational teachers, special education teachers, local administrators, and counselors.
 - (iii) All disadvantaged and handicapped students will be provided the preceding information through an orientation session, individual conferences, or written communications.

- (iv) Disadvantaged and handicapped secondary students and their parents will receive information about vocational education opportunities, and program admission procedures at least one year before the student enters the grade level at which vocational education programs are first generally available, but in no case later than the beginning of the ninth grade. Vocational education in North Carolina begins in grade nine.
- (v) All parents of handicapped and disadvantaged secondary students will be provided such information through written communication or individual conferences.
- (G) The State Board may use the portion of its allotment for Part A of Title II for any fiscal year for the improvement of vocational education services and activities designed to provide equal access to quality vocational education for disadvantaged individuals, the costs of services and activities which apply the latest technological advances to courses of instruction, and, subject to the following provisions, the acquisition of modern machinery and tools.

Funds available to eligible recipients under Part A of Title II for the disadvantaged may be expended for the acquisition of modern machinery and tools in schools in which at least 75 percent of the students enrolled are economically disadvantaged.

3.07 JOINT PLANNING AND COORDINATION WITH OTHER AGENCIES

The State Board will appoint a committee to expedite the planning and coordination requirements set forth in Section 113(b)(10) of the Act. The committee entitled "The State Vocational Education Planning and Coordination Committee" will meet two or more times annually to carry out its functions.

(a) Representation and Membership of the Committee

The committee membership will consist of individuals who possess administrative authority/decision making positions he or she represents in the following agencies:

- (1) Job Training Partnership Act - N. C. Department of Natural Resources and Community Development, Division of Employment and Training;
- (2) Adult Education Act - N. C. Department of Community Colleges, Continuing Education Services;
- (3) Elementary and Secondary Education Act of 1965 - N. C. Department of Public Instruction;

- (4) Education of the Handicapped Act - N. C. Department of Public Instruction, Division of Exceptional Children;
- (5) Rehabilitation Act of 1973 - N. C. Department of Human Resources, Division of Vocational Rehabilitation;
- (6) Apprenticeship - N. C. Department of Labor, Division of Education and Training;
- (7) Adult Correction - N. C. Department of Correction;
- (8) Youthful Offenders - N. C. Department of Human Resources, Division of Youth Services;
- (9) Sex Equity - N. C. Department of Administration, Council on the Status of Women;
- (10) Industry - N. C. Department of Commerce, Industrial Development;
- (11) Labor Market - N. C. Department of Commerce, Employment Security Commission, State Occupational Information Coordinating Committee; and
- (12) State Council on Vocational Education.

(b) Terms of Membership

The term of membership for each member will be three years. Membership will be rotating. The initial term of membership will be determined at the first meeting by lottery. Those drawing numbers 1 - 4 will serve for three years. Those drawing numbers 5 - 8 will serve for two years. Those drawing numbers 9 - 12 will serve for one year. Each appointment thereafter will serve for three years. The Agency, Department, Division, or Council will recommend the replacement when a member's term expires. The State Director of Vocational Education or his designee shall serve as chair of this committee.

(c) Functions of the Committee

- (1) Assist the State Board to implement the purpose of the Carl D. Perkins Vocational Education Act, PL 98-524.
- (2) Provide assistance for developing funding procedures to ensure maximum utilization of resources for providing services and activities to eligible recipients.
- (3) Recommend coordination techniques which will prevent duplication of effort with other boards, agencies, councils, groups, or individuals.

- (4) Provide assistance in the development of policies and procedures that will ensure improvement, expansion, and evaluation of programs in relation to the individual needs of participants and the employment needs of the State.
- (5) Recommend procedures/strategies that will ensure the provision of services and activities to individuals without regard to race, sex, national origin, or handicapping condition.
- (6) Provide assistance in the identification of labor market needs in existing, expanding, and new occupations and the job skills required to meet those needs.
- (7) Provide assistance in the identification of and coordination with other education/training programs outside the purview of secondary and postsecondary education.
- (8) Provide assistance in the identification of techniques/strategies to improve services and activities for disadvantaged, handicapped, and limited English proficiency individuals.
- (9) Provide assistance in the identification of techniques/strategies to improve services and activities for single parents and homemakers and to overcome sex bias and stereotyping in employment and training.
- (10) Provide assistance in the identification of techniques/strategies to improve services and activities for adults in need of training and retraining.
- (11) Provide assistance in the identification of techniques/strategies to improve services and activities for criminal offenders in correctional institutions.
- (d) The State Vocational Education Planning and Coordination Committee has identified the purpose, goals, and strategies germane to coordination and implementation of the FY 1989-90 State Plan. (See Exhibit 5)

3.08 COMMENTS ON STATE PLAN BY STATE LEGISLATURE

The State Board will submit the State Plan for Vocational Education to the State legislature by March 1, for review and comments. Comments by the State legislature which are not addressed in the State Plan will be submitted with the plan to the Secretary. (See Exhibit 11).

3.09 COMMENTS ON STATE PLAN BY STATE JOB TRAINING COORDINATING COUNCIL

The State Board will submit the State Plan for Vocational Education to the State Job Training Coordinating Council by March 1, for review and comment. Comments by the State Job Training Coordinating Council which are not addressed in the State Plan will be submitted with the plan to the Secretary. (See Exhibit 10).

3.10 COMMENTS ON STATE PLAN BY STATE COUNCIL ON VOCATIONAL EDUCATION

The State Board will submit the State Plan for Vocational Education to the State Council on Vocational Education by March 1, for review and comment. Comments by the State Council on Vocational Education and the State Board responses will be submitted with the plan to the Secretary. (See Exhibit 9).

3.11 EXCEPTIONS TO SUBMITTING LOCAL APPLICATIONS

- (a) Secondary - See Section 3.05 of this State Plan.
- (b) Postsecondary - The State Board of Community Colleges may exempt an eligible recipient from the requirement of providing a local application if the following criteria is met:
 - (1) A relatively few vocational education programs, services and activities are provided, and
 - (2) A limited total amount (less than \$1,000.00) of Federal and State funds are provided.

3.12 PROGRAMS FOR DISLOCATED WORKERS

The coordination of vocational education programs, services and activities with the programs of assistance for dislocated workers funded under Title III of the Job Training Partnership Act will be accomplished through the functions of the committee described in Sec. 3.07 of the Plan and through the services and activities of the State Job Training Coordinating Council, Employment Security Commission, and the community colleges vocational education staff.

3.13 DESCRIPTION OF PROGRESS

A description of the progress the State has made in achieving the goals set forth in each state plan subsequent to the initial 3-Year State Plan will be completed and included in subsequent state plans.

3.14 CRITERIA USED TO DESIGNATE ECONOMICALLY DEPRESSED AREAS

The State has used the percent of low income families by county to determine economically depressed areas. Those counties designated as economically depressed are the counties in which the ratio of low income families is larger than the average ratio for the State. The latest available census data was used in the development of the criteria.

3.15 CRITERIA USED TO IDENTIFY ECONOMICALLY DISADVANTAGED FAMILIES OR INDIVIDUALS

The following criteria will be used to determine the economically disadvantaged, which will be used in calculating the handicapped and disadvantaged funding.

(a) Secondary

- (1) Eligibility for Chapter I free or reduced priced school lunch.

(b) Postsecondary

- (1) Annual income at or below the official poverty line established by the Director of the Office of Management and Budget;
- (2) Eligibility for Aid to Families with Dependent Children or other public assistance programs;
- (3) Receipt of a Pell Grant or comparable state program of need based financial assistance; and
- (4) Eligibility for participation in programs assisted under Title II of the Job Training Partnership Act (JTPA).

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NORTH CAROLINA

WAKE COUNTY

Exhibit 1

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

Pursuant to Section 111 of P. L. 98-524 (The Carl D. Perkins Vocational Education Act) the State Board of Education is authorized to delegate responsibilities for the administration and operation of federally funded vocational education programs to other state agencies.

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

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

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

- (1) That the operation of those postsecondary and adult vocational and technical programs, services and activities under its jurisdiction and exclusive of the vocational programs provided by or through the public school system and which are funded with federal vocational education funds shall be planned, implemented, administered, supervised, and conducted pursuant to the General Statutes of North Carolina, the North Carolina State Plan for Vocational Education, P. L. 98-524, and applicable federal rules and regulations.
- (2) That the State Board of Community Colleges, through the Department of Community Colleges, shall develop the postsecondary portion of the State Plan for Vocational Education and shall provide other required reports in adequate numbers at such times as may be required by P. L. 98-524.

The State Board of Education will insure that its Controller's Office and Division of Vocational Education will provide to the Department of Community Colleges such coordination as may be appropriate and/or required to comply with the General Statutes of North Carolina, the North Carolina State Plan for Vocational Education and P. L. 98-524.

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

The effective date of this Agreement will be July 1, 1988 through June 30, 1990.

For the State Board of Community Colleges

11-12-87 Joe G. Forlino, Jr.
Date Chairman, North Carolina State Board of Community Colleges

11/9/87 Robert W. Scott
Date State President, North Carolina Department of Community Colleges

For the State Board of Education

11-4-87 Barbara J. Jernett
Date Chairman, North Carolina State Board of Education

10-26-87 Alvin Phillips
Date State Superintendent of Public Instruction

(1) ADMINISTRATION

The term 'administration' means activities of a State necessary for the proper and efficient performance of its duties under this Act, including supervision, but does not include curriculum development activities, personnel development, technical assistance, or research activities.

(2) APPRENTICESHIP TRAINING PROGRAM

The term 'apprenticeship training program' means a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.

(3) AREA VOCATIONAL EDUCATION SCHOOL

The term 'area vocational education school' means -

- "(A) a specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market;
- "(B) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to individuals who are available for study in preparation for entering the labor market;
- "(C) a technical institute or vocational school used exclusively or principally for the provision of vocational education to individuals who have completed or left high school and are available for study in preparation for entering the labor market; or
- "(D) the department or division of a junior college or community college or university operating under the policies of the State Board and which provides vocational education in no less than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if, in the case of a school, department, or division described in subparagraph (C) or this subparagraph, it admits as regular students both individuals who have completed high school and individuals who have left high school.

(4) CAREER GUIDANCE AND COUNSELING

The term 'career guidance and counseling' means those programs (A) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decisionmaking, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities, and (B) which assist them in making and implementing informed educational and occupational choices.

(5) COMMUNITY-BASED ORGANIZATION

The term 'community-based organization' means any such organization of demonstrated effectiveness described in section 4(5) of the Job Training Partnership Act, PL-97-300. (Section 4.(5) The term "community-based organizations" means private nonprofit organizations which are representative of communities or significant segments of communities and which provide job training services [for example, Opportunities Industrialization Centers, the National Urban League, SER-Jobs for Progress, United Way of America, Mainstream, the National Puerto Rican Forum, National Council of La Raza, 70,001, Jobs for Youth, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities [as defined in section 7(10) of the Rehabilitation Act of 1973], agencies 29USC706 serving youth, agencies serving the handicapped, agencies serving displaced homemakers, union-related organizations, and employer-related nonprofit organizations] and organizations serving nonreservation Indians [including the National Urban Indian Council], as well as tribal governments and Native Alaskan groups.)

(6) CONSTRUCTION

The term 'construction' includes construction of new buildings and acquisition, and expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

(7) COOPERATIVE EDUCATION

The term 'cooperative education' means a method of instruction of vocational education for individuals 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 the 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.

(8) CRIMINAL OFFENDER

The term 'criminal offender' means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

(9) CORRECTIONAL INSTITUTION

The term 'correctional institution' means any -
"(A) prison,
"(B) jail,
"(C) reformatory,
"(D) work farm,

- "(E) detention center, or
- "(F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

(10) COUNCIL

The term 'council' means the National Council on Vocational Education.

(11) CURRICULUM MATERIALS

The term 'curriculum materials' means instructional and related or supportive material, including materials using advanced learning technology, in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

(12) DISADVANTAGED

The term 'disadvantaged' means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.

(13) ECONOMICALLY DEPRESSED AREA

The term 'economically depressed area' means an economically integrated area within any State in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as (A) a rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the State, or in the Nation, for each of the three years preceding the year for which such designation is made, or (B) a large concentration of low-income families, and for which such designation for the purposes of this Act is approved by the Secretary as consistent with these and such other criteria as may be prescribed, and with the purposes of this Act.

(14) ELIGIBLE RECIPIENT

The term 'eligible recipient' means a local school administrative unit or a postsecondary educational institution.

(15) HANDICAPPED

The term 'handicapped,' when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and

related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

(16) HIGH TECHNOLOGY

The term 'high technology' means state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care.

(17) HOMEMAKER

The term 'homemaker' means an individual who -

"(A) is an adult, and

"(B) has worked as an adult primarily without remuneration to care for the family, and for that reason has diminished marketable skills.

The Secretary may not prescribe the manner in which the States will comply with the application of the definition contained in this paragraph.

(18) LIMITED ENGLISH PROFICIENCY

The term 'limited English proficiency' has the meaning given such term in section 703(a)(1) of the Elementary and Secondary Education Act of 1965.

(19) LOCAL SCHOOL ADMINISTRATIVE UNIT

The term 'local school administrative unit' means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

(20) ECONOMICALLY DISADVANTAGED FAMILY OR INDIVIDUAL

The term 'economically disadvantaged family or individual' means such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

(21) POSTSECONDARY EDUCATIONAL INSTITUTION

The term 'postsecondary educational institution' means an institution legally authorized to provide postsecondary education within a State, or any postsecondary educational institution operated by or on behalf of any Indian Tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or under the Act of April 16, 1934.

(22) PRIVATE VOCATIONAL TRAINING INSTITUTION

The term 'private vocational training institution' means a business or trade school, or technical institution or other technical or vocational school, in any State, which (A) admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by such institution; (B) is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations; (C) has been in existence for two years or has been specially accredited by the Secretary as an institution meeting the other requirements of this subsection; and (D) is accredited (i) by a nationally recognized accrediting agency or association listed by the Secretary pursuant to this clause, or (ii) if the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretary pursuant to this clause, or (iii) if the Secretary determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of that category, which committee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards. For the purpose of this paragraph, the Secretary shall publish a list of nationally recognized accrediting agencies or associations and State agencies which the Secretary determines to be reliable authority as to the quality of education or training afforded.

(23) SCHOOL FACILITIES

The term 'school facilities' means classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

(24) SECRETARY

The term 'Secretary' means the Secretary of Education.

(25) SINGLE PARENT

The term 'single parent' means an individual who -

"(A) is unmarried or legally separated from a spouse, and

"(B) has a minor child or children for which the parent has either custody or joint custody."

(26) SMALL BUSINESS

The term 'small business' means for-profit enterprises employing five hundred or fewer employees.

(27) STATE

The term 'State' includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

(28) STATE BOARD

The term 'State Board' means a State Board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration of vocational education in the State.

(29) STATE COUNCIL

The term 'State Council' means the State Council on Vocational Education established in accordance with section 112.

(30) STATE EDUCATIONAL AGENCY

The term 'State educational agency' means the State Board of Education or other agency or officer primarily responsible for the State supervision of public elementary or secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

(31) VOCATIONAL EDUCATION

The term 'vocational education' means organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing education, technical and emerging occupations, modern industrial and agriculture arts, and trade and industrial occupation, or for additional preparation for a career in such fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program; and for purposes of this paragraph, the term 'organized education program' means only (A) instruction (including career guidance and counseling) related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training, and (B) the acquisition (including leasing), maintenance, and repair of instructional equipment, supplies, and teaching aids; but the terms do not mean the construction, acquisition, or initial equipment of buildings, or the acquisition or rental of land.

(32) VOCATIONAL STUDENT ORGANIZATIONS

The term 'vocational student organizations' means those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instruction program. Such organizations may have State and national units which aggregate the work and purposes of instruction in vocational education at the local level.

PUBLIC HEARINGS:

Exhibit 3

Public Hearings on the FY 1989-90 North Carolina State Plan for Vocational Education, were conducted in accordance with Section 113 (a)(2)(B) of the Act. The hearings were conducted on the following dates, times, and locations in the state as follows:

October 20, 1987 4:00 pm - 6:00 pm	Burke County Human Resource Center East Parker Road Morganton, NC 28655
October 21, 1987 4:00 pm - 6:00 pm	P. J. Weaver Education Center 300 S. Spring Street Greensboro, NC 27401
October 22, 1987 4:00 pm - 6:00 pm	Nash Technical College Old Carriage Road Rocky Mount, NC 27804-7488

Twenty-eight (28) individuals from business, industry, associations, and education attended the public hearings. Their pertinent comments and State Board responses follow.

The concerns of opinion relative to this limited attendance is attributed to improved coordination and cooperation among agencies, groups, and individuals. The extensive effort to promote vocational education awareness/involvement at the state and local level provides interested parties direct access/input into the improvement, services, and activities in vocational education at their convenience. A variety of activities such as (1) public awareness, (2) industry education coordination, (3) program evaluation, (4) research activities, (5) local advisory committees, (6) local craft committees, (7) curriculum development, (8) staff development, (9) technical committees, (10) state vocational education planning and coordination committees, and (11) interagency coordinating committee (JTPA) contribute to a well informed and involved public.

Many individuals expressed appreciation for the administrative leadership and technical assistance provided by State staff. The priorities of the Division of Vocational Education, (a) competency-based curriculum to include thinking skills and integrated learning (to include VSOs), (b) assessment of all aspects of vocational education programs, and (c) marketing vocational education, were referenced as appropriate and timely.

Business and industry representatives expressed appreciation for the comprehensive nature of vocational education programs available in the public schools. They were impressed with the ability of the community college system to provide modern technological training and retraining commensurate with business and industry needs. Support for vocational education at all levels was communicated by participants at each public hearing.

COMMENTS AND RESPONSES
PUBLIC HEARINGS ON THE FY 1989 - 1990 PROGRAM PLAN

1. Recommendation:

The State Advisory Council on Vocational Education recommends that the State Board of Education establish a "peer advisor on vocational education program."

Response:

The Board supports the Council's recommendation as an appropriate approach to exemplify desirable character traits and a positive attitude toward education and training. The leadership training provided through vocational student organizations (VSOs) provides the environment for positive peer example for citizenship, moral, and ethical character. The student leaders can best impact and relate to other students the desirable behavior traits that contribute to success in the classroom and in future employment. The VSO leaders serve as an example for vocational students, but more important they serve as an example for all students in the community.

This concept of peer advisor has implications for all educational youth leadership organizations and should be encouraged at all levels of education.

To that end, the Board directs staff to pursue implementing this concept of "Peer Advisor" in vocational education through appropriate administrative channels.

2. Recommendation:

The State Advisory Council on Vocational Education recommends that the State Board of Education (SBE) and the State Board of Community Colleges (SBCC) establish at the state level an administrative charge of not more than five percent against the funds made available through the Carl D. Perkins Vocational Education Act and to examine the administrative costs made against any other federal education funds to the end of setting statewide maximum administrative charges.

Response: Secondary

The Carl D. Perkins Vocational Education Act, PL 98-524 stipulates in section 102 (b) that states may allocate seven percent from the portion of its allotment available for statewide activities under section 113 (b) for state administration. The State Board of Education, State Board of Community Colleges, and the Controller's Office work cooperatively each year to determine their needs within the seven percent in administration or a higher amount in program improvement. This procedure expedites maximum flexibility for both agencies to provide quality services within the intent of the legislation. The Division of Vocational Education, the

Division of Auditing and Accounting, and the Department of Community Colleges are of the opinion that this flexibility is paramount to efficient utilization of available resources for providing education/training for the clientele specified in the Act.

To reduce the percentage of administrative cost to five percent would adversely affect the administrative capacity to provide technical assistance and appropriate leadership in a variety of services that impact on instruction and participant activities in vocational education.

Response: Postsecondary

The State Board of Community Colleges disagrees with the State Advisory Council on Vocational Education's recommendation that the State Board of Education (SBE) and the State Board of Community Colleges (SBCC) establish at the state level an administrative charge of not more than five percent against the funds made available through the Carl D. Perkins Vocational Education Act. The Carl D. Perkins Vocational Education Act allows seven percent of the grant for Administration. The respective staffs of the State Board of Education and the State Board of Community Colleges work together each year to determine their needs within the seven percent. This procedure allows both departments maximum flexibility in carrying out the intent of the legislation to the best of their ability.

Furthermore, the State Board of Community Colleges does not agree that it should examine the administrative costs made against any other federal education funds to the end of setting statewide maximum administrative charges because allowable administrative charges are kept within reasonable and/or statutory limits in all federal education programs.

3. Recommendation:

The State Advisory Council on Vocational Education recommends to the State Board of Education and to the State Board of Community Colleges that the distribution of financial assistance made available by the U.S. Congress through the Carl D. Perkins Vocational Education Act be changed.

Response: Secondary

The State Board of Education rejects this recommendation to decrease the percentage of federal vocational education funds currently provided to secondary vocational education. Such action has the potential for a negative impact on the vocational education programs to be offered by each local school administrative unit in the 1988-89 and subsequent school years. The State Board of Education and the State Board of Community Colleges have shared the responsibility for vocational education and the available federal resources for this purpose since 1963.

While the overall split between the two systems has remained unchanged since that data, staffs of the two Boards confer annually regarding any adjustments required to satisfy special purposes. Such action is reflected in the State Plan for Vocational Education approved by the

Boards. The correlation which the Council draws between the 1987 General Assembly's action pertaining to the "full funding" of secondary vocational education months-of-employment (positions) and this recommendation is not clear. Those local funds previously used to support the MOEs (positions) does not remain with the vocational education program. While a special provision by the General Assembly does not refute the possibility of this, the provision makes it clear that first priority for these funds must be directed toward capital outlay expenditures. Therefore, the action by the 1987 General Assembly did not provide a net increase in funds for secondary vocational education. The action did have a positive impact in recognizing the responsibility of the state to pay the full cost of salaries for these positions.

A 50/50 split of federal vocational education funds between the two systems for FY 1988-89 would decrease the secondary vocational education share by approximately \$4,000,000. These funds are currently being allotted by formula to all local school systems for the purposes of programs for the handicapped and disadvantaged, consumer and homemaking education, sex equity programs (special projects), and critical program improvement items, such as equipment, materials, and supplies. Without appropriate replacement funds, the 330,000 students participating in vocational education programs will be impacted negatively.

Therefore, the State Board of Education feels that this recommendation is not in the best interest of all vocational education in North Carolina.

Response: Postsecondary

The State Board of Community Colleges appreciates the Council's recommendation that the distribution of financial assistance made available by the U.S. Congress through the Carl D. Perkins Vocational Education Act be changed. The SBCC is especially appreciative of the favorable opinion this proposed re-distribution of federal funds implies about community college programs. However, the N.C. system of community colleges and the secondary vocational education system has shared the responsibility for vocational education and the available federal resources since 1963 with little, if any, controversy over the distribution formulas. The proposed change would alter the good working relationships established over the years, and the total impact of a re-distribution of the federal resources must be studied very carefully.

The SBCC realizes that changes, some national in scope, are taking place in the delivery of vocational education services, and these changes will have a significant impact upon both the secondary school system and the community college system. It is important, however, to insure that the disruption that comes with change is minimized, and that programs needed by students are maintained.

Vocational education funds are provided as a supplement to state funds. In many instances they have served as the catalyst to begin or improve programs continued and basically operated by state dollars. The exact distribution of the federal funds is therefore less important than whether the intended effects of the federal dollars in programs are occurring.

The total funds available from both state and federal sources, and their specific uses are more important issues than the distribution of the federal dollars. Until the SBCC is assured that this recommendation is in the best interest of all vocational education in North Carolina the SBCC elects not to endorse it.

4. Recommendation:

The State Advisory Council on Vocational Education recommends that the State Board of Education and the State Board of Community Colleges endorse the findings and recommendations contained in a report: An Evaluation of the Adequacy and Effectiveness of the Vocational Education Program Delivery Systems Assisted Under the Carl D. Perkins Vocational Education Act and Under the Job Training Partnership Act. (The following findings and recommendations are pulled from the executive summary of this report.)

Findings and Recommendations 1

The State Council finds that the delivery systems in our state are not organized and administered so as to ensure that the VEA and the JTPA are as adequate or effective as they could be.

The State Council recommends, as it did in 1984, that the State Board of Education and the State Board of Community Colleges jointly request the General Assembly to exercise its authority over the Job Training Partnership Act (JTPA) in order to focus the funds on training.

Response: Secondary

It is the opinion of the State Board of Education that the Legislature has exercised its authority sufficiently as that authority applies to JTPA related activities in which secondary education is involved. The Board does not respond to the recommendation regarding that authority as it applies to other state agencies.

Response: Postsecondary

The SBCC has a deep and long-standing interest in the ways that all resources designated for training the state's work force are expended including those available under the JTPA. Also, the SBCC firmly believes that it is appropriate for the General Assembly to exercise its authority over all educational/training activities conducted by any agency of state government within the intent and/or limitations superimposed by federal law. There are certain limitations within the JTPA which prescribe the role that the General Assembly can play in the program.

The JTPA allows the governor and/or the legislature limited flexibility in determining how the monies provided for training will be spent; this authority lies mainly with local governments through their appointed local JTPA Private Industry Councils (PICs). The Act dictates that 78% of the Title II-A funds and all of the Title II-B (summer youth employment) funds be allocated to the local JTPA Service Delivery Areas (SDAs) of which

there are presently twenty-six in North Carolina. The law specifically limits the authority to make local funding decisions to the PIC and the chief elected official within each SDA. To be sure, the Act allows for review of local training plans by the state, but that review is limited to insuring that the planned programs are legal training activities as defined by the JTPA.

In addition to dictating that the above percentages are to be assigned to the local areas within each state, the Act also places certain constraints upon the ways that these funds are spent by the SDAs. These constraints, which were placed to assure that the funds available under the act are expended on "training" activities, require that seventy percent of all Title II-A funds flowing to each SDA be used on these activities as defined within the Act. Of the remaining thirty percent, up to fifteen can be spent on "participant support" activities and no more than fifteen percent may be spent on administration by the SDA and/or its sub-recipients.

Regarding the "Education Coordination and Grants" section of the JTPA (Section 123 which is commonly referred to as "the 8% program"), the Act places similar restrictions on the expenditure of the JTPA funds. It requires that eight percent of the JTPA Title II-A funds flowing into the state be transmitted to educational agencies to be used to "...provide services for eligible participants...(and)...facilitate coordination of education and training services for eligible participants...." In an attempt to insure that the resources of the program are spent in support of training, the Act restricts the expenditures on coordination to twenty percent of these funds and eighty percent on services to participants. Presently, the DCC (which is the recipient of approximately fifty percent of the funds under this section of the Act) operates under a requirement that no less than eighty-five percent of the "program" funds be expended on service activities which either directly provide training to JTPA participants or which support other JTPA funded training activities.

The North Carolina General Assembly has already outlined its position regarding the JTPA program through its "North Carolina Employment and Training Act" (HB 1333) which was enacted in 1986. In spite of the fact that certain provisions within this Act may need to be reviewed by the General Assembly in light of the recently completed audit of the JTPA program, the SBCC commends the General Assembly for its interest in the program.

Conclusion: In light of the above, the North Carolina State Board of Community Colleges finds that the General Assembly of North Carolina has already exercised its authority and that there are presently existing adequate controls within the Act and the administrative structure of the state to assure that the funds are focused on training. Therefore, the SBCC declines to support the Council in this recommendation.

Findings and Recommendations 2

The State Council finds that there is limited coordination taking place between the VEA and the JTPA.

The State Council finds no compelling need for two different pieces of federal legislation regulating the VEA and the JTPA.

The State Council recommends to the State Boards that when the Congress is considering the VEA and/or the JTPA legislation in the future that the State Boards seek a new piece of legislation which will fold together the VEA and the JTPA. It is further recommended that such federal legislation contain a provision for an independent State Council on Vocational Education and Job Training, combining the functions of the State Job Training Coordinating Council and the State Advisory Council on Vocational Education.

Response: Secondary

While such coordination obviously is limited when compared to an ideal of coordination, it is substantial in reality. Recent examples follow. One representative of the Board is on the Job Training Coordinating Council. Two representatives of the Board are on the JTPA Interagency Coordinating Council. Regional inservice activities have occurred on JTPA for vocational directors in seven of eight regions. Names and addresses of all vocational directors in each Service Delivery Area (SDA) have been sent to each education representative on each Private Industry Council (PIC) as well as to each of the 26 PIC directors. JTPA representation on the Vocational Education State Planning and Coordination Committee has been substantial and timely, providing input into pending state planning in the earliest stages. The local planning process for 8% funds has been revised. Vocational education regional coordinators have taken the lead in establishing contacts between local vocational directors and PIC directors. Many local directors of vocational education coordinate vocational education and JTPA in their local school administrative unit. Numerous other examples exist.

In that there are distinct audiences and delivery systems for secondary vocational education and JTPA which far exceed these that overlap, the Board finds no compelling reason to merge the two pieces of federal legislation.

Response: Postsecondary

In developing this recommendation, the full text of the State Council's report deals at length with the needs for coordination of the VEA and the JTPA. While coordination between the various actors in the employment and training field is a worthy and extremely important goal which has yet to be fully realized, it needs to be recognized that such is not accomplished overnight but must be a dynamic process that evolves over time as experience is gained and needs for increases are discovered. In recognition of the fact that coordination between the JTPA and all phases

of the employment and training field is needed, the DCC and the SBCC has annually entered into cooperative agreements with the twenty-six SDAs located across the state. In addition, the DCC requires that each of its local institutions that receive "Education Coordination and Grants" program funds execute a cooperative agreement which speaks specifically of coordination between the affected institutions with the appropriate local SDA(s).

In support of its arguments, the Council's report and its appendices cite the results of research conducted regarding its concern for coordination. While it would be inappropriate for the SBCC to respond to the research conducted in the public school system, it is certainly appropriate to point out that the conclusions drawn from a survey conducted by the Council staff at the 1986 Instructors Conference conducted by the DCC seem questionable. It should be noted that the 318 respondents to the "Opinion" constituted only 16.3 percent of the 1,950 persons in attendance at the conference. Also, it should be pointed out that the 74 persons (23.3 percent of the respondents and 3.8 percent of those in attendance) who responded that they were not aware of the JTPA programs and were not questioned as to whether or not their local institution did, in fact, have a JTPA program in operation. On a more positive note, it is enlightening to note that 76.7 percent of the respondents were aware of the program and the majority stated that the program was coordinated with the vocational programs. The SBCC feels that the research conducted was not extensive enough nor was the sample large enough to justify the conclusions reached and that additional research needs to be conducted if conclusions which have the potential for far reaching changes are to be drawn.

In spite of the fact that the VEA and the JTPA have some goals and emphases which are similar, there are substantial differences in focus between the two pieces of legislation which would make a combination of the two difficult and which would not necessarily result in more or better coordination. The SBCC agrees with the State Job Training Coordinating Council (SJTCC) in its response of May 7, 1987, to the SACVE report when it contends that there are presently numerous coordination efforts on both the state and local levels, that these efforts should be allowed to flourish and that, therefore, changes in the Acts at this time would be premature. The SBCC, like the SJTCC, does not feel "...that combining the two pieces of legislation would enhance coordination" beyond the activities presently taking place.

Regarding the recommendation "...that such federal legislation contain a provision for an independent State Council on Vocational Education and Job Training, combining the functions of the State Job Training Coordinating Council and the State Advisory Council on Vocational Education," the SACVE report contains no explicit information supporting the need for such a combination. Implications in the section of the report dealing with the recommendation for a new piece of legislation seem to suggest that such a combination would increase coordination. However, the SBCC finds that the rationales contained in the SJTCC's response for not supporting the recommendation are more compelling than those of the SACVE.

Conclusion: For the reasons stated above, the North Carolina State Board of Community Colleges finds that it cannot support this recommendation of the North Carolina Advisory Council on Vocational Education.

Findings and Recommendations 3

The State Council finds that the lack of adequate coordination between the VEA and the JTPA is a problem that has been enlarged at the state level. The State Council recommends as a first step to improved coordination is to locate the state administration of the JTPA in the Department of Administration (DOA).

The State Council recommends that the State Job Training Coordinating Council (SJTCC) be established as an independent unit, from the State Office of JTPA, with a separate staff in order for the SJTCC to be able to implement its state and federal requirements in a more effective manner.

Response: Secondary

Per the response to recommendation 2, the Board agrees that coordination is improving, but disagrees that there is a lack of coordination.

The Board does not view its purview to include a governmental entity in another department, whether it is the state administration of JTPA or the State Job Training Coordinating Council.

Response: Postsecondary

In support of the finding cited immediately above, the SACVE addresses certain "shortcomings" that it contends result in the lack of adequate coordination between the VEA and the JTPA.

Regarding the SACVE's contention that better coordination would result if the administration of the JTPA were located in the Department of Administration (DOA) rather than in the Department of Natural Resources and Community Development (NRCD), there is no evidence in the report that supports it. Before support from the SBCC for this recommendation could be forthcoming, more information would be needed.

There is an apparent conflict between the recommendation of the SACVE and the conclusion of the Operational Audit Report issued by the State Auditor in December of 1986 regarding the establishment of the SJTCC as an independent unit from the state office of the JTPA. Until evidence which refutes the conclusion of the State Auditor is presented and supporting the need for such an establishment is forthcoming, the SBCC does not find itself in a position to support this recommendation.

Conclusion: The State Board of Community Colleges finds that there is insufficient information to support the recommendation of the Advisory Council on Vocational Education and until such is forthcoming, the Board does not support the Council's recommendation.

Findings and Recommendations 4

The State Council finds limited efforts to assure that the JTPA will be adequately coordinated with the VEA.

The State Council recommends that (a) the administration of the JTPA programs in the Department of Public Instruction of the State Board of Education be moved from its current location and be reorganized within the Division of Vocational Education; (b) any further contracts between the State Boards assure a direct relationship between the VEA and the JTPA; and (c) the State Boards encourage the local boards that contract with a Private Industry Council (PIC) assure coordination between the VEA and the JTPA and that all the JTPA programs be administered by the local director(s) of the VEA, including the summer youth program of the JTPA.

Response: Secondary

Continued attention will be given to the appropriate assignment of responsibilities within the Department of Public Instruction, and the appropriate carrying out of those responsibilities in conjunction with appropriate JTPA entities.

Response: Postsecondary

It is inappropriate for the SBCC to respond to recommendations that are concerned with the administrative structure of the State Board of Education.

The conclusion that there are only limited efforts to assure that the JTPA and VEA are adequately coordinated is based upon evidence which was amassed by the SACVE from a survey of a limited number of community college instructors attending a DCC conference during the fall of 1986. This study, which is addressed above, does not adequately support this contention.

It should be noted that there are no existing JTPA/VE contracts between the SBCC and the State Board of Education. If such should be developed in the future, it is reasonable to expect that such would contain requirements for such coordination.

As stated above, the DCC constantly works to increase coordination by requiring that all of its contracting local institutions negotiate cooperative agreements with the local PICs prior to the execution of their agreements with the department.

Historically, the DCC has always encouraged the local boards when contracting with the local PICs to include their contracts assurances regarding coordination not only with VEA but also with all facets of the employment and training field.

Conclusion: The State Board of Community Colleges finds that it is presently in compliance and, therefore, concurs with the recommendation of the Advisory Council on Vocational Education.

Findings and Recommendations 5

The State Council finds that adequate coordination of JTPA, in this case Title III, with the VEA has not been achieved.

The State Council recommends again the recommendation it made in 1984...

Response: Secondary

The Board refrains from acting upon this recommendation.

Response: Postsecondary

The SBCC finds that this recommendation is primarily and correctly addressed to the North Carolina Employment Security Commission (ESC). In the event that the ESC decides to respond to the recommendations contained in the Retraining of the Unemployed in North Carolina: A Progress Report issued by the SACVE in 1984, the SBCC will study its response and react appropriately.

Conclusion: The State Board of Community Colleges declines at this time to endorse the contents of this recommendation but reserves the right to do so at an appropriate time in the future.

5. Recommendation:

The State Advisory Council on Vocational Education recommends that the State Board of Education set aside funds from the Carl D. Perkins Vocational Education Act to expand upon its efforts with the North Carolina Council on Economic Education (NCCEE) in order to improve the economic competencies of vocational personnel in the public schools and for the State Board of Community Colleges to initiate contact with the NCCEE to ascertain if similar efforts might be undertaken for vocational/technical personnel in community college institutions.

Response: Secondary

The State Board of Education agrees with the Council's recommendation in concept. The Instructional Services Area of the Department of Public Instruction is currently providing administrative leadership for improving economic competencies for instructional personnel in public education. The Division of Vocational Education leadership has revised and implemented competencies in program areas designed to address economics in our free enterprise system. More revisions will come.

The following examples are indicative of the 210 economic competencies in the entrepreneurship competencies in Agricultural Education, Business and Office Education, Home Economics Education, Marketing Education, and Trade and Industrial Education programs.

Identify the different types of small business.
Describe what role small businesses play in the American economic system.

Identify the major factors contributing to the success of a small business.
 Discuss the economic concepts that influence marketing decisions.
 Explain how marketing aids business people and consumers.
 Justify the use of market information and market research in planning.
 List the different types of costs that must be considered when starting a new business.
 Identify the various sources for obtaining financing for a new business.
 Explain at least three types of federal, state, and local taxes affecting small business.
 Compile a list of appropriate governmental agencies concerned with regulations, licenses, and permits.
 Explain the role of management in operating a business.
 Identify the various responsibilities that make up human resource management.
 Identify the reasons for keeping business records.
 Describe the components of a profit and loss statement.
 Explain the importance of cash flow management.

The continuous improvement of the quality of instruction in the public schools remains a high priority of the Board. To that end, staff will continue to diligently address the economic, social, cultural, and technological needs of society as they perform their administrative responsibility and leadership. The Division of Vocational Education will work with a variety of sources including the NCEE in an effort to ensure that instructional personnel possess the economic competencies necessary to teach the revised curriculum in the public schools.

Response: Postsecondary

The State Board of Community Colleges will direct the Department of Community Colleges' staff to contact the North Carolina Council on Economic Education (NCEE) to ascertain if efforts might be undertaken to provide vocational education teachers with a better knowledge of economics. The Department staff will explore with the Department of Public Instruction the feasibility of a joint effort to provide this program to community college systems and public school teachers of vocational education.

6. Recommendation:

The State Advisory Council on Vocational Education recommends that the State Board of Community Colleges develop a planning effort for and with the State Board of Education to the end of establishing a comprehensive model to provide the necessary training, preservice, and/or inservice, for all noncertified personnel employed by local boards of education.

Response: Secondary

While the State Board of Education appreciates the concern of the State Advisory Council on Vocational Education for the productivity of noncertified or support personnel of local school administrative units, it

does not accept the recommendation that it develop a comprehensive training model for all noncertified personnel employed by local boards of education. Rather, it encourages multiple models of local quality control based on locally identified needs and then arrangements made for training or retraining noncertified personnel.

Related to this, however, the State Board of Education does recognize the statewide need of continual review and updating of minimal job descriptions for local personnel. Accordingly, it directs those in the Department of Education responsible for these descriptions to continue to conduct such reviews in a timely manner.

The State Board of Education can support the exemption of tuition and registration fees for job-related training in community colleges for noncertified personnel if this provision were to not restrict local flexibility. If the provision were to displace the local flexibility sought through attaining the Basic Education Plan's \$100 for training for each state-funded local position, then the State Board could not support such a provision.

In sum, while the State Board of Education does recognize the intent of the State Advisory Council on Vocational Education, it declines to mandate a comprehensive statewide model for training or retraining all noncertified personnel employed by local boards of education.

Response: Postsecondary

The State Board of Community Colleges recognizes the importance of qualified personnel in the public school system. We stand ready to assist in public school staff and faculty development as appropriate and under the policies adopted by the State Board of Education. The Department of Community Colleges and the Department of Public Instruction have an interagency task force on articulation.

This recommendation will be placed on their agenda.

7. Recommendation:

The State Board of Education give consideration to eliminating the local match that is now required for the use of vocational disadvantaged funds. This has already been successfully accomplished for the use of vocational handicapped dollars.

In local school units such as mine, there are so many programs and services in competition for local funds, that enough money is simply not available to utilize all of the vocational disadvantaged money coming into my unit. The end result is that students who desperately need the support services provided by disadvantaged funds go lacking and unmatched vocational dollars revert to the state.

Response:

The State Board concurs with this recommendation. Legislation was enacted to fully fund vocational education months of employment allotted to local school administrative units during the 1987 Session of the General Assembly. It is the opinion of the Board that local funds previously used for matching months of employment would be available to match disadvantaged allotments. The Board will include a request for full funding of disadvantaged allotments in the next expansion budget request to the General Assembly.

8. Recommendation:

The State Board of Education should provide for a follow-up of vocational students beyond the annual follow-up that is currently being completed. A follow-up of student completers of vocational programs five years after completing a vocational program would be beneficial and provide more useful data regarding needed changes or modifications in programs.

Response:

The Board appreciates this recommendation and directs staff to ascertain the feasibility of implementation within the current follow-up process. Every effort shall be exerted to provide local administrators with appropriate information to improve the quality of vocational education for participants in the secondary schools.

9. Recommendation:

The State Board of Education take steps to identify and permit the use of SELECTED vocational courses to satisfy high school graduation requirements.

Response:

The full implementation of the Basic Education Program, Standard Course of Study, and the Competency-Based Curriculum will afford local school administrative units with appropriate flexibility to determine the feasibility of this recommendation. The State Board of Education is of the opinion that the identification of course content and specific standards must be adhered to before consideration to substitute vocational courses for other than elective graduation requirements can be taken into consideration. Local boards of education may establish policies on graduation requirements that would accomplish the intent of this recommendation where course content and standards, including teacher certification, meet established State Board of Education policies.

10. Recommendation:

Comments were received from 33 administrators and instructors in the Division of Youth Services, Department of Human Resources, requesting that funds be allocated to support vocational education programs in the institutions operated by the Department.

Response:

The Board accepts this recommendation and directs the staff to conduct a study to determine the feasibility of making funds available to support vocational education programs at these institutions.

VOCATIONAL EDUCATION TECHNICAL COMMITTEES
SECONDARY - POSTSECONDARY

LEGAL BASE: The Carl D. Perkins Vocational Education Act (PL 98-524), Title I, Part B, Section III (d).

The secondary vocational education generic curriculum study, vocational program area study, and futures report on operationalizing the outcome of these studies compliment the next step of implementing technical committees to facilitate continuous vocational education program improvement.

PURPOSE: To advise and assist the State Board of Education, State Board of Community Colleges, and the State Council on Vocational Education in the development of model curricula to address state labor market needs. Annual consultation among secondary, postsecondary, and the State Council shall consider the state-of-the-art curricula to be developed separately and/or jointly to ensure maximum utilization of resources and avoid duplication of effort.

NUMBER OF COMMITTEES:

The following secondary school program areas shall have a statewide advisory committee appointed by the State Superintendent of Public Instruction. The State Board of Education shall appoint from no less than two of these program area advisory committees statewide technical committees to satisfy the requirements of Title I, Part B, Section III (d) of the Act. The selection of statewide technical committees will be based upon curricula priorities established by the Division of Vocational Education.

The State President of the Department of Community Colleges will appoint curriculum improvement committees for postsecondary program areas. The State Board of Community Colleges shall appoint no less than two technical committees to serve for such period of time as may be necessary to comply with the requirements of the Act.

The establishment of these secondary and postsecondary committees will be coordinated, where appropriate, to avoid duplication of effort and increase efficiency and effectiveness of activities.

SECONDARY

1. Agricultural Education
2. Business & Office Education
3. Health Occupations Education
4. Home Economics Education
5. Industrial Arts/Technology Educ.
6. Marketing Education
7. Trade & Industrial Education
8. Vocational Development

POSTSECONDARY

1. Agricultural & Natural Resources
2. Business
3. Health
4. Service
5. Art & Design
6. Public Service
7. Construction
 - Electrical - Electronics
 - Mechanical - Manufacturing
 - Transportation
8. Educational

FUNCTION: The function of the technical committees will be to develop an inventory of skills that may be used by the State Board of Education and/or the State Board of Community Colleges to define state-of-the-art model curricula. The inventory of skills will provide the type and level of knowledge and skills needed for entry, retention, and advancement in occupational areas taught in the state.

MEMBERSHIP: The membership of the secondary vocational education technical committees shall be recommended by the State Director of Vocational Education to the State Superintendent, Department of Public Instruction, and subsequently to the State Board of Education. The membership of the postsecondary technical committees shall be recommended by the Vice President for Program Services to the President of the Department of Community Colleges and subsequently to the State Board of Community Colleges. The membership of the committees shall be representative of (1) employers from any relevant industry or occupation for which the committee is established; (2) trade or professional organizations representing any relevant occupations; (3) organized labor, where appropriate; and (4) educators, where appropriate. The committee members shall possess the knowledge, skill, and experience that will ensure the development of the inventory of skills for the state-of-the-art model curricula in the occupation they are developing.

Technical committees will utilize Private Industry Councils (PICs) and local vocational advisory council members where appropriate and feasible.

TERMS OF MEMBERSHIP:

SECONDARY - POSTSECONDARY: The technical committees will serve for such periods of time as may be necessary for a particular study.

OPERATIONAL PROCEDURES:

SECONDARY: The Associate Director, Program Development, and the chief consultants for the program areas will provide a uniform format to be used by the committees in the performance of their responsibility. The Associate Director, Program Development, and the chief consultants for the program areas will recommend the curricula to be reviewed for the inventory of skills development after consultation with the Department of Community Colleges staff and the State Advisory Council on Vocational Education.

POSTSECONDARY: The Vice President for Programs will provide overall direction and supervision as to the performance and responsibilities of the technical committees. The Department of Community Colleges staff will determine the program area of each subsequent technical committee after consultation with the Department of Public Instruction staff and the State Advisory Council on Vocational Education.

SECONDARY AND POSTSECONDARY: A minimum of two technical committees will develop an inventory of skills that may be used by the state boards to define state-of-the-art model curricula. The inventory of skills developed to define state-of-the-art model curricula to be taught at the secondary and post-secondary levels will be developed by a joint committee with representation from each level. The inventory of skills for single course development will be the responsibility of the appropriate curriculum area. Joint committees, where feasible and appropriate, shall recommend the scope and sequence of the inventory of skills for each level of instruction/practical application. All state-of-the-art model curricula developed shall be provided to appropriate clientele and interested others. All inventory of skills for developing state-of-the-art model curricula will be presented as appropriate to the administration of secondary and/or postsecondary vocational education for final approval. The inventory of skills developed for the state-of-the-art model curricula by the committees will be reviewed by businesses or industries employing people in that occupation. Recommendations from business or industry reviewing the inventory of skills will be included in revisions where feasible.

As a part of dissemination and implementation, staff development activities will be provided to train relevant teachers/instructors in the use of appropriate curricula generated from the inventory of skills developed by the technical committees.

SECONDARY

1987-88 VOCATIONAL EDUCATION TECHNICAL COMMITTEES

The Carl Perkins Vocational Education Act requires that the membership of technical committees shall be members of (1) employers from any relevant industry or occupation for which the committee is established; (2) trade or professional organizations representing any relevant occupations; and (3) organized labor, where appropriate.

Business and Office Education

Mickie Tisdale
Manager,
Information Center

NC Baptist Hospital
Bowman Gray School of Medicine
300 South Hawthorne Road
Winston-Salem, NC 27103

Edward Bowser
Vice-President
Data Processing

NC Mutual Insurance Company
411 West Chapel Hill Street
Durham, NC 27701

Don Carter
Vice-President
Finance

American & Efirds Mills, Inc.
P. O. Box 507
Mount Holly, NC 28120

W. B. Rice
Computer Systems
Consultant

E. I. DuPont
P. O. Box 800
Kinston, NC 28501

Edgar Hobbs
Manager
Information Systems Training

Carolina Power & Light Company
P. O. Box 1551
Raleigh, NC 27602

Trade and Industrial Education

Marshall Varner
Manager
Field Representatives

Boren Clay Products
P. O. Box 368
Pleasant Garden, NC 27313

Jimmy Harrell
Manager

Triad Masonry Materials
P. O. Box 19178
Greensboro, NC 27419

Butch Hardy
Manager

Adams Concrete
P.O. Box 548
Kinston, NC 28501

Jack Glass
Masonry Education Director

Brick Association of NC
1917 E. Wendover Avenue
Greensboro, NC 27415-3290

Gary Joyner
Contractor

Joyner's Masonry Works
103 Hunter's Lane
Greenville, NC 27834

Calvin Brodie
Contractor

Brodie & Bines Masonry
Route #3, Box 174A-1
Zebulon, NC 27597

Report on Technical Committees
in the North Carolina Community College System

The Carl Perkins Vocational Education Act of 1984 (P.L. 98-524) requires that "each State Board, in consultation with the State Council, shall establish a limited number of technical committees to advise the Council and the Board on the development of model curricula to address State labor market needs. Technical committees shall develop an inventory of skills that may be used by the State Board to define state-of-the-art model curricula."

Beginning in FY 1985-86, the State Board of Community Colleges initiated four Curriculum Improvement Projects (CIPs) funded at approximately \$160,000 each for a two-year period. These projects were awarded to four different institutions in the curriculum areas of Commercial Art and Design, Automotive Technology, Electronics, and Criminal Justice and Law Enforcement. Each institution is responsible for initiating a thorough review of the curriculums and developing state-of-the-art model curriculums for the community college system in their respective subject area. In addition, the institutions are responsible for providing in-service education and technical consulting to all of the other institutions in the system offering these curriculum programs.

Each project is required to create a technical advisory committee of industry and association members to assist with developing the inventory of skills, which is fundamental to the curriculum design. The committees established for the Automotive Technology and Electronics projects, in particular, have heavy representation from industry and are already engaged in developing lists of core competencies for graduates in these programs. These two committees serve precisely the function required of technical committees in P.L. 98-524.

The membership of each committee is shown in the attachments. Each year of the project, a progress report of the CIPs including the activity of the technical advisory committees will be submitted to the Department of Community Colleges and made available to the State Board of Community Colleges and the State Advisory Council on Vocational Education for comment.

In addition, the products of each CIP will be made available to Department of Public Instruction personnel, and a joint committee of public school and community college staff will develop a section in each curriculum manual produced to provide guidelines for articulation in that curriculum.

Technical Committee for Automotive Curriculum Improvement

Mr. William Kauffman
Service Manager
Regal Chrysler Plymouth
4315 E. Independence Blvd.
Charlotte, NC 28205

Mr. John Fuerstneu
Technical Representative
Ford Division - Charlotte District
Ford Motor Company
309 South Sharon Amity Road
Charlotte, NC 28222

Mr. Tom McMichael
Service Manager
Sam Johnson's Lincoln
Mercury, Inc.
5201 E. Independence Blvd.
Charlotte, NC 28212

Mr. John Kelly
Assistant Zone Manager, Service
Buick Motor Division
P.O. Box 11937
Charlotte, NC 28209

Mr. David Leyland
Foreman, City Chevrolet
5300 Harvest Hill Drive
Charlotte, NC 28212

Mr. Thomas Darling
Line Technician City Chevrolet
6508 Farmingdale Drive
Charlotte, NC 28210

Mr. George Traylor
Zone Technical Advisor
Chrysler Corporation
1100 Circle 75 Parkway
Suite 850
Atlanta, GA 30339

Mr. Mark Sherill
Technician Hendrick Imports
140 Palaside Drive
Concord, NC 28025

Mr. Terry Simon
Terry's Ind. Amoco
101 Pine Tree Drive
Matthews, NC 28105

Mr. Mark Flowe
Technician Independence Automotive
13335 Albermarle Road
Charlotte, NC 28212

Mr. Harold Cook
Service Manager, McDougal Honda
5148 Elder Avenue #1
Charlotte, NC 28205

Technical Committee for Electronics Curriculum Improvement

Mariah Umstead
IBM
Research Triangle Park, NC

Leonard Hardy
Proctor & Gamble
Greenville, NC

Bruce Davis
Union Carbide
Shelby, NC

John Morton
Data General
Research Triangle Park, NC

Lanny Logan
Rockingham CC
Wentworth, NC

Paula Sheppard
ITT-Telecom
Raleigh, NC

James Humphreys
Wandel & Golterman
Research Triangle Park

Daniel Waters
Square D
Asheville, NC

John Troxle
AT&T
Greensboro, NC

Ken Sigmon
Analog Devices
Greensboro, NC

I. The North Carolina Vocational Education Planning and
Coordinating Committee's Purpose and Priorities
May 19, 1987

Preface

The Carl D. Perkins Vocational Education Act requires joint planning and coordination between and among related agencies receiving federal funds. The State Vocational Education Planning and Coordination Committee (SVEPCC) was established to improve effective joint planning and coordination. The committee will function under the Division of Vocational Education, Department of Public Instruction. The committee believes that joint planning and coordination among the various entities associated with vocational education is a wise and prudent use of public funds and, therefore, this committee shall share information, and make recommendations to the appropriate entities that address the improved use of available resources for vocational education. With this in mind, the SVEPCC developed on 30 September 1986 the following purpose and priorities.

Purpose

The purpose of the SVEPCC is to increase coordination and cooperative efforts among the various agencies and entities to initiate, improve, and expand vocational education for the citizens of North Carolina. The four priorities identified by the SVEPCC and which the various agencies and entities will be encouraged to address through coordination and cooperation are (1) public information, (2) public funding, (3) employment of teaching personnel, and (4) continued dialogue and planning to provide a unified philosophy that directs all vocational education programs and services. These priorities are summarized as follows.

Activities

1. Coordination and Cooperation: The committee believes that through a unified philosophy, increased coordination and cooperation among the following agencies and other entities involved with vocational education programs by the sharing of information through continued committee meeting participation will improve vocational education opportunities for the citizens of our state.

Department of Public Instruction
Division of Vocational Education
Division of Exceptional Children
Division of Support Programs

Department of Community Colleges
Division of Adult & Continuing Education

Department of Administration
Council on Status of Women

Department of Commerce
Economic Development
State Occupational Information Coordinating Committee

Department of Corrections

Department of Human Resources
Division of Vocational Rehabilitation
Division of Youth Services

Department of Labor

Department of Natural Resources & Community Development
Division of Employment & Training

State Advisory Council on Vocational Education

2. Public Information: The visibility of existing vocational education programs, services, and activities in local communities is of primary concern to the SVEPCC. In an effort to eliminate duplication of effort, improve coordination, and promote efficient management of resources, the committee proposes to develop an interagency public information program which would impact at the local level. This program would minimally require exchange of information, development of individual initiatives by agencies, and encouragement of collaborative projects.
3. Public Funding: Recognizing that funds are limited, it is incumbent upon the committee members to coordinate funding requests and to participate in joint planning and program implementation to insure access to services and reduce duplication. The committee should work to improve effective and efficient utilization of existing vocational training resources.
4. Teaching Personnel: There is a perceived need to increase the quantity and quality of teaching personnel. A system is needed within each group or agency represented on the committee to identify the supply and demand of qualified teaching personnel. A mechanism is needed to coordinate these systems between and among these groups and agencies.

II. Mission and Vocational Education Goal of Member Agencies

Department of Public Instruction

Division of Vocational Education: To provide (1) preparation for initial employment, (2) preparation for further vocational and technical education, (3) assistance for individuals in making educational and occupational decisions, (4) application of related learning from other disciplines, and (5) preparation for making informed consumer decisions applying practical arts skills.

Department of Public Instruction

Division for Exceptional Children: The mission of the Division of Exceptional Children is to ensure that handicapped and gifted students develop mentally, physically, emotionally, socially, and vocationally to the maximum extent possible through the provision of a free, appropriate individualized education within the least restrictive environment.

The division's goal for vocational education is to cooperate and plan with all agencies and entities to ensure that all exceptional students (1) are given appropriate vocational evaluations, (2) have an individualized vocational education plan or individualized education program (IEP) with a vocational component, including transition from training to work, (3) are given adequate instruction and training commensurate with individual needs and in the least restrictive environment, and (4) are assisted in being placed in meaningful work settings in the least restrictive environment upon completion of training.

Department of Public Instruction

Division of Support Programs: To participate in the joint development of projects to serve disadvantaged/handicapped/high risk (or potential dropout) youth.

Department of Human Resources

Division of Vocational Rehabilitation Services: The mission of Vocational Rehabilitation is to assist physically or mentally handicapped individuals into employment via a plan of rehabilitation services jointly developed by the client and a Vocational Rehabilitation counselor.

The Division's goal for vocational education is to strengthen efforts with both secondary and postsecondary programs to make vocational education available and accessible to handicapped students, thereby improving career and employment opportunities for handicapped students.

State Advisory Council on Vocational Education: The mission of the State Advisory Council on Vocational Education as assigned by the Carl D. Perkins Vocational Education Act, P.L. 98-524 as amended and by Executive Order Number 3 of March 1985 is to give advice to the State Board of Education and to the State Board of Community Colleges as well as to the Governor, the business community, and the general public on the policies the state should pursue to strengthen vocational education.

The Council's goal is to present advice and recommendations that will improve the practices, policies, or activities of the state so that our educational system can better serve our students.

Department of Correction: The Offender Programs and Services Mission of the North Carolina Department of Correction is to administer in a just and equitable manner human programs, services, and growth opportunities which enhance community integration, economic self-sufficiency, consistent with public safety.

Vocationally, the Department's goal is to develop, through cooperative activity with other vocational education and training agencies, a comprehensive vocational training and job placement system which provides offenders access to needed vocational guidance, job skill training, and maximizes the use of public and private sector resources in system development, implementation, coordination, and evaluation.

Department of Commerce

Division of Economic Development: To assist in developing a program of vocational education that brings about an increased awareness on the part of the state's diverse industrial base. To represent the state's commerce community at the state level and to assist the state vocational education department in building stronger linkages with the business community of North Carolina.

Department of Commerce

State Occupational Information Coordinating Committee: The NC SOICC is an interagency consortium charged with the responsibility for coordinating the development and implementation of a statewide occupational information system that will meet the needs of persons in vocational education, employment and training, and human resource development programs. Established under the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act, the SOICC brings together the producers and users of occupational and career data in order to facilitate communication and coordination in the development and use of such information.

Department of Community Colleges

Division of Adult and Continuing Education: The mission is to provide educational opportunities for students and the offering of vocational and technical education and training, and of basic, high school level academic education needed to profit from vocational and technical education.

The department's goal for Adult and Continuing Education is to serve adults in basic literacy training, adult high school completion, compensatory education (mentally retarded adults), human resources development, continuing education courses/programs, and vocational and technical education.

The major goal of the ABE program is to increase literacy in North Carolina by providing classes in reading, writing, speaking, and computation.

Department of Natural Resources and Community Development

Division of Employment and Training: The Division's goal for vocational education is to (1) strengthen local linkages between the various JTPA service providers and users by distributing information within the employment and training network through the Service Delivery Areas; (2) encourage and facilitate joint planning efforts; (3) develop and promote coordination criteria within the employment and training network in a manner as to provide direction to SDAs and to the vocational education community.

Department of Labor: To promote and develop special projects or programs that compliment apprenticeship training at the secondary and postsecondary level indigenous of the signed agreement between the U. S. Secretary of Education and the U. S. Secretary of Labor.

Department of Human Resources

Division of Youth Services: To provide technical assistance (including staff development, consultation, and monitoring) and funding to youth services institutions as would be provided to other LEAs.

Department of Administration

Council on the Status of Women: It is the goal of the Council to underscore the vital role of vocational education in providing strong training and life skills to the citizens of our state. We are supportive of the benefits derived from vocational education and pledge ourselves to the fullest development possible of vocational education programs and opportunities.

The Council seeks, through this active partnership, to develop strong advocates for women in the membership of this body and to develop cooperative initiatives which reflect the highest standards in program design and service delivery.

The Council is working to provide the full range of state services to the women of our state and to the development of programs and services which address and meet the needs of women.

III. Strategies to Accomplish Activities

1. Coordination and Cooperation:

Department of Public Instruction

Division of Vocational Education: Coordinate planning, implementation, and evaluation of programs and services with other agencies to ensure maximum productivity and avoid duplication of effort. Implementation of standards with systematic evaluation of secondary vocational education and sharing results.

Department of Public Instruction

Division of Exceptional Children: Participate in the State Vocational Alternatives Task Force and the State Interagency Council for Education and Related Services.

Department of Public Instruction

Division of Support Programs: To assess program direction and goals of divisions serving disadvantaged youth. To establish a planning committee to propose program design and develop projects jointly.

Department of Human Resources

Division of Vocational Rehabilitation Services: To improve vocational rehabilitation services to disabled secondary school students, the division will contact school systems with which we have no cooperative agreement and explore joint funding of rehabilitation personnel to facilitate the movement of students from school to employment.

The division has received a five-year grant to improve supported employment in North Carolina for developmentally disabled individuals. The division will seek to involve severely disabled students in the special program.

The division will develop ways to increase the number of disabled students who receive financial assistance for post-secondary training, such activities to include revision of the division's economic needs policy.

Department of Correction: The court mandate to improve educational/vocational training opportunities for offenders, especially prisoners, creates the necessity for state coordination of services provided offenders. The Department of Correction is committed to continued membership and support of the State Vocational Education Planning and Coordination Committee. The development of a comprehensive Educational/Vocational Training Program for corrections requires the involvement and support of state educators and vocational training leaders.

Department of Commerce

State Occupational Information Coordinating Committee: Coordinate, develop, and disseminate occupational and labor market information to State and local policy makers and planners in vocational education, vocational rehabilitation, and job training programs; continue to provide current, accurate, State specific information about occupations and training to counselors and individuals exploring careers or seeking employment; and to increase understanding and usership of labor market information by both planners and counselors.

Department of Community Colleges

Division of Adult and Continuing Education: In order to address the literacy issue of adults in the state, coordination with other departments and agencies is under way.

Department of Natural Resources and Community Development

Division of Employment and Training: Coordinate appropriate forums whereby JTPA/Vocational Education information sharing can occur. This can be accomplished through discussions/presentations at forums to include vocational education coordinator meetings, annual summer vocational education conference, SDA directors' association, committees and workshops sponsored by member agencies and formal state councils.

Maximize local coordination in the planning and delivery of JTPA set-aside funds. The State Job Training Council has mandated that involvement of the private industry councils be an integral part of the set-aside process. The division will work with state agencies and SDAs to implement this requirement. The SVEPCC provides a forum to further this effort, in that several member agencies have local counterparts represented on private industry councils.

Continue to explore and promote ways the Interagency Coordinating Committee, a sub-committee of the State Job Training Council, and the State Vocational Education Planning and Coordinating Committee can work together to strengthen delivery of employment and training services to North Carolina citizens.

Department of Labor: To place copies of the Apprenticeship Guide in each school district through the Director of Vocational Education. To develop at least three high school apprenticeship programs in the state. To appear on programs of industry coordinators' meetings to improve joint working relationship with vocational education and apprenticeship.

Department of Administration

Council on the Status of Women: To develop a state policy and commitment to full funding for existing and basic vocational education budgets in order that federal dollars may be used for the extended and expanding programming which was originally envisioned for these funds.

To require an informed and comprehensive review and comment from designated agencies, commissions, councils, and other groups representing special target populations. It should be a designated requirement of these agencies and there should be a requirement that state JTPA and vocational education staffs develop a training program for those individuals charged with this oversight responsibility.

To conduct an annual information session for JTPA and vocational education staffs for the purpose of interpreting the special needs of target populations. This annual session would be one half of the partnership involved in providing a truly integrated planning process.

2. Public Information:

Department of Public Instruction

Division of Vocational Education: Implementation of a three (3) year marketing plan to include, but not limited to television spot announcements, film (16 mm and video cassette) documentary available in regional education centers, mini reports, tabloids, newsletters, and brochures.

Department of Public Instruction

Division of Exceptional Children: Conduct in-service transition workshops. Provide technical assistance upon request. Disseminate transition planning document.

Department of Public Instruction

Division of Support Programs: To conduct surveys to compile data on existing projects serving disadvantaged youth, source of funding and/or supervision, extent of services provided, and involvement of coordination.

Department of Human Resources

Division of Vocational Rehabilitation Services: Continue efforts to strengthen mutual programming between vocational education and vocational rehabilitation. Initial activities already underway include development of a video-tape and brochure describing Vocational Rehabilitation services for students. Intended audience would be faculty, parents, and students.

Department of Correction: The Department of Correction will utilize the agency newsletter to publicize vocational education achievements. Additionally, we will work with constituent groups to inform persons of offender training programs, services, activities, and projected program needs. Local correctional programs coordinators will be encouraged to promote in conjunction with other local service providers local news articles on select offender vocational training.

Through interagency collaboration and coordination, the Department of Correction will share correctional vocational training information and encourage other state agencies to include in its publications special segments focusing upon agency involvement, and support of correctional education.

Department of Community Colleges

Division of Adult and Continuing Education: Continue to publish "MORE" (a newsletter in the Division of Adult and Continuing Education), brochures describing literacy, posters, continuum models, and continue to participate in the Project Literacy U.S. (PLUS).

Department of Administration

Council on the Status of Women: To inform all UI applicants and participants of all their options for training or re-training through existing JTPA and vocational education programs and systems. Require an assessment of individuals which would focus on their employability and ultimate success in the labor market or entrepreneurial arena.

3. Public Funding:

Department of Public Instruction

Division of Vocational Education: Coordinate planning activities with other agencies to compliment funding of programs/activities for youth and adults to avoid duplication of efforts and services.

Department of Public Instruction

Division of Exceptional Children: Seek additional funds for the initiation, improvement, and expansion of exceptional children's services through the Department of Public Instruction's biennium budget request.

Assist local school administrative units in budgetary management for improved vocational and transition services.

Study whether or not transition/vocational personnel may be included under the pending related services funds.

Department of Public Instruction

Division of Support Programs: To conduct surveys to compile data on existing projects serving disadvantaged youth, source of funding and/or supervision, extent of services provided, and involvement of coordination.

Department of Correction: Long term operational planning strategies are designed to project future offender vocational training needs. Joint appropriations requests are proposed between the North Carolina Department of Correction and the Department of Community Colleges.

The development of interagency agreements is under consideration as a mechanism for joint funding, enhanced program collaboration, and coordination.

Department of Community Colleges

Division of Adult and Continuing Education: Appropriations requests will be identified in areas of greatest need to better serve adults in need of educational programs.

4. Teaching Personnel:

Department of Public Instruction

Division of Vocational Education: Coordinate and communicate with teacher education departments in educational institutions to keep abreast of teacher supply and demand. Maintain liaison with business, industry, and the military for appropriate lateral entry teaching personnel.

Department of Public Instruction

Division of Exceptional Children: Continue the employment of a coordinator of transition and secondary services with the Division for Exceptional Children.

Assist local school systems to use their federal and state exceptional children funds for the employment of personnel to work with transition services.

Study whether or not transition/vocational personnel may be included under the pending related services funds.

Department of Correction: The use of certified vocational instructors will continue as a Correctional Education Program Standard. Where non-certified employment is appropriate, instructors are encouraged to participate in Department of Correction coordinated training and encouraged to obtain credentials leading to vocational certification.

Temporary, part-time, contractual instructors, employed to instruct offender programs, by the Division of Community Colleges or other agencies, will through comprehensive vocational training, program planning, and design be provided the opportunity for full-time employment in a system which monitors instructional performance and seeks to improve instructional skills for vocational instructors having limited classroom/shop teaching experience.

Department of Community Colleges

Division of Adult and Continuing Education: Temporary, part-time, and full-time instructors employed to instruct adult basic education and compensatory education (mentally retarded adults), programs will be provided instructor training on methods and techniques of teaching adults.

5. Other:

Department of Correction: Focus upon crime avoidance and rehabilitation.

STATE VOCATIONAL EDUCATION PLANNING AND COORDINATING COMMITTEE
Dr. Clifton B. Belcher, Director - Division of Vocational Education
Dr. Donald R. Brannon, Associate Director - Chairperson

Member	Responsibility	Group/Agency	Representing	Business/Home Telephone	Term
Bobby L. Anderson	Caswell Building, 200 W. Jones St., Raleigh, NC 27603-1337 Director, Continuing Education Services	N.C. Department of Community Colleges	Continuing Education	(O) 733-7051 Ext. 309	June 30, 1988
Monroe Waters	840 W. Morgan Street, Raleigh, NC 27603 Assistant Secretary for Programs and Development	N.C. Department of Corrections	Adult Correction	(O) 733-2557	June 30, 1990
Judy Hanna	526 N. Wilmington St., Merrimon-Wynn House, Raleigh, NC 27604 Executive Director NC Council on the Status of Women	N.C. Department of Administration	Council on the Status of Women	(O) 733-2455	June 30, 1988
Nancy MacCormac	Daniels Building, Raleigh, NC 27611 Director, State Occ. Information Coordinating Comm.	N.C. Department of Commerce	State Occupational Information Coordinating Committee	(O) 733-6700	June 30, 1990
Dr. Linda Lindsey	Dobbin Building, 705 Palmer Drive, Raleigh, NC 27611 Assistant Director for Administrative Services	N.C. Department of Human Resources	Division of Youth Services	(O) 733-3011	June 30, 1989
Forcius Crank, Jr.	P.O. Box 158, Harbinger, NC 27941 Member, State Council on Vocational Education	Citizens with interest in Vocational Education	State Council on Vocational Education	(H) 491-2632	June 30, 1988
Dennis Davis	Raleigh Building, Suite 310, Raleigh, NC 27611 Director, Division of Support Services	N.C. Department of Public Instruction	Support Services	(O) 733-5461	June 30, 1990
David Eldridge	Dobbs Building, Raleigh, NC 27611 Assistant Secretary Economic Development	N.C. Department of Commerce	Economic Development	(O) 733-4151 (H) 787-2460	June 30, 1989
E. Lowell Harris	Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712 Director, Division of Exceptional Children	N.C. Department of Public Instruction	Support Services	(O) 733-3921 (H) 851-2183	June 30, 1989
Claude A. Myer	620 N. West Street, Raleigh, NC 27603 Director, Division of Vocational Rehabilitation	N.C. Department of Human Resources	Division of Vocational Rehabilitation	(O) 733-3364 (H) 876-0781	June 30, 1989
Joel New	111 Seaboard Avenue, Raleigh, NC 27604 Director, Division of Employment and Training	N.C. Department of Natural Resources and Community Development	Division of Employment and Training	(O) 733-6383	June 30, 1990
Kenneth C. Pittman	Shore Building, Raleigh, NC 27603 Deputy Commissioner, Education and Training	N.C. Department of Labor	Division of Education and Training	(O) 733-7533 (H) 467-4106	June 30, 1988

Also:

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(Phone - 733-7094)
Joyce F. Wasdell, Governor's Education Advisor, Administration Bldg., 116 W. Jones St., Raleigh, NC 27611
(Phone - 733-5811)
J. W. Eades, Division of Community Colleges, 200 W. Jones St., Caswell Bldg., Raleigh, NC 27603-1337
(Phone - 733-7051, Ext. 727)
E. Michael Latta, State Advisory Council on Vocational Education, Watson House, 530 Wilmington St., Raleigh, NC 27604 (Phone - 733-2064)

Section Heads: June Atkinson
Don Brannon
Al Carson
Ted Rollins

Margaret Gayle
Bob Mullen
Joan Smith

Revised 10/27/87

ORGANIZATIONAL CHART

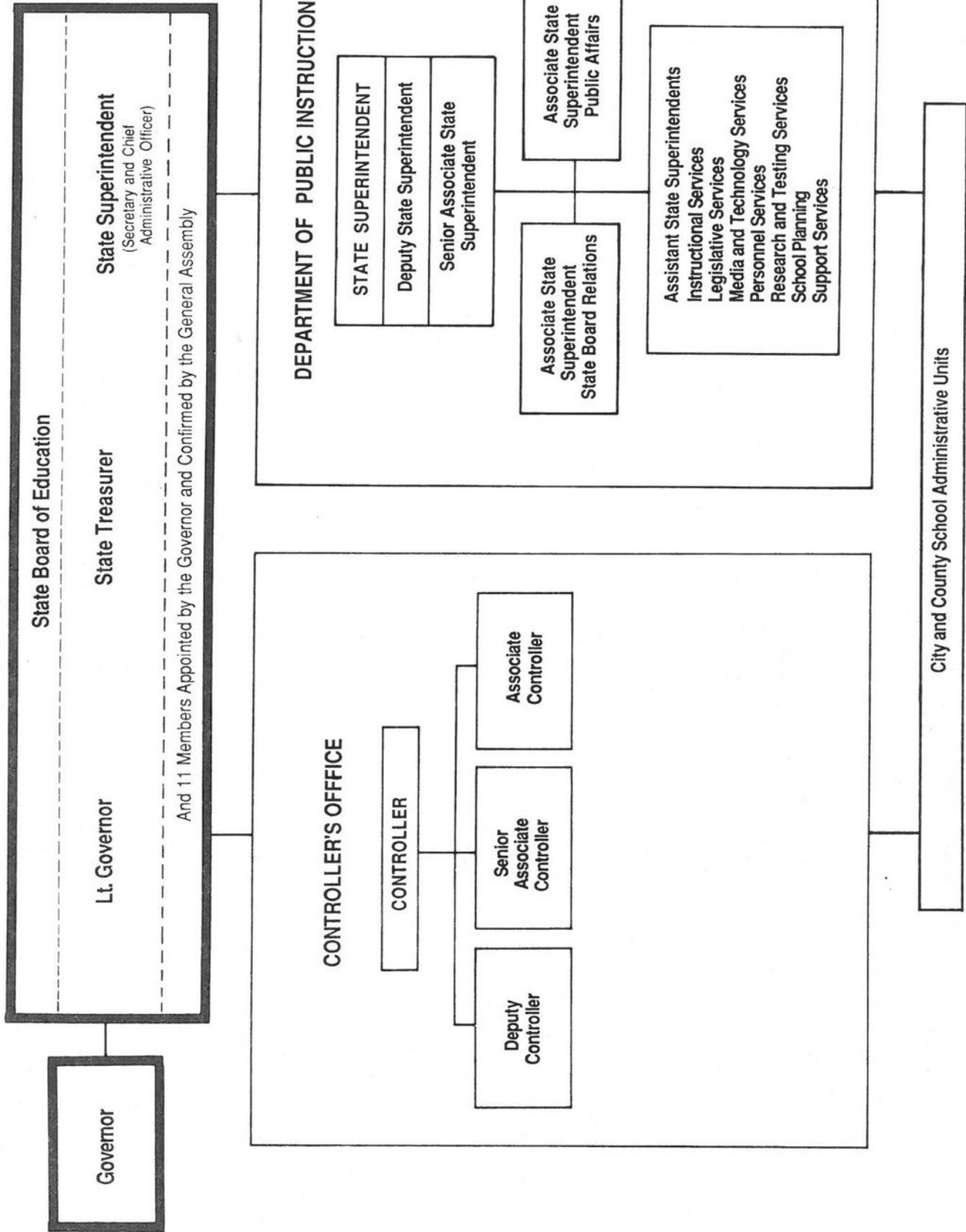
NORTH CAROLINA

DEPARTMENT OF PUBLIC EDUCATION

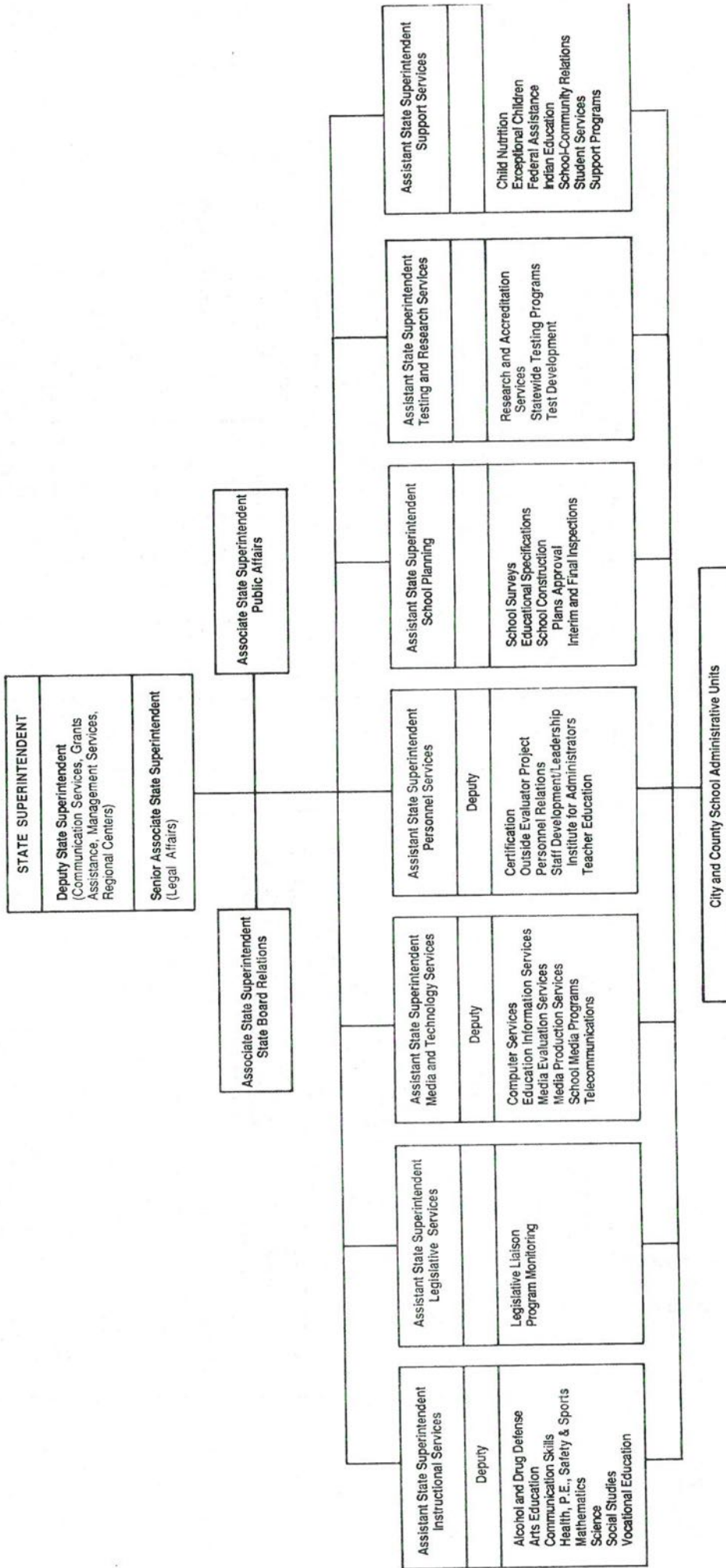
Exhibit 6

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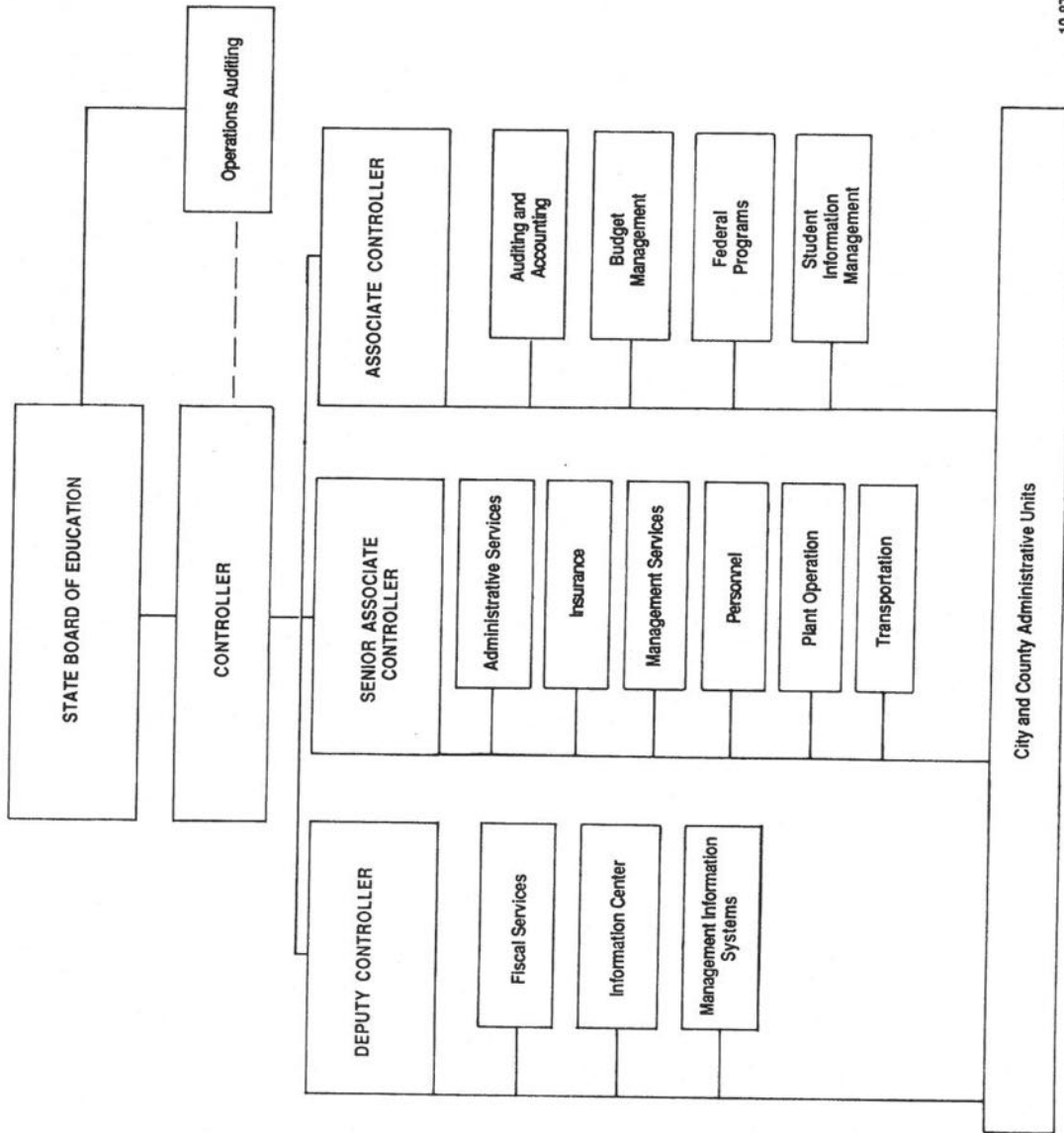
North Carolina Department of Public Education



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION



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Linda Winstead, Adm. Secretary

Robert A. Mullen, Deputy State Director
Yvonne Phillips, Secretary

Ted Rollins
Assistant Director
Planning & Development
Cindy Warren, Secretary

Margaret Gayle
Associate Director
Curriculum & Training
Fields Forecasting
Yvonne Phillips, Sec.

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Pay Joyner, Statistical Assist.

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Nan Coleman, Chief
Judith Lewis, Secretary

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Deborah Shumate, Cons.

Civil Rights & Special Programs
Will Burgin, Cons.

Pre-Technical Programs
Phil Rollain, Cons.

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VE Information Systems Unit
Loretta Martin, Chief
Rhonda Woolridge, Public Info. Cons.
Cliff Robinson, Analyst Prog.*
Peggy Creech, Statis. Asst.
Wendy Strickland, Sec.

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Wally Burke, Chief
Vacant, Secretary (1/2)

Personnel Development Unit
Dan Bruffey, Chief
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Doug Powell, Cons.
Marie Byrd, Sec.
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Mary Thatch, Cons.
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Augusta White, Cons.
Dorothy Britt, Sec.
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Horace Robertson, Chief
Greg Gift, Cons.
Rebecca Watkins, Cons.
Elizabeth Keene, Sec.
Pam Roozitalab, Sec.

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Walter Brown, Cons.
Betty Wooten, Cons.
Janice Hinton, Sec.
Joan Jones, Sec.

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Judy Evans, Secretary

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Frances Burden, Secretary*

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Ken Smith, Coordinator
Vickie Puckett, Secretary*

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Willie Randolph, Coordinator
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Jim Lunsford, Coordinator
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Region 6
Gardner Brown, Coordinator
Lillian Butts, Secretary*

Region 7
Bob Will, Coordinator
Jane Parsons, Secretary*

Region 8
Bud Case, Coordinator
Patsy Underwood, Secretary*

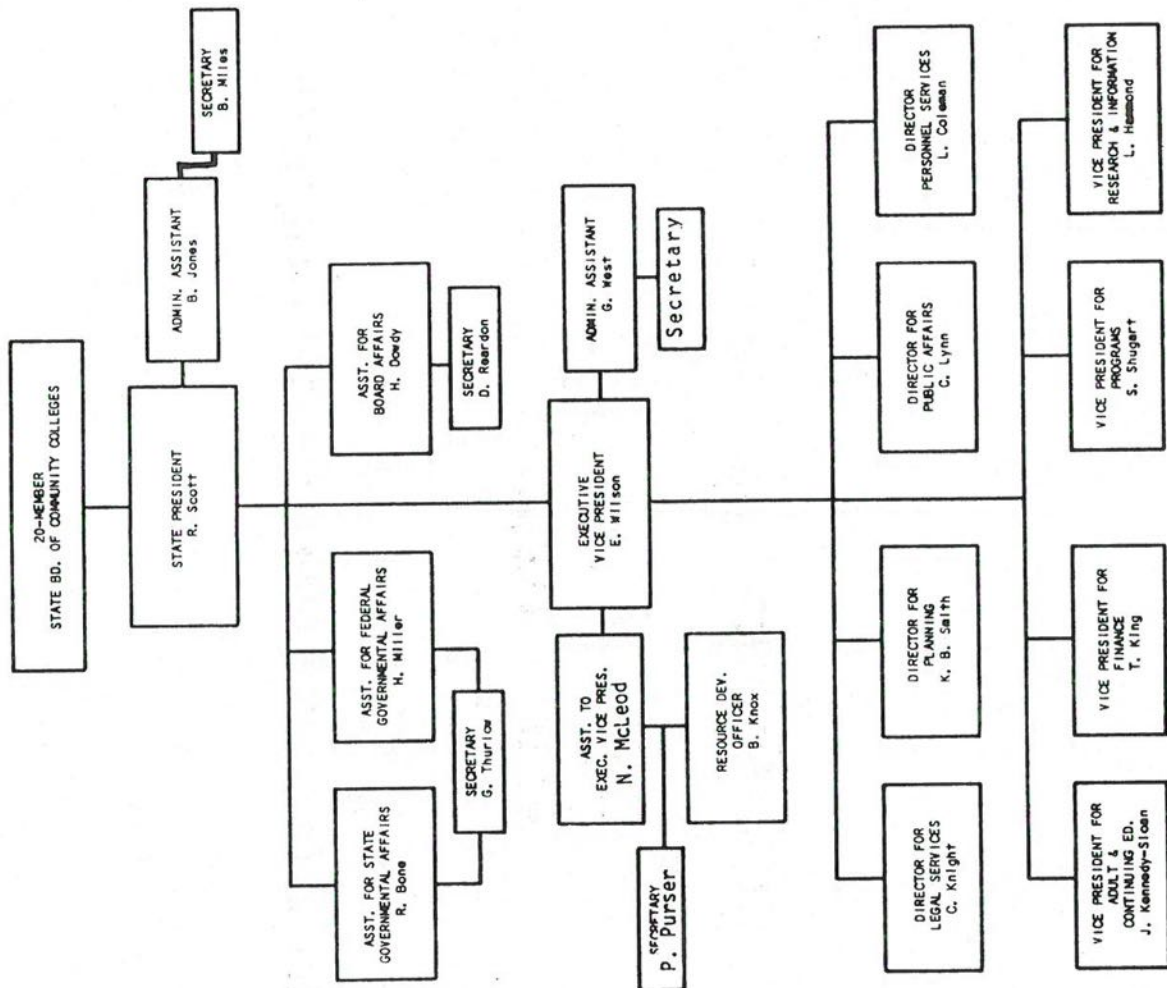
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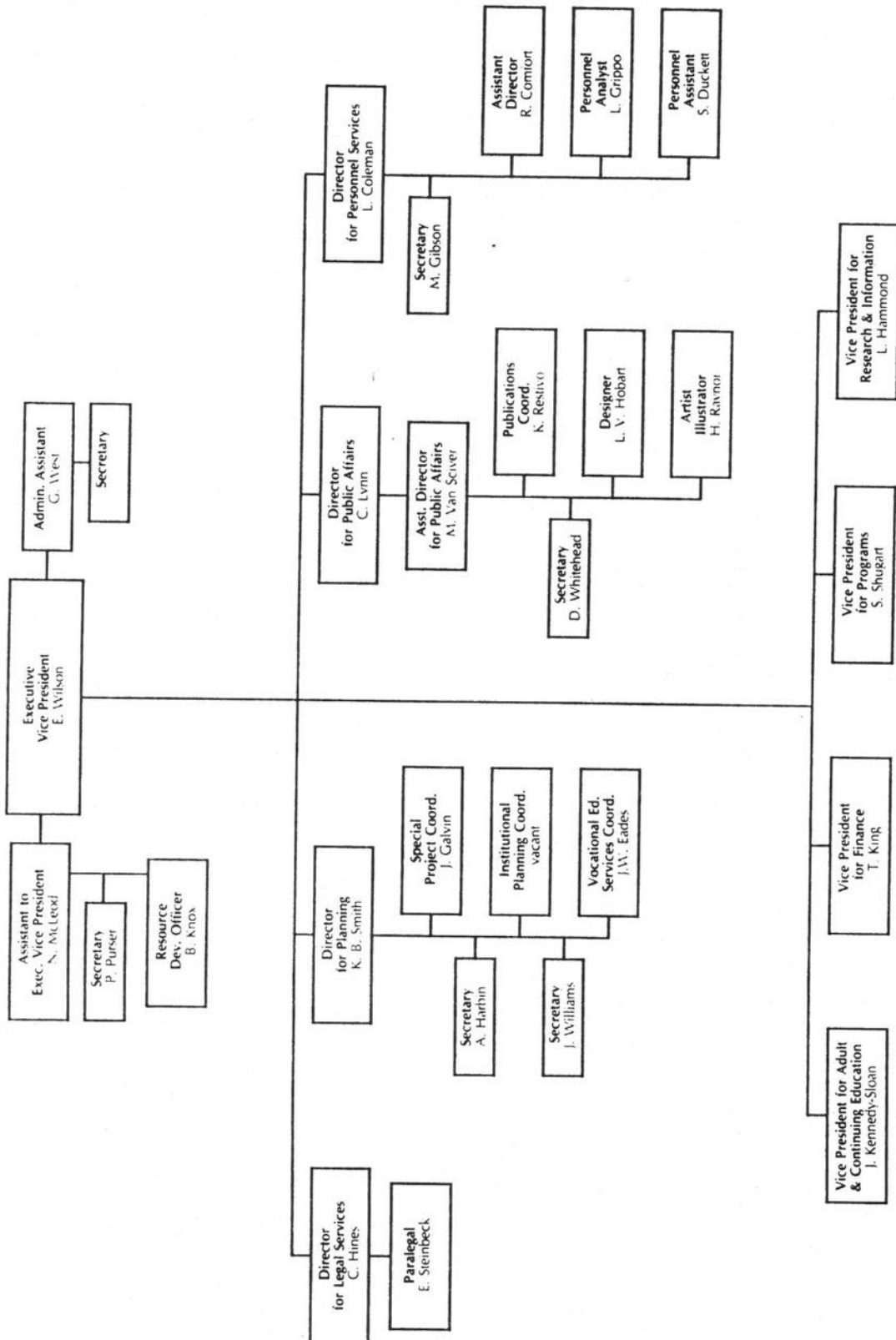
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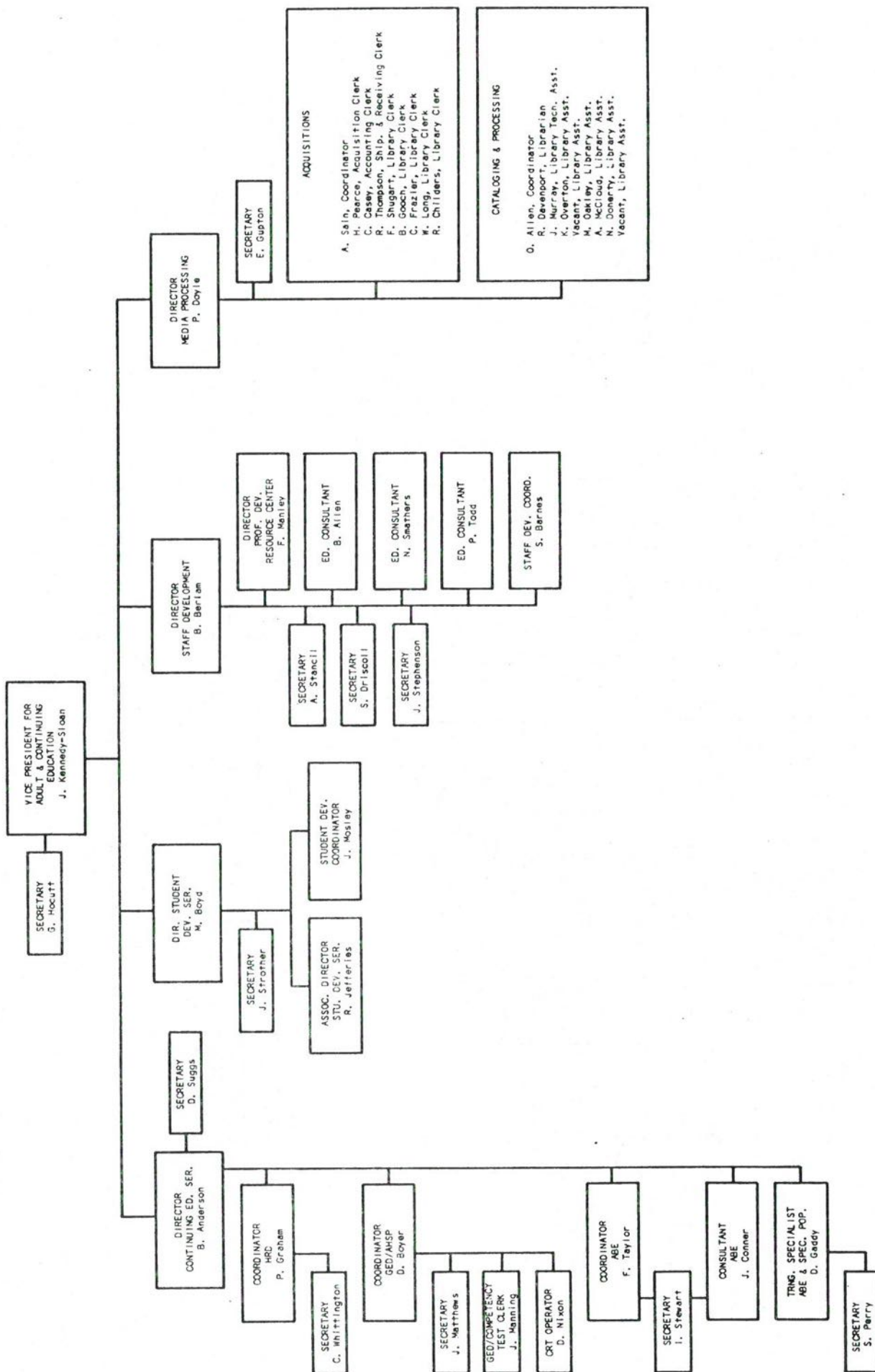
DEPARTMENT OF COMMUNITY COLLEGES

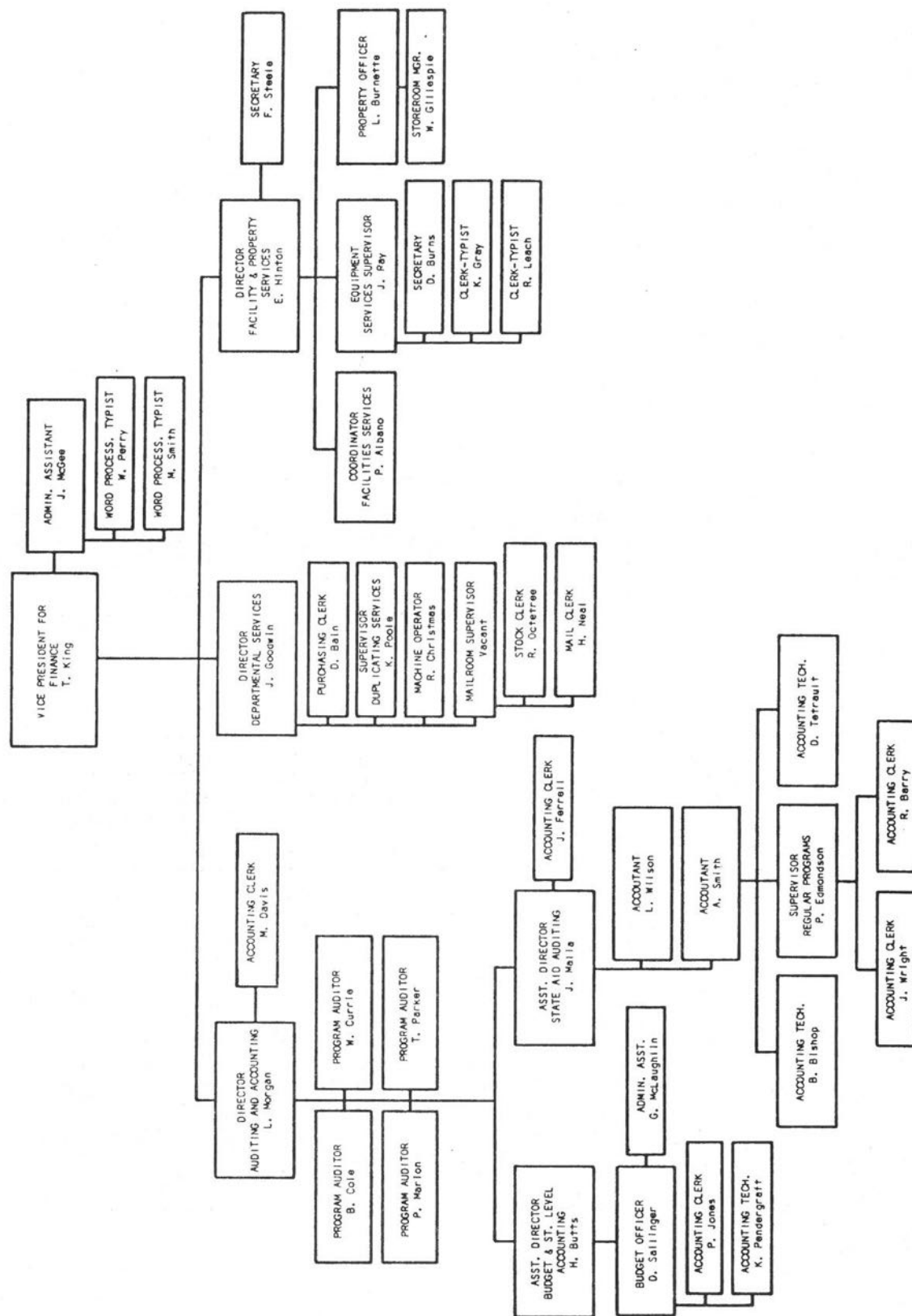
Exhibit 7

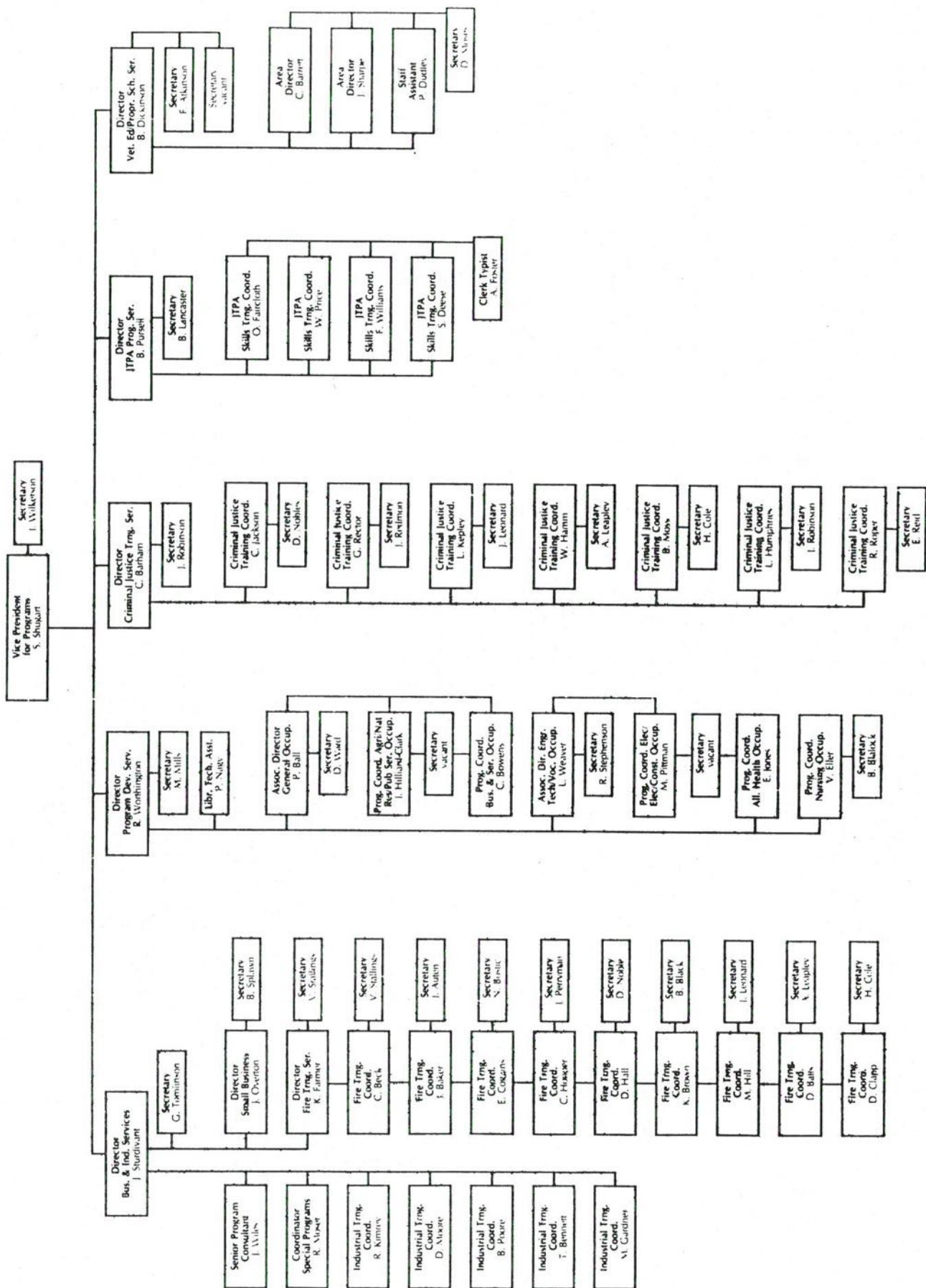
October, 1987

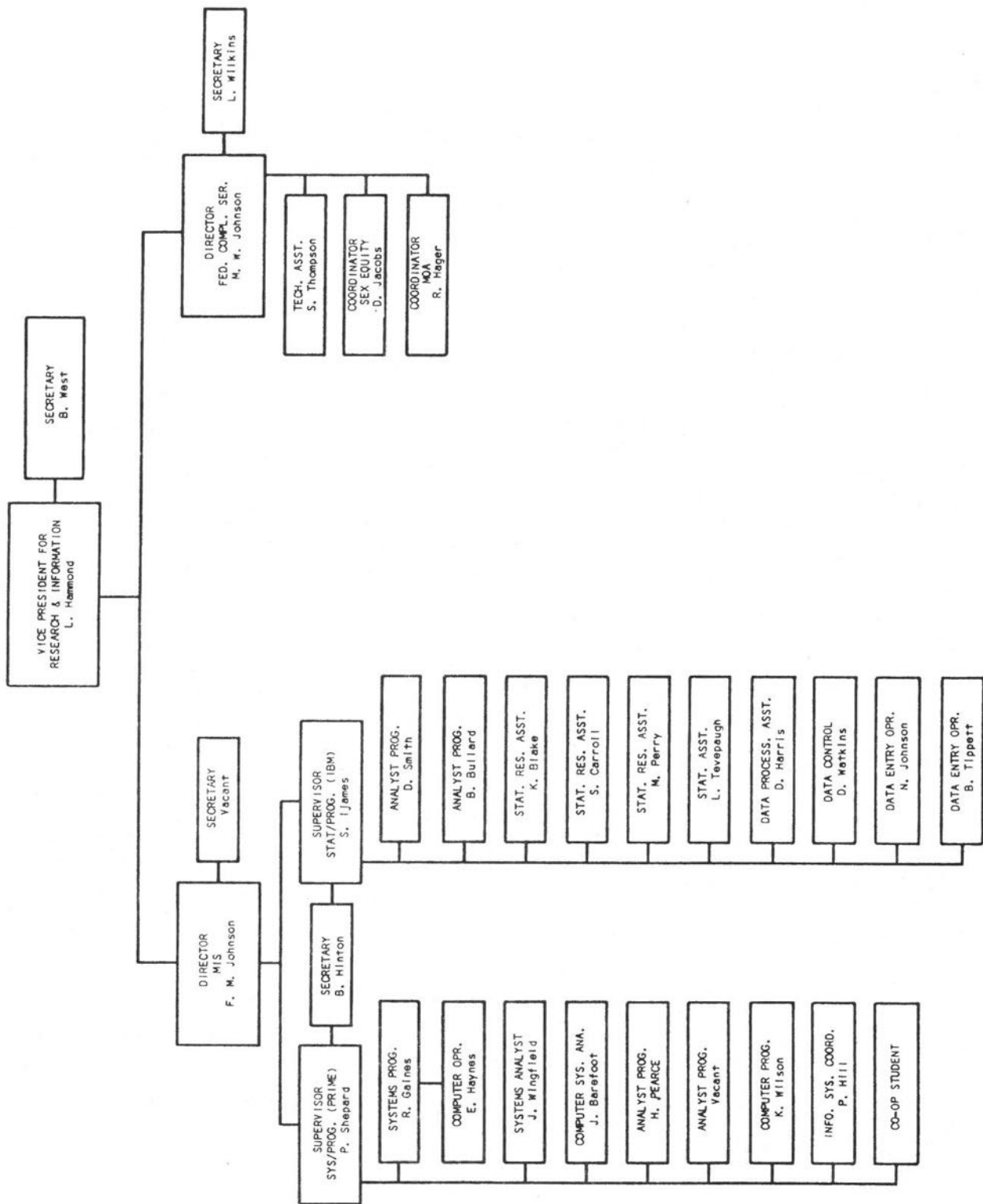












**RESPONSIBILITIES OF STATE BOARD OF
VOCATIONAL EDUCATION TO MEET THE REQUIREMENTS OF THE
PERKINS ACT P.L. 98-524
AND PROCEDURES TO MEET THOSE RESPONSIBILITIES**

Rationale:

In 1968, the 1963 Vocational Education Act (federal) was amended. One new provision of these amendments was the requirement for a State Advisory Council on Vocational Education. The establishment of this council was necessary if the state desired to participate in vocational education programs authorized by the 1963 Act, as amended in 1968. The Council was assigned certain limited responsibilities in the legislation.

A new Carl Perkins Vocational Education Act was passed by the U.S. Congress in 1984. This reauthorizing legislation amended the Vocational Education Act of 1963. In so doing, the responsibilities of the Council were expanded to include several new areas. The Council, likewise is required to advise and report to additional individuals (the Governor, the U.S. Secretary of Education, and the U.S. Secretary of Labor) and groups (business community, general public, and State Job Training Coordinating Council) in addition to the State Board of Vocational Education (attachment A).

The Carl Perkins Act also identifies responsibilities of the State Board of Vocational Education to the State (Advisory) Council on Vocational Education. There are at least eight major responsibilities (attachment B).

Since the Carl Perkins Act has formalized in a specific way the responsibilities between the State Board of Vocational Education and the State (Advisory) Council on Vocational Education, it is important that appropriate procedures be established by the State Board in fulfilling responsibilities for working with the State Council.

Recommended Procedures:

In reviewing the responsibilities of the State Board of Vocational Education, four key words are pertinent. Since the State Board of Vocational Education delegates certain responsibilities for vocational/technical education to the State Board of Community Colleges, the following are also applicable at that level. They are: consultation, coordination, review, and response. For the benefit of these procedures, these words are defined as follows:

1. Consultation - the sharing and solicitation of advice before and during the preparation of proposed action by members of the Boards or staff with Council members or staff.
2. Coordination - the daily or periodic communication with Council members or staff by staff of the Boards.
3. Review - the sharing of materials or information with Council members or staff after development, but before final approval by the Boards.
4. Response - the approved written reaction by the State Boards to State

Council recommendations and comments to the State Plan for Vocational Education as transmitted to the Council by the appropriate chief executive officer of the Boards.

The State Board of Vocational Education responsibilities as required by the Carl Perkins Vocational Education Act, and the procedures to be followed are:

1. Responsibilities:

- "A. Development of the State Plan, in consultation with the State Council on Vocational Education. Sec. 111 (a)(1)(B)
- B. Consultation with the State Council and other appropriate agencies, groups, and individuals involved in the planning, administration, evaluation, and coordination of programs funded under this Act. Sec. 111 (a)(1)(C)
- C. In formulating the State Plan (and amendments thereto), the State Board shall meet with and utilize the State Council... Sec. 113 (a)(2)(A)"

Procedures:

- A. Designated members of the State Board of Education and the State Board of Community Colleges will meet with the Advisory Council at no less than one of the Council's quarterly meetings annually for the purposes of consultation and the formulation/development of the State Plan.
- B. The Council and other appropriate agencies are represented on the State Vocational Education Planning and Coordination Committee which will meet two or more times per year for the purpose of consultation. Results from this consultation will be shared with the two State Boards.
- C. The State Boards will designate state staff members as their representatives concerning planning, administration, evaluation, and coordination of programs funded under the Perkins Act. The state staff members designated by the State Boards are:

Assistant Superintendent, Instructional Services, SDPI
Director of Auditing and Accounting, CO
Executive Vice-President, DCC

- D. All recommendations, reports, inquiries, and requests for information on public schools shall be transmitted to the Secretary, State Board of Education with copies to the Executive Vice-President, Department of Community Colleges. All responses to the Council will be submitted to the State Advisory Council with copies to the Executive Vice-President, Department of Community Colleges.

All recommendations, reports, inquiries, or requests for information concerning the Department of Community Colleges shall be transmitted

to the Executive Vice-President, Department of Community Colleges, with copies to the Secretary, State Board of Vocational Education. All responses to the Council will be submitted to the State Advisory Council with copies to the Secretary, State Board of Vocational Education.

Requests for information from the Council, which is not available for normal distribution but is in the public domain, may be reviewed on site by Council members or its staff. Copies of vocational/technical material for general distribution will be made available to the Council or its staff upon request.

- E. The staffs of the State Board of Education and the State Board of Community Colleges will work cooperatively in the development of the State Plan.
- F. Annually, the State Board of Education may request a written explanation of the Council's capacity to fulfill its responsibilities as required by federal law and an assurance that such can be delivered.

2. Responsibility:

"Each State Board, in consultation with the State Council, shall establish a limited number of technical committees to advise the Council and the Board on the development of model curricula to address state labor market needs... Sec. 111 (d)"

Procedure:

Designated staff of the Department of Public Education and the Department of Community Colleges will consult with the Council or its designated representative(s) on the establishment of technical committees.

3. Responsibilities:

- "A. Each State Plan shall be submitted to the State Council on Vocational Education for review and comment not later than 60 days prior to the submission of the plan to the Secretary.
Sec. 114 (b)(1)
- B. ...The State Board shall respond to any objections of the State Council in submitting such plan to the Secretary...
Sec. 114 (b)(2)"

Procedure:

The State Boards will respond in writing to comments and recommendations on the State Plan which have been developed during the 60 day review period and have been submitted to the State Boards no later than the end of the 60 day review period. Such responses will be transmitted directly to the Council by appropriate Board staff and included in the State Plan as required.

4. Responsibility:

"When changes in program conditions, labor market conditions, funding, or other factors require substantial amendment to an approved State Plan, the State Board, in consultation with the State Council, shall submit amendments to such State Plan to the Secretary. Any such amendments shall be subject to review by the State Job Coordinating Council and the State Council.
Sec. 113 (c)(1)"

Procedure:

Designated staff of the Department of Public Education and the Department of Community Colleges will consult with the Council or its designated representative(s) concerning changes in program conditions, labor market conditions, funding, or other conditions which require a substantial amendment to the State Plan.

The State Board will respond in writing to comments and recommendations on amendments to the State Plan which have been developed within a 60 day review period from date of receipt and have been submitted to the State Boards during the 60 day review period.

For the State Board of Education

11-4-87

Date

Barbara Iyengar
Chairman, North Carolina State Board of Education

For the State Board of Community Colleges

11-12-87

Date

John A. Forloney
Chairman, North Carolina State Board of Community Colleges



STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

530 NORTH WILMINGTON STREET
WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604
(919) 733-2064
January 21, 1988

CHARLIE WIYGUL
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

MEMORANDUM

TO: Clifton B. Belcher
FROM: E. Michael Latta *EML*
SUBJECT: Comments on the State Plan for 1988-89 and 1989-90

In response to your memorandum of November 24, 1987, accompanying the State Plan, I am pleased to provide the Comments of The Council to the State Plan. I am sure you, your staff, and the State Board of Education along with the staff of the State Board of Community Colleges will review carefully The Council's comments.

My best to you.

EML

Enclosures

cc: J. W. Eades, Department of Community Colleges

—Major Duty: To Enhance Vocational and Technical Education—

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COMMENTS ON THE STATE PLAN FOR VOCATIONAL EDUCATION
FISCAL YEAR: 1988-1990

by the
State Advisory Council on Vocational Education

In formulating the State Plan for Vocational Education, hereinafter called the "State Plan," the State Board of Vocational Education (in North Carolina this Board is both the State Board of Education [SBE] and the State Board of Community Colleges [SBCC] in regard to developing the State Plan [see G.S. 115C-153 and G.S. 115C-158]), shall "... meet with and utilize the State Council" on Vocational Education according to Sec. 113(2)(A) of P.L. 98-524, as amended. THIS IS TO CERTIFY TO THE U.S. SECRETARY THAT THIS FEDERAL REQUIREMENT HAS BEEN MET.

The Carl D. Perkins Vocational Education Act, P.L. 98-524, as amended, and its implementing federal regulations also require the State Advisory Council on Vocational Education, hereinafter called "The Council," to "... meet with the State Board or its representatives to advise on the development of the ... State Plan" (Sec.112(d)(1)). THIS IS TO CERTIFY THAT THIS SECTION HAS BEEN FULFILLED.

The same Carl D. Perkins Vocational Education Act, hereinafter cited as the "VEA," also requires The Council to "review and comment" on the "final" State Plan (Sec. 114(b)(2)). The "final" State Plan for 1988-90 was forwarded to The Council's Office on November 24, 1987. The following is provided as The Council's comments on the State Plan:

- I. The State Plan cover page indicates that this State Plan is for Fiscal Years 1989-1990. Because the State Plan is for Fiscal Year 1988-1989 and Fiscal Year 1989-90, THE COUNCIL'S COMMENT IS THAT IT WOULD BE CLEARER IF THE DATES WERE REFLECTED ACCORDINGLY.
- II. The Council's next comment concerns p.5, 3.01(d) of the State Plan. The last sentence in Section 3.01(d) states: "This office shall be designated by the State Superintendent of Public Instruction, with advice and consent of the State Board of Education." This sentence is in conflict with state law. In 1985, the North Carolina General Assembly in Sec. 37 of Chapter 479 declared that "... all appointments of administrative and supervisory personnel to the staff of the Department of Public Instruction shall be under the control and management of the Superintendent of Public Instruction." THEREFORE, THE COUNCIL'S COMMENT IS THAT THE LAST SENTENCE OF 3.01(d) WILL HAVE TO BE STRUCK FROM THE STATE PLAN IN ORDER TO BE CONSISTENT WITH STATE LAW.

A complete reading of 3.01(d) as is written indicates to The Council that the SBE desires to have a voice in the selection of the State Director of Vocational Education, hereinafter called the "State Director." If this is correct, then the SBE, under current state law,

would have to either:

- (a) Appoint a State Director to report directly to the SBE (and not through the State Superintendent or in the Department of Public Instruction); or
- (b) Designate someone by employment or assignment in the Controller's Office of the SBE to be the State Director.

In making a decision for either (a) or (b) above, the SBE may desire to review Sec. 111(a)(1) of the VEA. Important provisions are as follows:

...The responsibilities of the State board shall include—

"(A) coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this Act ...; and

"(B) the development, in consultation with the State council on vocational education, and the submission to the Secretary, of the State Plan ...,

"(C) consolidation with the State council ..., and other appropriate agencies, groups, and individuals involved in the planning, administration, evaluation, and coordination of programs funded under this Act;

"(D) convening and meeting as a State Board (consistent with State law and procedure for the conduct of such meetings) at such time as the State board determines necessary to carry out its functions under this Act, but not less than four times annually; and

"(E) the adoption of such procedures as the State board considers necessary to implement State level coordination with the State job training coordinating council to encourage cooperation in the conduct of their respective programs.

Except with respect to the functions set forth in the preceding sentence, the State board may delegate any of its other responsibilities involving administration, operation, or supervision, in whole or in part, to one or more appropriate State agencies.

As these assignments are specific federal legal assignments to the SBE, it makes sense for the Board to have a decision in the selection of the State Director and in the management of vocational education. What makes it necessary for the SBE and the SBCC to be directly involved in certain personnel decisions is The Council's next comment.

III. The VEA in Sec. 111(b)(1) requires that:

"Any State desiring to participate in the program authorized by this Act shall assign one individual within the appropriate agency established or designated by the State board ... to administer vocational education programs within the State,

to work full time to assist the State board to fulfill the purposes of this Act"

The State Plan on page 6, section 3.01(f) correctly restates the legal requirements of the SBE and the SBCC. There are several potential problems with the current language of 3.01(f). The personnel employed under the provisions of 3.01(f) should not be assigned (or continue to be assigned) to the Department of Public Instruction because of the same federal and state legal conflicts explained under Roman Numeral II above.

Because the SBE has to employ the personnel under Section 3.01(f) of the State Plan, then, in order for the SBE to be consistent with the VEA and state law, it may be necessary to assign the (current or future) personnel as was previously explained under Roman Numeral II. In other words, the SBE will have to assign personnel so as not to conflict with G.S. 115C-21(1) and at the same time comply with the VEA. The Council's comments in Roman Numeral II explain how this may be achieved.

Inasmuch as the SBE has to act in regard to Sec. 111(b)(1) of VEA and inasmuch as the State Director could fulfill the requirements of Sec. 111(b)(1), the SBE may want to seek clearance from the Secretary of the U.S. Department of Education to assign the State Director these duties. Notwithstanding the decision of the SBE about the State Director, at least, the SBE WILL OF LEGAL NECESSITY HAVE TO DIRECTLY AND INDEPENDENTLY APPOINT AN INDIVIDUAL IN ORDER TO FULFILL SEC. 3.01(f).

ALSO, THE SBCC WILL HAVE TO ACT IN LIKE MANNER TO COMPLY WITH PAGE 6, SECTION 3.01(f) OF THE STATE PLAN. Current practice of the SBCC allows the State President to employ staff and then inform the Board. Because of Sec. 111(b)(1) and 3.01(f) of the State Plan, it may be necessary to amend this current practice of the SBCC to the end of complying with the federal statutes and to fulfill Section 3.01(f) of the State Plan. Moreover, a precise reading of 3.01(f) may require both the SBE and the SBCC to designate (or re-designate) personnel to implement provisions of Sec. 111(b)(1) as soon as the State Plan becomes effective.

- IV. The Council now comments on the labor market data used by the planners of the State Plan on pages 21-40. The pertinent section of the VEA is Sec. 114(b)(2). It states the following:

If the State council finds that the final State plan is objectionable for any reason, including that it does not meet the labor market needs of the State, the State council shall file its objections with the State board. The State board shall respond to any objections of the State council in submitting such plan to the Secretary. The Secretary shall consider such comments in reviewing the State plan (underlining for emphasis).

The Council desires to point out that the data that is used in the State Plan may or may not be appropriate. The Council does not have any reasonable way to measure that, even though the State Plan on page 21

does reveal that the data was provided by the Labor Market Information Division of the Employment Security Division. The main problem is the lack of aggressive action on the part of the SBE and the SBCC to influence the direction of the State Occupational Information Coordinating Committee (SOICC) (as required under Sec. 422(b) of the VEA). The Council has spoken to this concern several times, including its comments in the previous three-year State Plan, but little attention has been given by the SBE and the SBCC to the need to "... implement an occupational information system in the State which will meet the common needs for the planning for, and the operation of, programs of the State Board ... and ... the Job Training Partnership Act." This mandate is a requirement of SOICC. Because the SOICC is to be directed by "... representatives of the State Board ...," among other agencies, THE COUNCIL BELIEVES IT IS TIME, WAY PAST TIME, FOR THE SBE AND THE SBCC TO OFFICIALLY DESIGNATE REPRESENTATIVES TO THE SOICC WITH INSTRUCTIONS TO DEVELOP AN OCCUPATIONAL INFORMATION SYSTEM THAT IS REQUIRED BY THE VEA. In the past, the representatives have been designated by agency officials.

The SBE and the SBCC are invited to review The Council's concerns about SOICC as contained in the report, as long ago as 1981, entitled: The North Carolina State Occupational Information Coordinating Committee: A Study of Its Progress.

- V. The Council comments focus now on Table 6, page 68 of the State Plan. This table indicates the distribution of federal VEA funds between the public schools and community colleges. THE COUNCIL RECOMMENDS THE FIGURE OF \$3,417,346 BE IDENTIFIED AS TO HOW IT WILL BE USED.
- VI. The Council's next comment relates to the beginning sentence of page 74. The sentence is:

The combined allotment for the disadvantaged shall require a local match of twenty-six percent (26%) to thirty-two percent (32%) based upon ability to pay (underlining for emphasis).

While The Council supports the need to provide as many dollars as necessary for disadvantaged students, it does not believe it necessary to require, as a policy of the SBE, a local match (meaning additional state and local funds than those that have already been appropriated) in order for school boards to receive the anticipated \$3,341,784 for the disadvantaged. The Council's position and comments on this matter are undergirded as follows:

- (a) The General Assembly appropriated over \$60 million new state funds for vocational education during the recent legislative session to "pick-up" the local match that was previously required of school boards in order to receive state funds. Therefore, any local matching of federal disadvantaged funds could come from these new resources. The disadvantaged funds might be "integrated" with these new state funds at the state level and then allocated using a technique similar to the procedure used by the SBCC.
- (b) When the General Assembly enacted the Public School Building Capital

Fund in 1987, it projected the "local match," replaced by state funds (described in (a) above), would be used to construct locally needed school buildings. Whether all local school boards will actually use the "local match" funds for construction or not, local school boards are required by state law to use these previously identified "local match" funds for educational purposes. It is The Council's belief that all of the school systems will not be utilizing the previously identified "local match" funds to build facilities; therefore, these funds could be used to match the "disadvantaged" funds of \$3,341,784, without an additional requirement in the State Plan that these funds be locally matched again. For The Council's reference on this, see Improving School Facilities, a source book for implementation of the School Facilities Finance Act of the 1987 Session of the General Assembly, North Carolina State Board of Education.

- (c) The General Assembly has appropriated state funds for a "Dropout Program." These funds could be used for matching of the disadvantaged funds. Likewise, funds from the federal Job Training Partnership Act (JTPA) could be used for matching.
- (d) Even if (a), (b), and (c) were not sufficient to provide the needed matching funds, the community college funds may also be counted in the state aggregate to indicate that the necessary matching of disadvantaged funds has been provided by the State of North Carolina.

IN SHORT, THE COUNCIL'S COMMENT IS THAT THE FIRST SENTENCE ON PAGE 74 SHOULD EXPRESS THE SAME STANDARD THAT THE SECOND SENTENCE DOES; NAMELY, THAT, LIKE THE HANDICAPPED FUNDS, THE DISADVANTAGED FEDERAL FUNDS "... WILL NOT REQUIRE LOCAL MATCH." At one of the hearings on the State Plan, one recommendation (#7, page u) was that the local match for the disadvantaged funds be eliminated. The proposed response for the SBE (on page v) is: "The State Board concurs with this recommendation." Later, the proposed response for the SBE is: "The Board will include a request for full funding of disadvantaged allotments in the next expansion budget request to the General Assembly." While this is a commendable action by the SBE and something that might be desirable, it is unnecessary as is described in (a), (b), (c), and (d) above.

- VII. The comments following relate to the section on the Public Hearings, Exhibit 3 (page i). THE COUNCIL APPROVED A SPECIFIC RECOMMENDATION ON THIS TOPIC OF PUBLIC HEARINGS AT ITS NOVEMBER 20, 1987 BY APPROVING A LETTER WRITTEN BY THE EXECUTIVE DIRECTOR TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE STATE PRESIDENT OF THE COMMUNITY COLLEGE SYSTEM, UNDER DATE OF OCTOBER 19, 1987. It is marked as an Attachment. The SBE and the SBCC may wish to respond to The Council by adding this requirement under p.6, 3.02. Another matter in this section has to do with the word "of" in the first sentence of the third paragraph. THE WORD PROBABLY SHOULD BE "or."
- VIII. The Council's comments now address the "Comment and Responses" section, specifically pages j and k. One recommendation The Council made at the public hearings had to do with administrative costs. THE SECOND PART OF THE COUNCIL'S RECOMMENDATION (IDENTIFIED AS #2 ON PAGE j) WAS NOT

RESPONDED TO BY THE SBE, ALTHOUGH THE SBCC DID RESPOND (SEE PAGE k). SIMILARLY, THE SBE DID NOT RESPOND TO THE COUNCIL'S RECOMMENDATION (IDENTIFIED AS #4, PAGE m) AND SPECIFICALLY TO PART (c) OF THE FINDINGS AND RECOMMENDATIONS 4, ON PAGE r.

As to The Council's recommendation (identified as #5 on page s), The Council appreciates the response of the SBE that "The Division of Vocational Education will work with ... the NCCEE in an effort to ensure that instructional personnel possess the economic competencies necessary to teach ..." (page t); however, the necessary funds to accomplish this agreement cannot be located in the State Plan. THE COUNCIL RECOMMENDS THAT THE NECESSARY FUNDS BE ASSIGNED AND THE SPECIFIC PROJECT(S) IDENTIFIED. LIKEWISE, THE COUNCIL RECOMMENDS THAT THE SBCC BE SPECIFIC ABOUT THE "STAFF" AND "WHEN" THE NCCEE WILL BE CONTACTED.

- IX. A comment is being made to page ss, the organizational chart of the Department of Public Instruction. THE SECTION OF "VETERANS AND PROPRIETARY SERVICES" WAS MOVED TO THE DEPARTMENT OF COMMUNITY COLLEGES BY ACTION OF THE 1987 GENERAL ASSEMBLY. Likewise, the area of "Veterans and Proprietary Services" needs to be shown at the appropriate place on the organizational chart of the Department of Community Colleges.
- X. The Council has one last specific comment on the State Plan. It relates to page bbb. This page mentioned (Attachment A) and (Attachment B). These two mentioned attachments are not included with the State Plan. THE COUNCIL'S VIEW IS THAT THESE ATTACHMENTS SHOULD BE INCLUDED IN ORDER TO HAVE THE IDENTIFIED REFERENCES IN THE STATE PLAN.

Planning is an inexact effort at best. However, good planning can be useful if the results of that effort gives directions for future action. While the State Plan achieves this objective to some degree, all parties to developing the State Plan in this state recognize the State Plan to be a compliance document; that is, a method to secure the approximately \$25 million dollars of federal funds to extend and expand the state's vocational programs in the state public schools and community colleges. That is what The Council has pushed for and probably why the General Assembly mandated that a Master Plan be developed. The Council looks forward to an update of The Master Plan for Vocational Education soon.

The Council wishes to point out to the SBE and the SBCC that federal law, Sec. 114(b)(2), requires the U.S. Secretary of Education to take into account The Council's comments in reviewing the State Plan for approval.

These comments were approved by the Executive Committee of The Council on January 21, 1988 as authorized by The Council at its November 1987 meeting.

E. Michael Latta
E. Michael Latta

Executive Director

1-21-88
Date



VII

ATTACHMENT

Exhibit 9

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

530 NORTH WILMINGTON STREET
WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604
(919) 733-2064
October 19, 1987

CHARLIE WIYGUL
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

MEMORANDUM

TO: A. Craig Phillips
Robert W. Scott

FROM: E. Michael Latta *EML*

SUBJECT: Hearing on the 1989-90 State Plan for Vocational Education

I am pleased to respond to your memo of September 30, 1987 even though it arrived in this office on October 15, 1987, the very date participants were expected to notify Dr. Clifton B. Belcher if they wished to speak. The Council does plan to speak as is indicated:

Mr. Wayne Abele, October 20th - Morganton
Mr. Spencer Greene, October 21st - Greensboro

I have asked Mr. Charles Bucker of Nash Community College to read a statement for The Council on October 22, 1987 at Rocky Mount.

In view of the fact that this announcement is so close to the hearing dates, I recommend in the future that you require the staff of your agency to have an announcement like this to become public at least one (1) month before the first hearing date.

Thank you for your consideration of this recommendation. My best to you.

EML

cc: Dr. Clifton Belcher
J. W. Eades
Wally Burke

nnn

STATE BOARD OF EDUCATION
STATE BOARD OF COMMUNITY COLLEGES
RESPONSE TO THE
STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

- I. The Boards appreciate the Council's recommendation. The cover will be modified to clearly communicate the fiscal years for which the plan is to be implemented.
- II. 3.01 (d) of the FY 1989-90 State Plan for Vocational Education has been modified to comply with chapter 115C-21 of the N. C. Public School Laws.
- III. The State Board of Community Colleges under the authority delegated by the State Board for Vocational Education shall authorize the state president of the community college system to assign a full-time person to assist in fulfilling the purposes of Title I, Part B, Section 111 (b)(1) of the Act. The State Board of Education shall direct the State Superintendent through the Director of Vocational Education to delegate a person to assist in fulfilling the purpose of the Act for secondary education.
- IV. The Boards have currently designated staff representation to the SOICC Council. This has been an ongoing activity to improve the effectiveness of the SOICC to provide labor market data commensurate with the needs of secondary and postsecondary vocational education. These efforts are anticipated to reach fruition during the current two year period.
- V. The tables 4, 5 and 6 will be revised to reflect the fiscal allotment information received after the tables were developed. Additional clarification of fund allotments by purpose will be contained in 3.04, planned use of federal funds. Every effort will be made to clearly identify fiscal information as it relates to programs, services and activities.
- VI. The allotment of federal vocational education funds for programs/ services for disadvantaged youth and adults allocated to eligible recipients shall require a match on a scale from 26% to 32% from funds other than federal vocational education funds, based on the ability to pay.
- VII. It is regrettable that the memorandum notification for Public Hearings on the FY 1989-90 State Plan was not circulated as planned by staff. Every effort will be made to ensure dissemination of public hearing information thirty days before the date of such hearings.

The Council's concern for the word "of" in the first sentence of the third paragraph under 3.02(c) page 6 appears to be a misunderstanding. The sentence indicates that public hearing notices will be mailed to administrators of eligible recipients, etc. That is a succinct way to identify superintendents of local school administrative units and presidents of community colleges. To change OF to OR would make the meaning redundant.

VIII. #2, page j

The Board is of the opinion that the response is appropriate. The comparison of administrative cost for other federal education funds would serve no useful purpose. The magnitude and comprehensive nature of vocational education is unparalleled.

#4, page m

The Board considers the response appropriate and in keeping with governance policies.

#4, Part c, page r

The assurances contained in the local plan of eligible recipients assures that local school administrative units will coordinate VEA and JTPA activities. The determination for local JTPA programs to be administered by local directors for vocational education is a governance and administrative decision for local boards of education.

#5, page s & t

The process to ensure that instructional personnel possess the economic competencies necessary to teach will not require specific identification of funds. This will be achieved by encouraging the NCCEE to work with the Division of Vocational Education in curriculum development, staff development (including teacher education), certification, program review (evaluation), technical assistance and the continuous effort of program improvement by State and local leadership. The SBE will not designate funds for this coordination and cooperation activity.

#5, pages s & t Postsecondary

The director of program planning services will contact the NCCEE in the spring of 1988 to determine the procedures to ensure that instructional personnel possess the economic competencies necessary to teach.

- IX. The Boards appreciate the Council's recommendation and directs staff to make the appropriate changes in the organization charts.
- X. The Board appreciates the Council's recommendation and directs staff to include Attachments A and B in the appropriate section of the State Plan.



Exhibit 10

State of North Carolina
Department of Natural Resources and Community Development

Division of Employment & Training
512 North Salisbury Street • Raleigh, North Carolina 27611

James G. Martin, Governor
S. Thomas Rhodes, Secretary

Joel C. New
Director

January 25, 1988

Dr. Clifton Belcher, Director
Division of Vocational Education
NC Department of Public Instruction
Education Building
Raleigh, NC 27603

Dear Dr. Belcher:

The State Job Training Council is pleased with the continuing efforts both on the state and local levels to strengthen the coordination between the vocational education and the Job Training Partnership Act systems. We expect further improvements in coordination since the two programs now share the same two year planning cycle. The Council is committed to improving the delivery and coordination of employment and training services to the state's citizens. With this goal in mind, we support the private industry councils in their efforts to provide leadership in the local communities.

The State Plan for Vocational Education addresses in very broad and general terms the necessary provisions cited in the Carl Perkins legislation; understandably it is written as a compliance document for the US Department of Education.

As a member of the State Vocational Education Planning and Coordinating Committee (SVEPCC), the Division of Employment and Training recently shared with DPI-Vocational Education, several strategies and suggestions to improve ways in which those two networks could work together to address the coordination issues under Carl Perkins and JTPA legislation. The Council supports these strategies and recommends that the Boards work with the Division to develop mutually beneficial action steps. Issues of particular concern are discussed in the attached pages.

Thank you for your continued cooperation and support.

Sincerely,

A handwritten signature in cursive script that reads "Ronald Davis" followed by the initials "KC".

Ronald H. Davis, Chairman
North Carolina Job Training Council

RHD/KC/sb P.O. Box 27687, Raleigh, North Carolina 27611-7687 Telephone 919-733-6383

Attachment

An Equal Opportunity Affirmative Action Employer

qqq

NORTH CAROLINA JOB TRAINING COORDINATING COUNCIL COMMENTS REGARDING
THE NORTH CAROLINA STATE PLAN FOR VOCATIONAL EDUCATION

Private Industry Council Review of Local Applications

The Carl Perkins Vocational Education Act requires that local applications for federal vocational education funds describe coordination with relevant local JTPA programs and that local applications be available for review by the private industry council.

Comment: The Council recognizes that much progress has been made in facilitating joint planning at the local level between secondary vocational education and the service delivery areas. As a result of efforts by state and local vocational education and JTPA staff, awareness within the two networks has increased considerably.

The Council supports the involvement of local private industry councils in the planning and oversight of local job training and related programs, including vocational education programs. Accordingly, the Council supports the Perkins Act requirement that local applications for vocational education funds be made available for review and comment by the private industry council. However, the Council further recognizes that the most meaningful coordination generally takes place when agencies work together during, rather than after, the planning process.

In recognition of the need to closely coordinate, in a timely manner, the planning of local job training and related programs, the Council recommended that the Governor take action to implement a coordinated planning cycle. In acceptance of this recommendation, the Governor issued Executive Order 54: Coordinated Planning for Employment and Training Programs.

Recommendation: The Council recommends that the State Boards continue their efforts to implement Executive Order 54 - Coordinated Planning of Employment and Training Programs. In accordance with this order, the Council recommends that local vocational education entities, SDAs and PICs work together early in the calendar year to ensure that all resources are planned efficiently and in such a way to maximize services to those in need.

The Council recommends that the State Boards continue their efforts to encourage local entities to work with private industry councils to take appropriate measures to promote a meaningful PIC review of the local vocational education plans.

Distribution to PICs of Vocational Education Program Listing

The Federal vocational education law requires that the State Board responsible for vocational education make available to each private industry council a listing of all programs assisted under the Vocational Education Act. Section 3.06 (c) of the State Plan addresses this

requirement by stating that the State Board shall make this list available to each private industry council.

Comment: While a general statewide listing of programs assisted with vocational education funds has recently been provided and will be helpful to the local private industry councils, the Council believes that the information would be more valuable and would more effectively promote local coordination if it were structured in such a way as to identify specific programs operating within each individual service delivery area.

Recommendation: The Council recommends that the State Boards and the Division of Employment and Training work together to determine the most effective formatting and distribution of this program information.

General Coordination Issues

The Job Training Partnership Act and Carl D. Perkins Vocational Education Act both include references and requirements for coordination between education and job training programs.

Comment: The Council supports continued efforts to increase overall awareness of viable local JTPA/Vocational Education linkages and initiatives. For example, the state and local boards may wish to give further consideration to the Tech Prep or 2+2. The Council also supports efforts to improve information sharing and exchange among SDAs, PICs, local school administrators, community college personnel, counselors, teachers and vocational education directors. Further, local coordination and early joint planning can help to minimize unnecessary duplication of activities. It can also help to ensure that payments made to students either through JTPA or Vocational Education are compatible.

Comment: Carl Perkins vocational education set-aside funds for sex equity, day care, community based organizations and offender activities and initiatives are made available to eligible recipients through the request for proposal (RFP) process. In the past, several of these programs have been successful in gaining PIC involvement through letters of support and/or PIC member representation on advisory committees established to oversee the local project effort. The Council supports PIC involvement in this local planning process as early as possible.

Recommendation: The Council recommends that the State Boards implement appropriate procedures to involve Private Industry Councils in the planning of vocational education set-aside funds for special purposes. To formalize this coordination effort, Council recommends that the RFP include a requirement for review and comment by the PIC. The Council further recommends that consideration be given to PIC representation on local committee(s) established to advise project personnel.

Comment: The Council understands that the Division of Vocational Education (Department of Public Instruction) is currently examining the roles and responsibilities of two types of local vocational education advisory committees: the Local Advisory Council For Vocational Education and the Industry Education Council. The Council supports the efforts to strengthen and coordinate the activities of these two committees.

Recommendation: The Council recommends that consideration be given to including PIC representation on any restructured committee(s).

STATE BOARD OF EDUCATION
STATE BOARD OF COMMUNITY COLLEGES
RESPONSE TO THE
NORTH CAROLINA JOB TRAINING COORDINATING COUNCIL

Private Industry Council Review of Local Applications

The State Boards appreciate the Council's recommendation concerning the coordination efforts of vocational education/training programs. The promotion of meaningful coordination efforts at the local level will receive appropriate administrative leadership emphasis. The Governor's Executive Order 54 will continue to serve as a leadership document in statewide planning. The Boards support the intent of Executive Order 54 and will continue their efforts for coordinated planning of vocational education programs. However, the oversight of local vocational education programs must remain within the purview of local boards of education and local boards of community and technical colleges.

Distribution to PICs of Vocational Education Program Listing

The Boards appreciate this recommendation and directs staff to determine the feasibility of providing vocational program listings by local school administrative units and community and technical colleges.

General Coordination Issues

The Title II, Part A, Vocational Education Opportunities funds for single parents and homemakers (day care), sex equity, and criminal offenders are allocated to eligible recipients by RFPs. Also Title III, Part A (CBOs) are allocated by RFPs. Special consideration is given RFPs that reflect comprehensive adherence to the purpose of the allocation of funds to serve the needs of severely economically and educationally disadvantaged youth and adults. The close involvement with special populations by PICs is an important component of the RFP process. Other funds for programs and services for disadvantaged, handicapped, and adults are allocated to eligible recipients by formula to ensure equitable distribution of resources according to the requirements of the Act.

The Boards appreciate the Council's support and involvement with programs implemented through the RFP process. The Boards are supportive of the continuous involvement of the PICs in local vocational education program implementation for these special populations. The current planning process at the local level provides PIC involvement with vocational programs. The coordination of this effort could be improved by local initiatives but would not be enhanced by a formalized mandate by state level administration for PIC review and comment. A state level administrative formalized mandate may be interpreted as interference with local governance and adversely effect prevailing cooperation between local administration and the Private Industry Councils (PICs).

The SBE agrees with the concept of PIC representation on the local advisory or industry education councils. This representation would improve program comprehension and communication. Concomitantly, the need to equalize vocational education representation on the PICs would improve coordination and cooperation to avoid duplication of effort.

State Legislature

The State Legislature was not in session at the time the FY 1989-90 State Plan for Vocational Education was being developed.

The comments from the State Legislature and the State Board response will be forwarded to the Secretary, U.S. Department of Education, upon receipt of their reaction to the State Plan. The State Legislature will convene on June 2, 1988.