



*North Carolina*  
*State Plan for*  
*Vocational Education*

FISCAL YEARS

1990 - 1991

AND

1991 - 1992

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 Department of Administration

James G. Martin, Governor

James S. Lofton, Secretary

March 26, 1990

## MEMORANDUM

TO: Wally Burke, N.C. Dept. of Education, Div. of Vocational Education  
FROM: Chrys Baggett, State Clearinghouse  
RE: Two-Year State Plan for Vocational Education 1990-1992

This office received the above referenced State Plan for review and comment. Historically this review was undertaken by the Office of Policy and Planning. That office has been undergoing reorganization and reduction-in-force. Therefore, review of the above submitted is waived at this time. At a later time we will notify you of changes, if any, to the current State Plan/Formula Grant review process.

Thank you for your cooperation.

CB/jt





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## 1.00 CERTIFICATIONS

- 1.01 The State Board of Education is eligible to submit the two-year State Plan (FY 1990-92) 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 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 May 3, 1990;
- 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 March 26, 1990.

May 3, 1990  
(Date)

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

BY:

Bob Edwards  
(State Superintendent)



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**Certification Regarding  
Debarment, Suspension, and Other Responsibility Matters  
Primary Covered Transactions**

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This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the U.S. Department of Education, Grants and Contracts Service, 400 Maryland Avenue, S.W. (Room 3633 GSA Regional Office Building No. 3), Washington, D.C. 20202, telephone (202) 732-2505.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON REVERSE)

- (1) The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:
- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
  - (b) Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
  - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
  - (d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.
- (2) Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Bob R. Etheridge, State Superintendent, Department of Public Instruction

Name And Title Of Authorized Representative



Signature

January 17, 1990

Date

## Instructions for Certification

1. By signing and submitting this proposal, the prospective primary participant is providing the certification set out below.
2. The inability of a person to provide the certification required below will not necessarily result in denial of participation in this covered transaction. The prospective participant shall submit an explanation of why it cannot provide the certification set out below. The certification or explanation will be considered in connection with the department or agency's determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.
3. The certification in this clause is a material representation of fact upon which reliance was placed when the department or agency determined to enter into this transaction. If it is later determined that the prospective primary participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.
4. The prospective primary participant shall provide immediate written notice to the department or agency to whom this proposal is submitted if at any time the prospective primary participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
5. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. You may contact the department or agency to which this proposal is being submitted for assistance in obtaining a copy of those regulations.
6. The prospective primary participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency entering into this transaction.
7. The prospective primary participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions," provided by the department or agency entering into this covered transaction, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
8. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
9. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
10. Except for transactions authorized under paragraph 6 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.



# Certification Regarding Lobbying For Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U.S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, 'Disclosure Form to Report Lobbying,' in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

DEPARTMENT OF PUBLIC INSTRUCTION

VOCATIONAL EDUCATION BASIC GRANT

Organization Name

PR/Award (or Application) Number  
or Project Name

Bob R. Etheridge, State Superintendent; Department of Public Instruction  
Name and Title of Authorized Representative

Signature

May 3, 1990

Date

## 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.



## PART B

### 3.00 DESCRIPTIONS

#### 3.01 ADMINISTRATION OF VOCATIONAL EDUCATION AND DELEGATION OF RESPONSIBILITIES

- (a) In North Carolina General Statute 115C-153, the State Board of Education, here-in-after referred to as the State Board, shall be "the sole State Agency for the State administration of vocational education at all levels, shall be designated as the State Board of Vocational Education, and shall have all necessary authority to cooperate with any and all federal agencies in the administration of national acts assisting vocational education, to administer any legislation pursuant thereto enacted by the General Assembly of North Carolina, and to cooperate with local boards of education in providing vocational and technical education programs, services, and activities for youth and adults residing in the area under their jurisdiction."
- (b) In G. S. 115D-3, "The Department of Community Colleges shall be a principal administrative department of state government under the direction of the State Board of Community Colleges, and shall be separate from the free public school system of the State Department of Public Education. The State Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the operation of the Department."
- (c) Executive Officer Designation - "As provided in Article IX, Section 4 (2) of the North Carolina Constitution, the Superintendent of Public Instruction shall be the secretary and chief administrative officer of the State Board of Education." (Article 3, G. S. 115C-19). It shall be the duty of the State Superintendent to organize and establish, subject to the approval of the State Board of Education, a Department of Public Instruction which shall include divisions and departments as are necessary for supervision and administration of the public school system." (Article 3, G. S. 115C-21, paragraph (a) (1)).
- (d) Secondary - A single full-time officer shall be designated to direct vocational education for the secondary schools, which officer shall be titled Director of Vocational Education for the Department of Public Instruction. This officer shall be designated by the State Superintendent of Public Instruction.
- (e) Postsecondary - A single full-time officer shall be designated to direct vocational education for the community colleges, technical colleges, and technical institutes, which officer shall be titled Associate Director, Federal Vocational Education. This officer shall be designated by the State President of the Department of Community Colleges.

(f) Designation of Full-Time Personnel to Eliminate Sex Bias -

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 Services to designate a person to assist in fulfilling the purpose of the Act for secondary education.

(g) Federal Funds Division

North Carolina General Statutes 115C-158. The division between secondary and postsecondary educational systems and institutions of federal funds for which the State Board of Vocational Education has responsibility shall, within discretionary limits established by law, require the concurrence of the State Board of Education and the State Board of Community Colleges on and after January 1, 1981. The portion of the approved State Plan for postsecondary vocational education required by G.S. 115C-154 shall be as approved by the State Board of Community Colleges.

(h) The delegation of responsibilities by the State Board of Education to the State Board of Community Colleges is included in an agreement between the two Boards. (See Appendix, Exhibit 1.)

3.02 PUBLIC HEARINGS

- (a) The State Board shall conduct a minimum of two public hearings in the State, in the preparation of the State Plan, for the purpose of affording all interested organizations, groups, and individuals an opportunity to present their views and make recommendations regarding the State Plan. The State Board may conduct public hearings annually.
- (b) A public notice of the date, time, and location of the public hearings will be placed in the major daily newspapers and selected minority newspapers.
- (c) A notice of public hearings shall be mailed thirty days in advance of the hearing date to administrators of eligible recipients and to interested agencies, organizations, and groups.
- (d) A summary of the comments/recommendations made at the public hearings and the State Board's response appears in the appendix of the State Plan.

3.03 SERVICES AND ACTIVITIES FOR THE HANDICAPPED AND DISADVANTAGED

- (a) The State will allot 100% of the federal funds available for the handicapped and disadvantaged to eligible recipients, according to the provisions of Title II A, Sec. 203 of the Act.



- (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) Goals, Objectives and Expected Outcomes for Funding

The goals, objectives and expected outcomes 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 Technology Education.

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), Special Programs and Services, Division of Vocational Education, and processed by the Student Information Management section of the Division of School Business Services. 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 are a computer assisted projection using a five year trend.

The projected completers data are determined by computer projections of data provided by the Vocational Education Information System, Special Programs and Services Section, Division of Vocational Education and processed by the SIM. 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.

GOALS - Secondary and Postsecondary - The goals of vocational education programs related to carrying out the Perkins Act include providing state administration/ leadership and technical assistance to eligible recipients for:

- . Properly administering vocational programs (see "State Administration" under "Planned Uses of Federal Funds" (pages 47 and 72) for Activities (Objectives) to operationalize this goal.
- . Conducting programs, services and activities necessary for disadvantaged and handicapped students to succeed in regular vocational programs (see "Handicapped", pages 48 and 72, and "Disadvantaged", pages 49 and 73).
- . Conducting programs, services and activities designed to eliminate sex bias and stereotyping (see pages 51 and 73).
- . Improving vocational programs, including innovation and expansion (see pages 53 and 74).
- . Implementing support programs in conjunction with community-based organizations (see page 69).
- . Implementing consumer and homemaking programs (see page 70).
- . Implementing comprehensive guidance and counseling (termed industry/education coordination in N.C.) programs (see page 60).
- . Implementing adult training programs (see page 73).
- . Implementing single parent and homemaker programs (see page 73).
- . Implementing programs for criminal offenders (see page 74).

TABLE 1

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS  
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS  
FY 1990 - 1992

Program Area	CIP Number Program	Employment		Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
		Actual 1987	Projected 1995			1991	1992	1991	1992
A G R I C U L T U R A L	01.0101 Agricultural Business	See 01.0301			Sec. P-Sec.	83	83	15	15
	01.0201 Agricultural Mechanics, General	8,675	9,348	344	Sec. P-Sec.	1,450 260	1,430 260	480 80	450 80
	01.0301 Agricultural Production, General	111,692	62,250	3,005	Sec. P-Sec.	3,220 100	3,200 100	1,430 30	1,400 30
	01.0302 Animal Production	See 01.0301			Sec. P-Sec.	1,130	1,130	15	15
	01.0505 Equine Technology	See 01.0301			Sec. P-Sec.	53	53	15	15
	01.0599 Agricultural Services & Marketing	See 08.0705			Sec. P-Sec.	65	65	20	20
	01.0601 Horticulture, General	14,677	17,164	985	Sec. P-Sec.	2,580 410	2,600 410	790 50	760 50
	01.0604 Greenhouse Operation and Management	See 01.0601			Sec. P-Sec.	242	242	100	100
	01.0605 Landscape Gardening	See 01.0601			Sec. P-Sec.	69	69	25	25
	01.0607 Turf Management	See 01.0601			Sec. P-Sec.	51	51	20	20
	01.0699 Homestead & Gardening	See 01.0601			Sec. P-Sec.	500	480	20	15
	01.9999 Agribusiness & Agricultural Products, Other	Introduction			Sec. P-Sec.	6,610	6,590		

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



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FY 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
		Actual 1987	Projected 1995			1991	1992	1991	1992
A G R I C U L T U R A L	03.0101 Renewal Natural Resources, General	22,120	24,653	1,247	Sec. P-Sec.	480 22	460 22	110 6	100 6
	03.0401 Forest Production & Processing, Gen.	See 03.0101			Sec. P-Sec.	111	111	30	30
	03.0601 Wildlife Management	See 03.0101			Sec. P-Sec.	112	112	50	50
	31.0301 Parks and Recreation Management	See 03.0101			Sec. P-Sec.	110	110	10	10
	SUBTOTAL AGRICULTURAL	157,164	113,415	5,581	Sec. P-Sec.	14,840 2,818	14,760 2,818	2,830 466	2,725 466
B U S I N E S S	06.0401 Business Adm. & Management General	See 08.0301			Sec. P-Sec.	550 26,000	590 26,000	200 2,000	180 2,000
	06.0701 Hotel/Motel Management	See 08.0301			Sec. P-Sec.	375	375	30	30
	06.0705 Transportation Management	See 08.0301			Sec. P-Sec.	2,313	2,313	200	200
	06.1701 Real Estate, General	See 08.0301			Sec. P-Sec.	5,600	5,600	525	525
	06.9999 Business & Management Other	Introduction			Sec. P-Sec.	12,210	12,260		
O F F I C E	07.0101 Accounting, Bookkeeping, & Rel. Programs	145,319	165,684	7,293	Sec. P-Sec.	8,620 6,800	8,600 6,800	2,820 700	2,800 700
	07.0103 Bookkeeping	3,240	3,898	114	Sec. P-Sec.	2,010 28	1,980 28	360 5	320 5

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Program Area	CIP Number & Instructional Program	Employment Actual 1987	Projected 1995	Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
						1991	1992	1991	1992
	07.0201 Banking & Related	See 07.0103			Sec. P-Sec.	2,850	2,850	500	500
	07.0301 Business Data Processing & Rel. Programs, General	33,532	40,159	1,125	Sec. P-Sec.	1,900	1,880	1,700	1,680
	07.0302 Business Computer & Console Operator	See 07.0301			Sec. P-Sec.	689	689	100	100
	07.0305 Business Data Programming	See 07.0301			Sec. P-Sec.	7,189	7,189	400	400
BUSINESS & OFFICE	07.0603 Executive Secretarial	See 07.0801			Sec. P-Sec.	2,358	2,358	250	250
	07.0604 Legal Secretarial	See 07.0801			Sec. P-Sec.	313	313	25	25
	07.0605 Medical Secretarial	See 07.0801			Sec. P-Sec.	698	698	100	100
	07.0606 Secretarial	See 07.0801			Sec. P-Sec.	5,800	5,780	1,980	1,960
	07.0607 Stenographic	3,644	3,389	19	Sec. P-Sec.	780	760	50	40
	07.0701 Typing, Gen. Off. & Related Programs, Gen.	See 07.0801			Sec. P-Sec.	37,500 2,249	37,480 2,249	3,450 150	3,420 150
	07.0702 Clerk Typist	See 07.0801			Sec. P-Sec.	2,800	2,780	680	660
	07.0705 General Office Clerk	See 07.0801			Sec. P-Sec.	529	529	50	50

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FY 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment Actual 1987	Employment Projected 1995	Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
						1991	1992	1991	1992
BUSINESS & OFFICE TECHNICAL	07.0706 Mail & Order Clerk	See 07.0801			Sec. P-Sec.	855	855	100	100
	07.0801 Word Processing	186,335	215,861	7,964	Sec. P-Sec.	4,950	4,930	1,520	1,500
	07.9999 Business, Other (Adm. Support)	See 08.0301			Sec. P-Sec.	1,500	1,400	600	580
	22.0103 Legal Assisting	See 07.0801			Sec. P-Sec.	2,126	2,126	200	200
	25.0301 Library Assisting	See 07.0801			Sec. P-Sec.	76	76	15	15
	SUBTOTAL BUSINESS & OFFICE EDUCATION	372,070	428,991	16,515	Sec. P-Sec.	78,620 61,040	78,440 61,040	13,360 5,250	13,140 5,250
MARKETING	06.1401 Marketing Management	116,292	131,863	5,832	Sec. P-Sec.	2,420	2,400	2,000	1,960
	06.1801 Small Business Management, Ownership	See 06.1401			Sec. P-Sec.	110	100	80	60
	08.0102 Fashion Merchandising	7,288	7,824	359	Sec. P-Sec.	2,500 203	2,480 203	220 30	200 30
	08.0301 Entrepreneurship	98,415	111,555	5,755	Sec. P-Sec.	920	900	300	280
	08.0503 Floristry Management	See 08.0708			Sec. P-Sec.	1,739	1,739	200	200

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Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
		Actual 1987	Projected 1995			1991	1992	1991	1992
M A R K E T I N G  E D U C A T I O N	08.0705 Retailing	See 08.0706			Sec. P-Sec.	2,289	2,289	250	250
	08.0706 Sales	52,020	59,431	3,479	Sec. P-Sec.	7,240	7,220	3,640	3,620
	08.0708 Marketing, General	475,410	529,025	24,720	Sec. P-Sec.	7,260	7,240	3,800	3,760
	08.0901 Hospitality & Recreation Marketing, Gen.	47,420	65,608	3,778	Sec. P-Sec.	40	30	10	5
	08.0902 Marketing of Hotel/Motel Services	15,958	19,849	1,311	Sec. P-Sec.	40	30	10	5
	08.1001 Insurance Marketing, Gen.	See 08.0708			Sec. P-Sec.	2,068	2,068	300	300
	08.1104 Travel & Tourism Tech.	See 08.0708			Sec. P-Sec.	87	87	15	15
	08.9999 Marketing & Distribution, Other	See 08.0708			Sec. P-Sec.	320	300	40	30
	09.0201 Advertising	60,685	75,615	3,108	Sec. P-Sec.	300	280	140	120
	SUBTOTAL MARKETING EDUCATION	873,488	1,000,770	48,342	Sec. P-Sec.	21,150 6,386	20,980 6,386	10,240 795	10,040 795

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FY 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment Actual 1987	Projected 1995	Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
						1991	1992	1991	1992
E N G I N E E R I N G & E N G I N E E R I N G  R E L A T E D	15.0101 Architectural Design & Const. Tech.	See 48.0101			Sec. P-Sec.	797	797	50	50
	15.0201 Civil Tech.	See 48.0101			Sec. P-Sec.	1,757	1,757	100	100
	15.0203 Surveying & Mapping Tech.	See 48.0101			Sec. P-Sec.	151	151	25	25
	15.0302 Electrical Tech.	See 47.0101			Sec. P-Sec.	245	245	50	50
	15.0303 Electronic Tech.	See 47.0101			Sec. P-Sec.	7,367	7,367	600	600
	15.0401 Biomedical Equipment Tech.	See 47.0101			Sec. P-Sec.	130	130	30	30
	15.0402 Computer Servicing Tech.	See 47.0101			Sec. P-Sec.	921	921	100	100
	15.0403 Electromechanical Tech.	See 15.9999			Sec. P-Sec.	453	453	75	75
	15.0404 Instrumentation Tech.	See 15.9999			Sec. P-Sec.	94	94	25	25
	15.0501 Airconditioning, Heating & Refrig. Tech.	See 15.9999			Sec. P-Sec.	271	271	20	20
	15.0506 Water & Wastewater Tech.	See 15.9999			Sec. P-Sec.	194	194	25	25
	15.0601 Chemical Manufacturing Tech.	See 15.9999			Sec. P-Sec.	240	240	50	50

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Program Area	CIP Number & Instructional Program	Employment Actual 1987	Projected 1995	Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
						1991	1992	1991	1992
E N G I N E E R I N G & E N G. R E L A T E D	15.0603 Industrial Tech.	See 15.9999			Sec. P-Sec.	4,790	4,790	500	500
	15.0608 Safety Tech.	See 15.9999			Sec. P-Sec.	21,252	21,252	10,000	10,000
	15.0805 Mechanical Design Tech.	See 15.9999			Sec. P-Sec.	1,627	1,627	150	150
	15.0899 Mechanical & Related	5,300	6,460	205	Sec. P-Sec.	290	290	25	25
	15.9999 Eng. & Engineering Related Tech., Other	9,890	12,590	406	Sec. P-Sec.	304	304	25	25
E N G. R E L A T E D	43.0105 Criminal Justice Tech.	47,186	58,620	4,385	Sec. P-Sec.	3,055	3,055	500	500
	43.0201 Fire Control & Safety Tech.	See 43.0203			Sec. P-Sec.	559	559	250	250
	43.0203 Firefighting	4,970	5,970	176	Sec. P-Sec.	34,805	34,805	18,000	18,000
	SUBTOTAL ENGINEERING & ENGINEERING RELATED TECH.	67,346	83,640	5,172	Sec. P-Sec.	79,302	79,302	30,600	30,600
H E A L T H	12.0301 Funeral Service	See 17.9999			Sec. P-Sec.	92	92	25	25
	17.0101 Dental Assisting	See 17.9999			Sec. P-Sec.	424	424	100	100

\* 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 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment Actual 1987	Employment Projected 1995	Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
						1991	1992	1991	1992
	17.0102 Dental Hygiene	See 17.9999			Sec. P-Sec.	472	472	100	100
	17.0103 Dental Laboratory Tech.	See 17.9999			Sec. P-Sec.	32	32	10	10
	17.0205 Emergency Medical Tech. - Ambulance	See 17.9999			Sec. P-Sec.	22,576	22,576	10,000	10,000
	17.0206 Emergency Medical Tech. Paramedic	See 17.9999			Sec. P-Sec.	355	355	35	35
A L L I E D H E A L T H	17.0209 Radiograph Medical Tech.	See 17.9999			Sec. P-Sec.	583	583	130	130
	17.0210 Respiratory Therapy Tech.	See 17.9999			Sec. P-Sec.	348	348	110	110
	17.0211 Surgical Tech.	See 17.9999			Sec. P-Sec.	124	124	40	40
	17.0309 Medical Laboratory Tech.	See 17.9999			Sec. P-Sec.	193	193	75	75
	17.0401 Alcohol/Drug Abuse Speciality	See 17.9999			Sec. P-Sec.	85	85	15	15
	17.0406 Mental Health/ Human Services Tech.	See 17.9999			Sec. P-Sec.	769	769	70	70
	17.0503 Medical Assisting	See 17.9999			Sec. P-Sec.	673	673	100	100
	17.0506 Medical Records Tech.	See 17.9999			Sec. P-Sec.	50	50	7	7

\* 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 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
		Actual 1987	Projected 1995			1991	1992	1991	1992
	17.0507 Pharmacy Assisting	See 17.9999			Sec. P-Sec.	245	245	50	50
	17.0512 Veterinarian Assisting	See 17.9999			Sec. P-Sec.	79	79	15	15
	17.0513 Ward Clerk	See 17.9999			Sec. P-Sec.	84	84	35	35
	17.0601 Geriatric Aide	See 17.9999			Sec. P-Sec.	243	243	100	100
	17.0602 Nursing Assisting	See 17.9999			Sec. P-Sec.	815	815	400	400
A L L I E D  H E A L T H	17.0605 Practical Nursing	See 17.9999			Sec. P-Sec.	966	966	250	250
	17.0808 Occup. Therapy Assisting	See 17.9999			Sec. P-Sec.	69	69	10	10
	17.0815 Physical Therapy Assisting	See 17.9999			Sec. P-Sec.	232	232	50	50
	17.0817 Recreational Therapy Tech.	See 17.9999			Sec. P-Sec.	50	50	15	15
	17.9999 Allied Health, Others	129,129	166,036	9,182	Sec. P-Sec.	4,730 11,773	4,710 11,773	1,520 5,000	1,500 5,000
	18.1101 Nursing, Gen. (Registered Nurse)	See 17.9999			Sec. P-Sec.	5,790	5,790	2,000	2,000
	34.0104 Health Treatment Prevention Practices		Introduction		Sec. P-Sec.	1,250	1,230		
	SUBTOTAL ALLIED HEALTH	129,129	166,036	9,182	Sec. P-Sec.	5,980 47,122	5,940 47,122	1,520 18,752	1,500 18,752

\* 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 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment Actual 1987	Projected 1995	Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
						1991	1992	1991	1992
V O C A T I O N A L H O M E E	04.0501 Interior Design	See 20.0301			Sec. P-Sec.	558	558	100	100
	20.0201 Child Care & Guidance, Gen.	26,813	31,597	1,772	Sec. P-Sec.	1,840	1,820	400	380
	20.0202 Child Care Aide/ Assisting	See 20.0201			Sec. P-Sec.	8,641	8,641	2,000	2,000
	20.0203 Child Care/ Management	See 20.0201			Sec. P-Sec.	3,230	3,230	1,000	1,000
E C O N O M I C S	20.0301 Clothing Apparel & Textiles Mgmt. Prod. & Services, Gen.	77,193	76,466	2,098	Sec. P-Sec.	300 6,245	280 6,245	130 2,000	110 2,000
	20.0401 Food Prod. Management & Serv. Gen.	143,418	181,636	10,187	Sec. P-Sec.	1,720 6,636	1,700 6,636	630 3,300	610 3,300
	SUBTOTAL VOC. HOME ECONOMICS	247,424	289,699	14,057	Sec. P-Sec.	3,860 25,310	3,800 25,310	1,160 8,400	1,100 8,400

\* 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 1990 - 1992

Program Area	CIP Number & Instructional Program	Actual 1987	Employment Projected 1995	Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
						1991	1992	1991	1992
T R A D E & I N D U S T R I A L	06.2001 Trade & Indust. Supervision & Management				Sec. P-Sec.	1,180	1,180	110	110
	10.0101 Educational Media Tech.	See 09.0601			Sec. P-Sec.	27	27	5	5
	09.0601 Radio/TV News Broad- casting,	2,544	2,793	70	Sec. P-Sec.	140 227	130 227	25 50	20 50
	12.0401 Personal Services, Gen.	See 12.0403			Sec. P-Sec.	825	825	250	250
	12.0403 Cosmetology	18,256	20,248	1,205	Sec. P-Sec.	940 4,237	920 4,237	260 700	240 700
	43.0107 Law Enforcement	47,186	58,620	4,385	Sec. P-Sec.	70 20,000	60 20,000	20 5,000	15 5,000
	46.0102 Brick, Block & Stone Masonry	41,186	44,880	1,440	Sec. P-Sec.	3,120 1,500	3,110 1,500	720 200	700 200
	46.0201 Carpentry	208,791	207,186	7,044	Sec. P-Sec.	4,380 6,200	4,360 6,200	1,200 800	1,180 800
	46.0302 Electrician	92,101	98,982	2,921	Sec. P-Sec.	1,090 1,742	1,070 1,742	280 400	260 400
	46.0303 Lineworker (Electrical)	See 46.0302			Sec. P-Sec.	368	368	150	150
	46.0401 Building Maintenance	125,659	146,825	10,491	Sec. P-Sec.	700 76	680 76	180 20	160 20
	46.0499 Miscellaneous Construction Trades	12,340	13,065	470	Sec. P-Sec.	590 678	580 678	160 100	140 100

\* 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 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
		Actual 1987	Projected 1995			1991	1992	1991	1992
	46.0501 Plumbing & Pipefitting	See 46.0503			Sec. P-Sec.	145	145	40	40
	46.0503 Plumbing	15,574	17,916	484	Sec. P-Sec.	40 486	30 486	15 100	10 100
	46.9999 Construction Trades, Other	Introduction			Sec. P-Sec.	6,880 5,456	6,840 5,456		
	47.0101 Electrical & Electronic Equip. Repairers, Gen.	31,552	36,526	1,227	Sec. P-Sec.	1,920	1,900	400	390
T R A D E & I N D U S T R I A L	47.0102 Business Machine Repair	2,123	2,009	66	Sec. P-Sec.	10	5	3	2
	47.0103 Communications Electronics	See 47.0101			Sec. P-Sec.	783	783	150	150
	47.0104 Computer Electronics	See 47.0101			Sec. P-Sec.	354	354	50	50
	47.0105 Industrial Electronics	See 47.0101			Sec. P-Sec.	141	141	15	15
	47.0108 Small Appliance Repair	5,965	6,838	329	Sec. P-Sec.	60	50	10	8
	47.0202 Heating, Air Cond. Ref. Mech., Gen.	11,060	11,580	309	Sec. P-Sec.	180 1,529	160 1,529	40 300	30 300
	47.0303 Industrial Machine Maintenance & Repair	See 47.0108			Sec. P-Sec.	805	805	150	150

\* 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 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
		Actual 1987	Projected 1995			1991	1992	1991	1992
T R A D E & I N D U S T R I A L	47.0402 Gunsmithing	See 48.0699			Sec. P-Sec.	95	95	10	10
	47.0408 Watch Repair	See 48.0699			Sec. P-Sec.	27	27	17	17
	47.0602 Aircraft Mechanics	See 47.0605			Sec. P-Sec.	1,518	1,518	300	300
	47.0603 Automotive Body Repair	9,008	10,564	450	Sec. P-Sec.	570 1,020	550 1,020	140 175	120 175
	47.0604 Automotive Mechanics	57,292	63,798	2,758	Sec. P-Sec.	7,260 9,181	7,240 9,181	1,200 1,000	1,180 1,000
	47.0605 Diesel Engine Mechanic	12,244	13,191	377	Sec. P-Sec.	50 137	40 137	10 20	5 20
	47.0606 Small Engine Repair	980	1,116	52	Sec. P-Sec.	180 249	160 249	10 40	5 40
	48.0101 Drafting, General	20,347	24,881	1,096	Sec. P-Sec.	6,730 338	6,710 338	1,220 100	1,200 100
	48.0102 Architectural Drafting	See 48.0101			Sec. P-Sec.	235	235	70	70
	48.0105 Mechanical Drafting	See 48.0101			Sec. P-Sec.	313	313	75	75
	48.0199 Drafting, Other	See 48.0101			Sec. P-Sec.	1,600	1,600	500	500

\* 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 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment Actual 1987	Employment Projected 1995	Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
						1991	1992	1991	1992
T R A D E & I N D U S T R I A L	48.0201 Graphic & Printing Comm., General	12,108	13,709	523	Sec. P-Sec.	2,180 449	2,160 449	520 30	500 30
	48.0203 Commercial Art	9,070	9,108	230	Sec. P-Sec.	110 1,230	100 1,230	10 100	10 100
	48.0204 Commercial Photography	3,546	4,332	176	Sec. P-Sec.	210 224	200 224	40 30	30 30
	48.0207 Photographic Lab & Darkroom	See 48.0204			Sec. P-Sec.	23	23	20	20
	48.0303 Upholstering	17,078	17,685	764	Sec. P-Sec.	40 215	30 215	10 25	5 25
	48.0503 Machine Tool Oper. Machine Shop	92,020	102,033	3,517	Sec. P-Sec.	480 1,626	460 1,626	120 250	110 250
	48.0506 Sheet Metal	15,005	15,650	447	Sec. P-Sec.	20	15	5	5
	48.0507 Tool & Die Making	See 48.0503			Sec. P-Sec.	149	149	35	35
	48.0508 Welding, Brazing & Soldering	See 48.0699			Sec. P-Sec.	810 3,992	800 3,992	240 325	220 325
	48.0699 Precision Work Assorted Materials Other	120,348	109,406	2,089	Sec. P-Sec.	960	1,200	220	200
	48.0702 Furniture Making	27,103	28,240	977	Sec. P-Sec.	1,460 224	1,440 224	840 50	820 50
	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 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
		Actual 1987	Projected 1995			1991	1992	1991	1992
T R A D E & I N D U S T R I A L	49.0101 Air Transportation General	3,762	4,809	198	Sec. P-Sec.	220	200	40	30
	49.0102 Airplane Piloting & Navigation	See 49.0101			Sec. P-Sec.	316	316	30	30
	49.0202 Construction Equipment Operation	6,821	8,242	287	Sec. P-Sec.	147	147	45	45
	49.0205 Truck & Bus Driving	41,281	42,461	1,264	Sec. P-Sec.	417	417	350	350
	49.0301 Water Trans- portation, Gen.	6,620	7,338	275	Sec. P-Sec.	160	140	10	5
	49.0303 Commercial Fishing Operation	See 49.0301			Sec. P-Sec.	859	859	500	500
	50.0201 Crafts, General	10,633	12,418	522	Sec. P-Sec.	872	872	100	100
	SUBTOTAL TRADE & INDUSTRIAL EDUCATION	1,079,593	1,156,449	46,443	Sec. P-Sec.	41,560 72,240	41,340 72,240	7,948 12,607	7,600 12,607

\* 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 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment**		Annual** Average Job Needs 1987-1995	Level*	Projected Enrollment		Projected Completers	
		Actual 1987	Projected 1995			1991	1992	1991	1992
	15.0899 Mechanical & Related				Sec. P-Sec.	850	830	180	160
INDUSTRIAL ARTS TECHNOLOGY	21.0101 Industrial Arts, General		Introduction		Sec. P-Sec.	1,020	1,000		
	21.0102 Construction				Sec. P-Sec.	2,570	2,550	140	120
	21.0104 Electricity/ Electronics				Sec. P-Sec.	70	60	40	30
	21.0105 Energy, Power & Transportation				Sec. P-Sec.	220	210	60	50
	21.0106 Graphic Arts				Sec. P-Sec.	1,370	1,350	320	310
	21.0107 Manufacturing/ Materials				Sec. P-Sec.	4,630	4,610	900	880
	21.0199 Industrial Arts, Other				Sec. P-Sec.	2,160	2,140	380	360
	SUBTOTAL INDUSTRIAL ARTS/ TECHNOLOGY				Sec. P-Sec.	12,890	12,750	2,020	1,910
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 1990 - 1992  
SECONDARY

Program	CIP NUMBER and Instructional Program	Level	Projected Enrollment	
			1991	1992
C O N S U M E R  &	20.0101 Comprehensive Consumer & Homemaking	Sec.	14,800	14,760
	20.0102 Child Development, Care & Guidance	Sec.	3,760	3,740
	20.0103 Clothing & Textiles	Sec.	2,310	2,290
	20.0104 Consumer Education	Sec.	3,460	3,450
H O M E M A K I N G	20.0105 Exploratory	Sec.	100	90
	20.0108 Food & Nutrition	Sec.	5,280	5,260
	20.0110 Housing, Home Furnishing & Equipment	Sec.	1,590	1,570
	SUBTOTAL CONSUMER & HOMEMAKING	Sec.	31,300	31,160

TABLE 1 b

VOCATIONAL EDUCATION PLAN  
INDUSTRIAL ARTS, REMEDIAL AND PREVOCATIONAL PROGRAMS  
FY 1990 - 1992

Program	CIP NUMBER and Instruct- ional Program	Level	Projected Enrollment	
			1991	1992
P R E	32.0101 Basic Skills, General	Sec.	12,020	11,980
	32.0107 Career Exploration	Sec.	114,720	114,680
	37.0101 Personal Awareness, General	Sec.	600	590
C.	SUBTOTAL BASIC VOCATIONAL SKILLS	Sec.	127,340	127,250
	Other Not Elsewhere Classified	Sec.	200	160
	99.0100 Special Coop Disadvantaged	Sec.	1,320	1,300
S P E	99.0200 Special Coop Handicapped	Sec.	390	370
	99.0700 Special Program Disadvantaged	Sec.	650	630
	99.0800 Special Program Handicapped	Sec.	960	940
P R O G A M S	Subtotal Special Programs		3,320	3,240
	Subtotal Prevocational Special, & N.E.C.	Sec.	130,860	130,650

TABLE 1 c

SUMMARY OF PROJECTED ENROLLMENT AND COMPLETERS  
BY MAJOR PROGRAMS  
FY 1990 - 1992

Program Area	CIP Number & Instructional Program	Employment Actual 1987	Projected 1995	Annual Average Job Needs 1987-1995	Level	Projected *		Projected **	
						Enrollment		Completers	
						1991	1992	1991	1992
	SUBTOTAL				Sec.	178,900	178,010	39,078	38,015
	SKILL DEVELOPMENT PROGRAMS	2,911,298	3,222,510	144,309	P-Sec.	294,226	294,226	76,870	76,870
	SUBTOTAL				Sec.	130,860	130,650		
	PREVOCATIONAL, SPECIAL PROGRAMS, & N.E.C.				P-Sec.	3,100	3,100		
	SUBTOTAL				Sec.	31,300	31,160		
	CONSUMER AND HOMEMAKING				P-Sec.				
	STATE TOTALS	2,911,298	3,222,510	144,309	Sec.	341,060	339,820	39,078	38,015
					P-Sec.	297,326	297,326	76,870	76,870

NOTE: \*Projected vocational enrollment includes all students enrolled in vocational programs in grades 6-12. Postsecondary reflects enrollment based on participant choice of courses by individual objectives.

\*\*Projected vocational completers include only those students completing, primarily from grade twelve (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 1990-1992

LEVEL: Secondary

State Administration

GOAL: Properly administering vocational programs through the provision of leadership, technical assistance and funding to eligible recipients.

OBJECTIVES

EXPECTED OUTCOMES

47

- |    |  |     |   |
|----|--|-----|---|
| 1. | Provide for state administration of Title II, Part A activities. | 1a. | Activities, programs, and services provided to increase vocational opportunities for handicapped, disadvantaged, sex equity, and other at-risk populations.   |
|    | 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. |



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

TITLE II, PART A:

Handicapped

GOAL: To plan and implement a broad range of supplemental services that will help handicapped students make informed career decisions, develop marketable skills and be able to make a smooth transition from high school to employment or post secondary training.

OBJECTIVES

EXPECTED OUTCOMES

- | OBJECTIVES   | EXPECTED OUTCOMES   |
|--|---|
| 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. Provide transitional services which will encompass a broad array of services and experiences which will lead to sustained employment. | 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. |
| 4. Provide cooperative strategies and internships in conjunction with vocational programs in which students are enrolled.                | 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.   |
| 5. Provide assistance and support to vocational teachers in the areas of curriculum and equipment modification.                          | 5a. Improvement in vocational programs and instruction.   |

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

Disadvantaged

GOAL: To plan and implement a broad range of supplemental services designed to provide disadvantaged students equal opportunities in vocational education programs.

OBJECTIVES	EXPECTED OUTCOMES
1. Provide state and federal resources to assist local school administrative units provide the following services and activities for disadvantaged students:	1a. Approximately 40,000 disadvantaged students in grades 7-12 will benefit from:
a. Assessment of interest, abilities and special needs of students enrolled in vocational education.	a. Increased knowledge of students vocational potential and special needs.
b. Outreach activities and services for students.	b. Increased awareness of students and parents of the vocational opportunities available and eligibility requirements of each program.
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.

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

Disadvantaged (Continued)

- |    |   |     |   |
|----|---|-----|---|
| 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.                     |
| 5. | Provide remediation in basic communication skills and modified vocational instruction to enable Limited English-speaking students to succeed in vocational education.     | 5a. | Limited English-speaking students will have developed sufficient communication ability and job skills to obtain employment. |



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

#### Sex Bias/Stereotyping

GOAL: Design programs to eliminate sex bias, stereotyping, and make training more accessible to single parents and homemakers in vocational education.

OBJECTIVES	EXPECTED OUTCOMES
<p>1. Request, evaluate and fund competitive projects for LEAs to eliminate sex bias and stereotyping through:</p>	<p>1a. Increase programs, activities and services which improve access to quality training and career opportunities statewide for students in grades 6-12 in voc. ed:</p>
<p>(a) Guidance, counseling, assessment, analysis of placement data and related programs, and services that are responsive to the nontraditional patterns of occupations in the labor market.</p>	<p>(a) Provide information and guidance which is responsive to the opportunities for nontraditional occupations in vocational education in the existing and future labor market.</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 activities.</p>	<p>(b) Eliminate the effects of sex role socialization.</p>
<p>(c) Support services, programs and activities for new and emerging occupational fields, and occupations regarded as nontraditional for females.</p>	<p>(c) Support for service programs for students' selection of nontraditional educational and occupational patterns.</p>
<p>(d) Programs that provide work experience and/or opportunities to develop marketable skills and experience that are nontraditional.</p>	<p>(d) Assessing career decisions based on interests, abilities and aptitudes rather than on social stereotypes.</p>

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

Sex Bias/Stereotyping (Continued)

- |   |   |
|---|---|
| <p>(e) Programs, services and/or the integration of activities that provide remediation, basic academics and vocational skills for career options to females and males in nontraditional occupations.</p>             | <p>(e) Improve the vocational and academic foundations for career options in technical fields and in new and emerging occupational fields.</p>  |
| <p>2. Provide state leadership, training, personnel development and technical assistance to local educational agencies to assist male and female students who desire to enter nontraditional occupational fields.</p> | <p>2a. Improvement, strengthening and initiation of programs to eliminate barriers to equal access for all students, and to reduce the effects of sex role stereotyping of job skills, occupations, levels of competency and careers.</p> |
| <p>3. Provide vocational programs, support services and activities to eliminate sex bias and stereotyping for girls and women aged 14-25.</p>   | <p>3a. Assure that participants who are inadequately served under vocational education programs have access to quality programs and services to develop marketable skills for non-traditional occupations.</p>                            |
| <p>4. Provide support services and programs to enable participants to support themselves and their families.</p>  | <p>4a. Participants will receive adequate provisions for transportation and child care services while developing marketable skills.</p>   |
| <p>5. Provide recommendations for programs of information and outreach to females concerning opportunities in nontraditional careers.</p>   | <p>5a. Participants will become aware of opportunities for careers in technical fields and in new and emerging occupational fields.</p>   |

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

TITLE II, PART B:

Program Improvement, Innovation, and Expansion

GOAL: To provide administrative leadership that ensures vocational program improvement, innovation, and expansion germane to the needs of youth and adults in keeping with business, industry and agricultural employment opportunities.

OBJECTIVES

EXPECTED OUTCOMES

- | OBJECTIVES   | EXPECTED OUTCOMES  |
|--|--|
| 1. To provide 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. To implement Vocational education standards to ensure quality programs for participants.  | 2a. Local plan review will facilitate program improvement, revision, deletion, and expansion according to prescribed standards.  |
|  | 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. |
| 3. To promote and implement Tech-Prep programs to enhance technical preparation of participants entering post-secondary education. | 3a. State education agency will encourage LEAs to plan and implement programs.   |
|  | 3b. State education agency will provide planning and implementation process information to LEAs.   |
|  | 3c. Selected LEAs will be provided start-up grants for planning and implementation.  |



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

TITLE II, PART B:

Program Improvement, Innovation, and Expansion (Cont'd)

4. To implement basic and vocational skills projects.

- 4a. State Education agency will provide leadership to at least four LEAs to assist them in raising achievement levels of vocational students in math, science, and reading.
- 4b. State education agency will participate in the Southern Region Education Board Basic Skills Consortium. This consortium will assess different strategies for raising achievement levels.
- 4c. At least four LEAs will be provided implementation grants for testing innovative strategies.
- 4d. Results will be shared with all LEAs.

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

Planning

GOAL: To plan the delivery of services to eligible participants with flexibility in implementation, development, and evaluation which will ensure maximum utilization of federal, state and local resources to provide education/training for vocational education program clientele.

OBJECTIVES	EXPECTED OUTCOMES
<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>1b. Education and training programs will be designed/modified to accommodate individual learning styles and abilities.</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>2a. Improved cooperation between agencies, groups, and individuals will contribute to efficient use of personnel, facilities, and resources.</p>
	<p>2b. Duplication of effort in education and training will be minimized and/or avoided through state and local joint planning.</p>
<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>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>

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

Research - Development

GOAL: To provide administrative leadership that assures research and development commensurate with the needs of vocational teachers and a diversified student population in the forecasted economics environment of the 1990s.

OBJECTIVES

EXPECTED OUTCOMES

- |  |   |
|--|---|
| <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>Continue funding of adopter projects/ dissemination efforts involving the computerized management of student achievement data in individualized competency-based vocational programs (VOCATS).</p> | <p>2a. Vocational practitioners will be provided with documented answers to timely questions related to the intent of the new legislation.</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> <p>Validated test item banks will be available for teacher use in classroom settings coded to the established core competencies for respective vocational programs.</p> |
| <p>3. Train a cadre of individuals to serve as vocational program improvement resource aides to local school systems.</p>  | <p>3a. The movement of research results into action will be increased in local education agencies.</p>  |

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

Research (Continued)

4. Install computerized, data-based system for generating and managing vocational education program improvement activities (VEIS).

5. Monitor and provide technical assistance to on-going program improvement activities.

6. Install an intra-state research reporting and local practices network.

7. Initiate collaborative research and/or development efforts (on instructionally-related issues) with established state and national institutions and consortia.

8. Initiate collaborative research with business and industry, especially in the areas of personnel/employee training, new product development, and business management.

9. Initiate new research and/or development activities to design, develop, and diffuse instructional practices, materials, and technologies which will accommodate the needs of a diversified, high risk student population.

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.

5a. Execution of program improvement projects will be facilitated thus assuring compliance with project guidelines and legislation.

6a. A linker mechanism among vocational educators will be provided to expedite the movement of research results into action.

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.

9a. Performance data on students in high-risk group will reflect desired gains/changes in attitudes, aspirations, and mastery of basic and technical skills. Teachers of students in high risk groups will have access to techniques and learning resources which accommodate individual student needs.



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

Personnel Development

GOAL: To provide pre-service and in-service for vocational education personnel.

OBJECTIVES

EXPECTED OUTCOMES

- |   |  |
|---|--|
| <p>1. Provide a scholarship program for individuals desiring a degree certification in a vocational program area.</p> <p>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, thinking skills, at risk, and basic skills instruction in vocational education.</p> <p>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.</p> <p>4. Explore different options for the delivery of Vocational Education Personnel Development training. Options may include audio conferencing, video conferencing, and teleconferencing.</p> | <p>1a. More individuals will be training to become local vocational education teachers.</p> <p>2a. Employed vocational personnel will be kept up to date, both technically and professionally.</p> <p>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.</p> <p>4a. The delivery of training should be able to save time and money.</p> |
|---|--|

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

Curriculum Development

GOAL: To provide up-to-date competency based curriculum for all vocational education courses.

OBJECTIVES	EXPECTED OUTCOMES
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 pertinent to the workplace and to new and emerging technologies.	1a. Programs will be improved by research, development, revision and selection of up-to-date curriculum.
2. Identify and evaluate instructional software and other materials to improve, expand, and modernize the instructional process.	2a. Students will have access to learning experiences and supplemental resources commensurate with their learning styles, needs, and level of development.
3. Develop, revise, or purchase state-of-the-art curriculum guides for all programs.	3a. Teachers will have access to current information for planning and managing the teaching/learning process.
4. Distribute curriculum materials developed in relationship to research and program innovations.	4a. Teachers will be provided with instructional materials that will enhance the teaching/learning process.

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

Title II, Part B

Comprehensive Guidance and Counseling Program  
(Industry/Education Coordination)

GOAL: To provide career guidance services which ultimately assist students enrolled or have completed vocational education programs and make a successful transition from school to work or to further vocational training.

OBJECTIVES

EXPECTED OUTCOMES

- |  |  |
|--|--|
| <p>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.</p> | <p>1a. A statewide system of industry/education coordination and job placement will be expanded.</p>   |
| <p>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.</p>                     | <p>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.</p> |
| <p>3. Assist vocationally funded industry/education coordinators to expand business and industry coordination.</p>   | <p>3a. Students will have a better understanding of the world of work.</p>   |
| <p>4. Provide resources and consultant services to assist locally funded industry/education coordinators to address the needs of vocational students:</p>  | <p>4a. Vocational students will develop skills that will allow them to:</p>  |

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

Title II, Part B

Comprehensive Guidance and Counseling Program  
(Industry/Education Coordination) (Continued)

- |   |   |   |   |
|---|---|---|---|
| - | 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.  | - | placement of students in the job market.  |
| - | follow-up of vocational students.   | - | conduct follow-up studies on students for improved program planning.  |
| - | develop innovative business/industry/military collaboration/visitation.                                       | - | enable local opportunities for internships in business and industry.  |
| - | 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.                                  |   |   |



### 3.04, Table 3a, Secondary

#### Career Exploration

**GOAL:** To provide greater awareness of the knowledge and skills required for living, learning, and working and to expand the student's occupational horizons by exploring careers.

#### OBJECTIVES

#### EXPECTED OUTCOMES

- |  |  |
|--|--|
| <p>1. Provide state leadership and technical assistance to local school administrative units in career exploration.</p>  | <p>1a. A statewide system of career exploration will be improved and expanded for the presently enrolled 96,485 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 career exploration programs for middle school students.</p>   | <p>2a. An adequate number of trained teachers will improve program effectiveness.</p>  |
| <p>3. Implement career exploration programs that will assist 3a. students with:</p> <ul style="list-style-type: none"> <li>- decision-making skills</li> <li>- self-assessment</li> <li>- career exploration</li> <li>- employability skills</li> <li>- employer contacts</li> <li>- the development of a personalized education plan</li> </ul> | <p>Career exploration programs will assist students in the:</p> <ul style="list-style-type: none"> <li>- use of assessed abilities, interests, and ambitions in career decision making.</li> <li>- use of guidance and counseling services to develop a tentative four-year educational plan.</li> <li>- development of leadership and citizenship skills through participation in the vocational student organization.</li> </ul> |

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

Vocational Student Organizations

GOAL: To provide vocational student organization activities designed to enhance, enrich and supplement the instructional program for all students in vocational education.

OBJECTIVES	EXPECTED OUTCOMES
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 VS0 work; more effective operation of VSA activities on local, regional, state and national levels will be achieved.

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

Evaluation

GOAL: To ensure quality vocational programs are provided in an environment that provides each participant the opportunity to attain their maximum potential commensurate with their career objective.

OBJECTIVES	EXPECTED OUTCOMES
1. Evaluate twenty percent of all eligible recipients 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. Ascertain student accomplishments and needs pertaining to training relevant to employment through follow-up assessment of student completers.	2a. Relationship between training and job accomplishments, satisfaction, and needs will reflect desirable changes to modify/improve services and activities.
	2b. Relationship between training and employment in career objective occupation will reflect appropriateness of training to employment needs.

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

Community Based Instruction

GOAL: To provide community based instruction in a variety of methodologies to ensure flexibility in education/training commensurate with student needs and aspirations.

OBJECTIVES

EXPECTED OUTCOMES

Cooperative Education

1. Utilize cooperative vocational education methodology through program areas in 134 LEAs.
2. Use cooperative vocational education methodology with disadvantaged and handicapped students in regular programs receiving support services.

- 1a. Participants will develop employability skills through on-the-job training in skill development program areas.
- 2a. Support services provided disadvantaged and handicapped student will improve maturity and skill levels to ensure a positive transition from school to work.
- 2b. Transition counseling will become a greater priority for disadvantaged and handicapped students.
- 2c. Vocational assessment will become a greater priority for disadvantaged and handicapped students.

Supervised Occupational Experience

3. Provide supervised occupational experiences germane to related instruction.

- 3a. Learning experiences will extend beyond the regular school day when school is and is not in session.



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

#### Community Based Instruction (Cont'd)

- 3b. Students will be involved in one or more types of supervised experiences, included but not limited to exploration, work on the farm, or agribusiness.
- 4a. Participants will learn the value of work, develop workmanship pride, and mature personally in the work atmosphere.
- 4b. School and community relations will improve through student intern activity in business and industry.
- 4c. Joint planning by teacher, student and industry will improve the mutual understanding of each relevant to organizing, implementing, and evaluating outcomes.
- 5a. Vocational skill development will be improved through this delivery system methodology.
- 6a. Expedite economic utilization of resources through utilization of private industry, businesses, training agencies, or community/technical colleges.

#### Internships

- 4. Develop additional technical competencies in real life work environment.

#### Production Work Activities

- 5. Provide production work activities and services under contract with second party for remuneration.

#### Contracts and Agreements

- 6. Provide an alternative method of education and training for students in selected locations.

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

Reporting

GOAL: Provide data base to local units for making decisions to continue, modify, or discontinue programs.

OBJECTIVES

EXPECTED OUTCOMES

- |   |   |
|---|---|
| 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. |

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

Follow-Up

GOAL: Assist administrators and teaching staff in developing instructional programs related to labor market needs.

OBJECTIVES

EXPECTED OUTCOMES

- |   |  |
|---|--|
| 1. Provide annual follow-up of all student completers of vocational programs along with their respective employers.                           | 1a. Summary data will be provided SEA and LEA personnel for use in program planning, program review, compliance with standards for approval of local programs, and public information. |
| 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.                            |
|   | 2b. Relationship between training and employment in career objective occupation reflects appropriateness of training to employment needs.  |

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

TITLE III - PART A

Vocational Education Support Programs by  
Community-Based Organizations

GOAL: To facilitate cooperative program planning and involvement with community-based organizations in the delivery of services for special needs students.

OBJECTIVES

EXPECTED OUTCOMES

1. 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.
  - 1a. 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 in need of these services to succeed in vocational education.



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

TITLE III - PART B

Consumer/Homemaker Education

GOAL: Prepare students with living or life management skills to improve the quality of their life and strengthen work, individual and family relationships.

OBJECTIVES

EXPECTED OUTCOMES

- | OBJECTIVES  | EXPECTED OUTCOMES  |
|---|--|
| 1. To plan program development and improvement of instruction and curricula.                                | 1a. Students develop competencies in food and nutrition, parenting, and child development, interior design and housing, and clothing and textiles. Consumer education and interpersonal relationships was a focus of all content areas.  |
| 2. To provide support services and activities designed to ensure the quality and effectiveness of programs. | 2a. Programs to be conducted in economically depressed areas: Local, state, and national concerns for preventing teen pregnancy, the teen parent and encouraging males in home economics are given special attention in identification of curriculum materials and inservice of teachers.  |
| 3. To share information gained through program services and activities.                                     | 3a. Students learn to manage individual and family resources; make consumer choices; balance work and family; improve responses to individual and family crisis (including violence and child abuse.); strengthen parenting skills especially among teenage parents, prevent teen pregnancy; assist aged and handicapped individuals; assist |

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

TITLE III - PART B

Consumer/Homemaker Education (Continued)

- |  |   |
|--|---|
| 4. To prepare youth for the work of the home.                  | 3a. at-risk populations including the homeless, improve individual, child, and family nutrition and wellness, conserve limited resources, understand impact of new technology on life and work, and apply consumer home economics education skills & jobs and careers.  |
| 4. To prepare youth for the work of the home.                  | 4a. Inservice activities were held on topics that included demonstration of innovative and exemplary projects, community outreach to underserved populations, application of academic skills, curriculum development, program evaluation, development of instructional materials, teacher education, and upgrading of equipment.  |
| 5. To provide services and activities for special populations. | 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. |

3.04

TABLE 3 b

PLANNED USES OF FEDERAL FUNDS  
FY 1990, 1992

LEVEL: Postsecondary - Adult

OBJECTIVES	EXPECTED OUTCOMES
<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 (Cont'd.)

OBJECTIVES	EXPECTED OUTCOMES
<u>Disadvantaged</u>	The programs, services, and activities will assist postsecondary and adult disadvantaged to succeed in vocational education and develop employment skills.
<u>Adult Training</u>	The programs, services, and activities provided will assist adult and post-secondary students to develop employment skills.
<u>Single Parent or Homemaker</u>	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.
<u>Sex Bias and Stereotyping</u>	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.



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

OBJECTIVES	EXPECTED OUTCOMES
<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.

(j) 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 1990 - 1992

FUNDING CATEGORIES		FEDERAL FUNDS BUDGETED	NON-FEDERAL FUNDS BUDGETED
TITLE II: BASIC GRANT		25,258,391	22,204,651
State Administration	(7%)	1,768,087	*1,768,087
Sex Equity Coordination		(60,000)	0
PART A: Voc. Ed. Opportunities	(57%)	13,389,473	10,335,733
Handicapped	(10%)	2,349,030	*2,349,030
Disadvantaged	(22%)	5,167,867	*5,167,867
Adult Training	(12%)	2,818,836	*2,818,836
Single Parent/Homemaker	(8.5%)	1,996,676	
Sex Bias/Stereotyping	(3.5%)	822,161	
Corrections	(1%)	234,903	
PART B: Program Improvement	(43%)	10,100,831	*10,100,831
Industry/Education			
Coordination		(1,729,848)	(1,750,000)
TITLE III: SPECIAL PROGRAMS			
PART A: Community Based Organizations		326,979	
PART B: Consumer/Homemaker Education		965,023	
State Leadership		47,233	

\* 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 1990 - 1992

<u>FUNDING CATEGORIES</u>	<u>ECONOMICALLY DEPRESSED AREAS</u>	<u>NON-ECONOMICALLY DEPRESSED AREAS</u>
TITLE II:	\$13,078,698	\$8,091,095
PART A:		
Handicapped	1,205,522	1,143,508
Disadvantaged	3,045,424	2,122,443
Adult Training	2,818,836	0
Single Parent/Homemaker	912,681	1,083,995
Sex Bias/Stereotyping	245,236*	302,899*
Corrections	* *	* *
PART B:		
Program Improvement/Innovation Expansion	4,922,730+	3,433,627+
TITLE III:		
PART A:		
Community Based Organizations	+ +	+ +
PART B:		
Consumer/Homemaker Education	<u>617,711</u>	<u>347,312</u>
Total Federal Funds Allotted to Eligible Recipients	<u>\$13,696,409</u>	<u>\$8,438,407</u>

- \* \$274,026 Cannot be split by Community Colleges until grants to recipients are determined by application.
- \*\*\$234,903 Cannot be split by Community Colleges until grants to recipients are determined by application.
- + \$380,382 Cannot be split by Community Colleges until grants to recipients are determined by application.
- ++\$326,979 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

## PROJECTED GRANT ANALYSIS

January 24, 1990

FISCAL YEAR 1990-91

1990-91 Grant	\$26,597,626
Less Title III, Part B (H.E.)	1,012,256
Part A (C.B.O.)	<u>326,979</u>
Total Title II Available	25,258,391
Less 7% Administration	<u>1,768,087</u>
Total Title II for Distribution	\$23,490,304
	=====

\*In applying the distribution percentages for the secondary and postsecondary used since the 1963 Legislation, the following distribution is made:

ITEM/CATEGORY	% TO TOTAL	SECONDARY	COMM. COLL	TOTAL
Title II Administration		\$ 1,178,784	\$589,303	\$1,768,087
Part A:				
Handicapped	10.00%	1,566,098	782,932	2,349,030
Disadvantaged	22.00%	3,445,417	1,722,450	5,167,867
Adult	12.00%	0	2,818,836	2,818,836
Single Parent	8.50%	200,000	1,796,676	1,996,676
Sex Equity	3.50%	548,135	274,026	822,161
Corrections	1.00%	0	234,903	234,903
	57.00%	<u>5,759,650</u>	<u>7,629,823</u>	<u>13,389,473</u>
Part B:				
Program Improvement	43.00%	9,720,449	380,382	10,100,831
Total Part A & B	100.00%	<u>15,480,099</u>	<u>8,010,205</u>	<u>23,490,304</u>
TOTAL TITLE II		\$ 16,658,883	\$ 8,599,508	\$25,258,391
Title III				
Part A: Community Based Organizations		\$ 61,498	\$ 265,481	\$ 326,979
Part B: Consumer/Homemaker Education		965,023	0	965,023
State Leadership		<u>47,233</u>	<u>0</u>	<u>47,233</u>
TOTAL TITLE III		<u>1,073,754</u>	<u>265,481</u>	<u>1,339,235</u>
1990-91 Distribution (Title II & III)		\$ 17,732,637	\$ 8,864,989	\$26,597,626
Basic Grant Title Allocation		\$ 26,597,626		
Minimum 80% to eligible recipients		<u>21,278,101</u>		
		<u>5,319,525</u>		
Less: Total Basic Grant available for Admin.		<u>1,768,087</u>		
Basic Grant available for other state activities		<u>\$ 3,551,438</u>		

(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 education agencies (LEAs) on a formula based on the following:

FACTOR

Relative number of economically disadvantaged students enrolled in each LEA prior year compared to the total number of these individuals enrolled in all LEAs 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 LEA prior year compared to the total number of vocational handicapped students served in all LEAs prior year.

(ii) Disadvantaged

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

FACTOR

Relative number of economically disadvantaged students enrolled in each LEA prior year compared to the total number of these individuals enrolled in all LEAs 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 LEAs prior year.

(iii) LEP Expenditure Requirements

Each LEA 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 LEA 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 LEA 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 LEAs 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%) from funds other than federal vocational educational funds, 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 LEAs shall provide an overall state match to federal funds. The LEAs 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 enrolled by the eligible recipient during the preceding program year divided by the total number enrolled 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 three components, each with a separate function. Part I will contain assurances required for conducting quality vocational programs in LEAs 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 LEA 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 1990 and 1992 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 6 ) and (Exhibit 7 )

(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.

(k) Disadvantaged and Handicapped

- (1) The State Board shall assign full-time personnel to monitor local school administrative unit's progress in fulfilling the criteria in (J), (A-G) and assist in fulfilling the purpose of the Act under Section 204 by:
  - (A) Reviewing annual applications to ensure that all eligible recipients have included assurances that disadvantaged and handicapped students will be provided equal access in recruitment, enrollment, and placement in the full range of vocational programs and opportunities provided for non-handicapped and non-disadvantaged individuals. In addition to these assurances, an abstract to the annual application shall include recruitment activities and accurate enrollment data for special populations.
  - (B) Reviewing Civil Rights compliance plans to ensure that local school administrative units have included a plan to recruit handicapped and disadvantaged students for vocational program placement.



- (C) Reviewing the annual application to ensure that program administrators for special education have signed the application indicating that all programs and services for handicapped individuals will be provided in the least restrictive environment.
  - (D) Reviewing individualized education plans during on-site visitations through the program review process, Civil Rights monitoring, and disadvantaged and handicapped monitoring process to ensure that each IEP has addressed the vocational services needed; that all vocational placements and supplemental services are planned and coordinated with special education; and, that a vocational representative serves on the IEP team.
  - (E) Requiring that a Career Development Plan be completed for identified disadvantaged and handicapped students. This plan must be developed cooperatively with all service providers including special education, vocational education, JTPA and vocational rehabilitation if applicable.
2. The State shall monitor forty (40) percent of the local school units each year (20% through the program review process and 20% through the disadvantaged/handicapped program monitoring process) to ensure that vocational assessment, supplemental services and career guidance and counseling activities are provided in accordance with the following guidelines:

(A) Vocational Assessment

Each local school administrative unit must establish vocational assessment services for disadvantaged and handicapped students enrolled in vocational courses or students being considered for vocational program placement in grades 9-12. The assessment process will include two phases - basic assessment and formal assessment.

Basic Assessment

All identified disadvantaged and handicapped students will be provided a basic assessment which shall include:

- (i) A review of all cumulative data;
- (ii) Career interest testing;
- (iii) Learning styles testing; and
- (iv) Interviews with students, teachers and parents.

The purpose of basic assessment shall be to:

- (i) Determine academic abilities, strengths and weaknesses;
- (ii) Develop an Individualized Education Plan or CDP;
- (iii) To make specific vocational program recommendations; and
- (iv) Determine if a comprehensive assessment will be needed.

#### Formal Assessment

A formal assessment process will be provided for all identified students if placement and instructional needs can be determined at the basic assessment level.

The formal assessment will build upon the basic assessment. In addition to the information collected at the basic level, this level will include aptitude testing, work sampling, and assessment of work related behaviors.

Students must be referred by vocational teachers and/or the IEP team for more indepth assessment at the high school level or at vocational rehabilitation units.

All supplemental services must be determined by a documented assessment.

#### (B) Supplemental Services

Local school administrative units shall plan and implement supplemental services in accordance with the technical assistance manual, "Challenge: A Handbook for Servicing Disadvantaged and Handicapped Students," which is submitted as supporting documentation to the State Plan.

#### (C) Guidance Counseling and Career Development

Career development activities for disadvantaged and handicapped students will be initiated at the junior high or middle school level. Each student will be provided an opportunity to explore a variety of careers, receive counseling related to career choices, and develop a high school plan through the Career Exploration Program.

One individual at the high school level will be assigned to coordinate the counseling services for special needs students. Students may receive additional counseling through the regular guidance high school staff or through professionally trained counselors in JTPA programs, vocational rehabilitation counselors, or support service individuals trained in the provisions of such special services. Local units must specify in the annual application abstract how these activities will be provided for handicapped and disadvantaged students in accordance with the special needs documented during the assessment process.

#### (D) Transition Services

The State will use the interagency approach to providing transitional services for disadvantaged and handicapped students. A vocational representative will work with the special education transition coordinator to develop

transition plans for all high school level handicapped students. The Vocational Assessment/Support Service Coordinator and Industry Education Coordinator will develop transition plans for all disadvantaged students. Each plan will outline the method by which counseling, employability skills training, job placement, cooperative work experience and follow-up services will be provided.

The state will monitor the plans through on-site visitations and reviewing performance reports submitted by eligible recipients.

### 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, Economic 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 1990-92 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 9).

### 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 Attachment).

### 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 Attachment).

### 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).

## APPENDICES

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WAKE COUNTY

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

Pursuant to Section III 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 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 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.



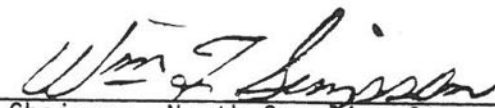
The State Board of Education will provide to the Department of Community Colleges such coordination as may be appropriate and/or required to comply with the General Statutes of North Carolina, the North Carolina State Plan for Vocational Education and P. L. 98-524.

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, 1990 through June 30, 1992.

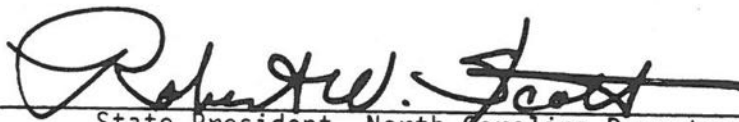
For the State Board of Community Colleges

1-19-90



Chairman, North Carolina State Board of Community Colleges

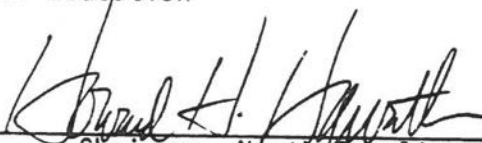
1-19-90



State President, North Carolina Department of Community Colleges

For the State Board of Education

1/17/90



Chairman, North Carolina State Board of Education

1/17/90



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 decision making, 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 1990-92 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:

<u>Date/Time</u>	<u>Location</u>	<u>Contact</u>
October 17, 1989 4:00 pm - 6:00 pm	Burke County Human Resource Center East Parker Road Morganton, NC 2865	Roger Slone Vocational Director 704/433-4326
October 18, 1989 4:00 pm - 6:00 pm	Greensboro City Schools PJ Weaver Education Center 300 S. Spring Street Greensboro, NC 27401	Dr. Joe Miller Vocational Director 919-370-8285
October 19, 1989 4:00 pm - 6:00 pm	Nash Technical College Bldg.-B, Room 101 Old Carriage Road Rocky Mount, NC 27804-7488	Dr. Reid Parrott President 919-443-4011

Twenty-nine (29) individuals from business, industry, associations, and education attended the public hearings. Their pertinent comments and State Board responses follow.

The concerns expressed by the limited attendance reflected appreciation for the standards in vocational education that contribute to improving the quality of programs by modifying, expanding and initiating new courses commensurate with student interest and employment opportunities. The principles of technology course exemplifies the technological changes required for vocational education to improve the individual competence participants must acquire to be productive in our competitive economy. The programs that contribute to computer literacy and awareness of the impact computers have in society received high praise and admiration. The smooth transition to the high-tech requirements vocational education teachers have accomplished reflects appropriate staff development activities attributable to state and local leadership, and involvement with the business community.

The consensus of opinion indicated that limited participation at public hearings is related to the extensive efforts state and local administrators have initiated to ensure active public participation in the education process. The attention to education at all levels is an ongoing priority to improve society and combat illiteracy, substance abuse, crime and underdeveloped resources in our state and nation.



The vocational education initiatives in the areas of (1) public awareness, (2) tech-prep, (3) articulation with postsecondary, (4) at-risk youth, (5) telecommunication, (6) research, (7) curriculum development, (8) technical committees, (9) staff development, (10) program evaluation, (11) industry education coordination, (12) program coordination, (13) local advisory committees, (14) drop-out prevention, (15) state vocational education planning and coordination committee, and (16) interagency coordinating committee (JTPA) contribute to a well informed and involved public.

Participants expressed appreciation for the administrative leadership and technical assistance provided by State staff. The priorities of the Division of Vocational Education, (1) basic skills, (2) at-risk students, and (3) marketing vocational education were considered key factors in improving the image and appreciation for vocational education programs.

A local superintendent expressed appreciation for the technological improvement in vocational education programs and cited the relevance to preparing students for current and future employment opportunities and advanced education/training.

Participants were impressed with the ability of the community college system to provide modern technological training and retraining commensurate with business and industry needs. The robotics and computerized improvements in education and training were cited as contributing to the popularity and growth of the community college system and its contribution to the economic growth of the State. All of the institutions are experiencing increased interest and enrollment in programs that prepare and improve technological knowledge and skills required in business and industry.

Continuous support for the comprehensive nature of vocational education at all levels, and for the diverse population served, was expressed at several hearings. The contribution vocational education provides in acquiring computational and communication skills was cited and appreciation for this awareness by the education community was prevalent.



Exhibit 3

## NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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

**Bob Etheridge**  
Superintendent

September 1, 1989

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

FROM: Bob Etheridge, State Superintendent  
Department of Public Instruction

Robert W. Scott, State President  
Department of Community Colleges

### PUBLIC HEARING ON THE N.C. FY 1990-91, 1991-92 STATE PLAN FOR VOCATIONAL EDUCATION

To comply with the requirements of the Carl D. Perkins Vocational Education Act, Public Law 98-524, the State Board of Education will conduct public hearings on the FY 1990-92 State Plan for Vocational Education.

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

The public hearings will be conducted on the following dates at the time and location indicated:

<u>Date/Time</u>	<u>Location</u>	<u>Contact</u>
October 17, 1989 4:00 pm - 6:00 pm	Burke County Human Resource Center East Parker Road Morganton, NC 28655	Roger Slone Vocational Director 704-433-4326
October 18, 1989 4:00 pm - 6:00 pm	Greensboro City Schools PJ Weaver Education Center 300 S. Spring Street Greensboro, NC 27401	Dr. Joe Miller Vocational Director 919-370-8285
October 19, 1989 4:00 pm - 6:00 pm	Nash Technical College Bldg.-B, Room 101 Old Carriage Road Rocky Mount, NC 27804-7488	Dr. Reid Parrott President 919-443-4011

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Page 2

To insure proper recognition, it will be helpful if those who wish to present statements at the hearings concerning the FY 1990-92 State Plan would notify Dr. Clifton B. Belcher, Director, Division of Vocational Education Services, Department of Public Instruction, Raleigh, North Carolina 27603-1712, no later than October 13, 1989. Five minutes for each presentation will be allowed; however, the hearing officer may grant more time if the situation and number in attendance warrant. A typed (or handwritten) copy of your remarks should be submitted to the hearing officer.

Anyone unable to attend a public hearing may submit a written statement to Dr. Clifton B. Belcher at the address in the previous paragraph. Mailed statements must be received no later than 5:00 pm on October 31, 1989. Responses to all comments, presentations, and statements received will appear in the FY 1990-92 State Plan.

Copies of the current FY 1988-90 State Plan should be available in the office of the local superintendent of schools, the director of the regional education centers, or in the office of the president of the nearest community college, technical college, or technical institute.

If you need additional information, contact Wally Burke, Consultant, State Planning Unit, Division of Vocational Education Services, Department of Public Instruction, Raleigh, North Carolina 27603-1712, telephone number (919) 733-7094. Any local publicity provided these hearings is appreciated.

BE:RWS:WB:bb

LEGAL NOTICE

## NOTICE OF PUBLIC HEARINGS

To comply with the Carl D. Perkins Vocational Education Act, Public Law 98-524 and G.S. 115C, the State Board of Education will conduct statewide public hearings on the FY 1990-92 State Plan for Vocational Education.

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

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

October 17, 1989 4:00 pm - 6:00 pm	Burke County Human Resource Center East Parker Road Morganton, NC 28655
October 18, 1989 4:00 pm - 6:00 pm	P.J. Weaver Education Center 300 S. Spring Street Greensboro NC 27401
October 19, 1989 4:00 pm - 6:00 pm	Nash Community College Old Carriage Road Rocky Mount, NC 27804-7488

Those who wish to present statements at the hearings concerning the FY 1990-92 State Plan should notify Dr. Clifton B. Belcher, Director, Division of Vocational Education Services, Department of Public Instruction, Raleigh, North Carolina 27603-1712 no later than October 13, 1989. Five minutes for each presentation will be allowed; however, the hearing officer may grant more time if the situation and number in attendance warrant more time. A typed (or handwritten) copy of each person's remarks should be submitted to the hearing officer.

Anyone unable to attend a public hearing may submit a written statement to Dr. Clifton B. Belcher at the address in the previous paragraph. Mailed statements must be received no later than 5 p.m. on October 31, 1989. Responses to all comments, presentations, and statements received will appear in the FY 1990-92 State Plan.

For additional information, contact Wally Burke, Consultant, State Planning Unit, Division of Vocational Education Services, Department of Public Instruction, Raleigh, NC 27603-1712, telephone (919) 733-7094.



October 17, 1989

Recommendation #1.

A presenter provided the following recommendations for the State Board of Education's consideration.

1. Supporting articulation efforts between community college system and the public schools of North Carolina and emphasizing the necessity for competency based curriculum at the community college level.
2. Support funding of vocational education positions at the 1 to 95 ratio.
3. Support increased funding for retraining and upgrading skills of vocational education teachers.
4. Support and encourage the institutes of higher education to accept courses such as principles of technology as a science credit, applied communications as an English credit, and applied mathematics as a mathematics credit.

Response: SBE to Recommendation #1

1. The Board appreciates the recommendation and supports the staffs efforts, through a variety of activities, to improve articulation. The community college system is pursuing the competency based curriculum concept with implementation anticipated in the near future.
2. The Board is receptive and supportive of the 1 to 95 funding ratio for vocational teaching positions, however, availability of resources dictates when this process may be implemented.
3. The Board is on record as favoring all efforts at all levels to improve the quality of education. Staff development is recognized as a critical component to maintaining high quality instruction commensurate with student aspirations and learning styles as it relates to their career objectives.
4. The Board agrees with the recommendation and appreciates the technological advancement in vocational education that justifies the scientific elements in the principles of technology course, the communication skills relevant to English, and the applied mathematics germane to math credits.

The governance of higher education is under the purview of the board of governors and the Board will continue to work within that administrative organization to attain the desired results of the recommendation.

October 17, 1989

Exhibit 3

Recommendation: #2.

The State Advisory Council on Vocational Education recommends that the State Board of Education request the state superintendent (1) to indicate on the "Budget Versus Expenditures" report FOR THE END OF EACH FISCAL YEAR any federal or state funds that are not reverting to either the federal or state treasuries at that time, and (2) to provide a brief narrative explanation on any unexpended fund account that exceeds three (3%) percent.

Response: SBE to Recommendation #2.

The Board appreciates the Council's concern for budgetary information, however the State Board of Education will continue to study this issue to ensure the availability of all fiscal information of interest to the council. The State Board of Education in cooperation with the State Superintendent and staff are working diligently to utilize state and federal resources to improve the quality of education for youth and adults under the purview of governance responsibility as set forth in the State Constitution and Public School Laws. Any request for specific fiscal information should be directed to the Assistant Superintendent for Financial Services. Unexpended resources will be utilized according to SBE policy and the legal requirements promulgated by general statutes.

October 17, 1989

Recommendation: #3.

The State Advisory Council on Vocational Education recommends that the State Board of Education adopt the following as its "Mission Statement":

The mission of the State Board of Education is to provide overall policy direction to local boards of education to the end of creating a comprehensive public school system that graduates good citizens with skills demanded in the marketplace and the skills necessary to cope with contemporary society, using federal, state, local, and other funds in the most cost-effective manner.

Response: SBE to Recommendation #3

The State Board of Education appreciates this timely recommendation. Currently, the State Superintendent and staff are working on the mission, goals, and beliefs for setting the direction for leadership responsibility.

The process is progressing according to schedule and inculcates extensive leadership involvement to ensure acceptance and support from the total education community. The new direction and commitment promulgates the strong leadership directed for the provision of quality educational opportunities for youth in an environment conducive to learning and improving the quality of life for all citizens of our state.

October 18, 1990

Recommendation: #4.

The State Advisory Council on Vocational Education recommends that the State Board of Community Colleges set aside funds from the Carl D. Perkins Vocational Education Act to initiate efforts with the North Carolina Council on Economic Education (NCCEE) in order to improve the economic competencies of vocational personnel in the community colleges.

Response: SBCC to Recommendation #4.

The State Board of Community Colleges will direct the Department of Community Colleges' staff to contact the North Carolina Council on Economic Education (NCCEE) 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 system and public school teachers of vocational education.



October 18, 1989

Recommendation: #5.

The State Advisory Council on Vocational Education recommends that the State Board of Education, The State Board of Community Colleges, and The Board of Governors of the University develop a combined plan which will address the preparation of vocational-technical teachers now and in the future and present the funding of the combined plan to the general assembly, if necessary.

Response: SBE to Recommendation #5 - Secondary

The State Board of Education adopted the following response on September 7, 1989 to this recommendation adopted by the SACVE on November 18, 1988.

The Board appreciates the State Advisory Council's continued interest in the quality of vocational education teachers. We recognize the vigilance of the Advisory Council in this matter.

The State Board of Education has developed a set of teaching competencies through the Quality Assurance Program (QAP) for teachers as well as certification requirements. Certification requirements cover both fully certified teachers as well as provisionally certified ones. The Board of Governors of the University of North Carolina administers publicly funded programs to train these teachers. The Board of Education will continue to recommend to the Board of Governors that the teacher education programs deliver the needed competencies and allow program completers to meet the certification requirements.

In that the Board of Education's authority and responsibility covers all teachers, including secondary vocational-technical teachers, the Board of Education's recommendations cover the preparation of all teachers.

Furthermore, in that there is a joint committee of Board of Governors and Board of Education members on implementing the Board of Governors 1986 study on the preparation of teachers, the Board of Education will ask that committee to determine and report on the relationship between the newly revised publicly funded teacher preparation programs, QAP teaching competencies and certification requirements.

October 18, 1989

Recommendation: #6.

It was suggested that the State Board of Education provide a middle school curriculum for grades 6, 7 and 8 to include hands-on activities and flexible instructional strategies for implementation. To include, but not limited to meeting the needs of at-risk youth and special populations in basic skills that ensure success in regular vocational programs.

Response: SBE to Recommendation #6

Vocational education curriculum is currently provided for grades 6-8 in one or more of the following program areas: agricultural education; business and office education; career exploration; home economics education; and technology education. Student experiences are oriented toward hands-on activities and simulations.

The Division of Vocational Education Services published Serving At-Risk Students in Vocational Education (Strategies to Facilitate the Teaching (Learning Process) in November 1989. This user manual provides practical strategies for understanding, identifying, and supporting at-risk students.

October 19, 1989

Recommendation: #7.

To allocate Title II-Part B, Program Improvement funds of the Carl D. Perkins Act to the university system for the acquisition of equipment for teacher education preparation programs. State-of-the-Art equipment is needed to ensure prospective teacher preparation in an environment that replicates industrial production standards to facilitate instructional programs and student education/training germane to employment opportunities.

Response: SBE to Recommendation #7

The State Board of Education is supportive of this recommendation and encourages the improvement of instructional preparation of prospective teachers at the critical decision making time in their career. The importance of instructional and technical skill competence compliment one another in the preparation for teacher certification in the public schools. The improvement of the quality of educational opportunity for youth and adults is an instructional as well as administrative responsibility. To that end, the Board is supportive of prudent utilization of federal, state, and local funds within the legal and policy parameters of governance set forth in the Constitution and General Statutes of North Carolina.

October 19, 1989

Recommendation: #8.

The State Advisory Council on Vocational Education recommends that the State Board of Education and The State Board of Community Colleges give their consideration to the recommendations that are contained in the Biennial Review of North Carolina's Achievement in Accomplishing the Purposes of the Vocational Education Act and the Job Training Partnership Act, 1986-1988 as the State Plan is developed.

Response: SBE to Recommendation #8.

The State Board of Education appreciates the Biennial Review of North Carolina's Achievement in Accomplishing the Purposes of the Vocational Education Act and the Job Training Partnership Act 1986-1988 adopted by the State Advisory Council on Vocational Education February 17, 1989.

The Board is in agreement with the overall findings that the study revealed which indicated the major systems have been adequate and effective in meeting the purposes of the two Acts over the past two program years. There are also numerous examples of effective coordination between and with the education community administering both Carl Perkins and Job Training Partnership Act funds and the Service Delivery Areas (SDAs). Moreover, the State's Division of Employment and Training, Department of Natural Resources and Community Development, the Division of Vocational Education, Department of Public Instruction, and the Department of Community Colleges have provided, for the most part, creative leadership in working towards better coordination.

There are numbers of exemplary programs operating in North Carolina, commendable and award winning programs, that should be shared with others. Both state and local efforts to monitor and improve individual systems as well as to coordinate between the others is commendable.

The overall impression is that North Carolina has a dynamic, growing and changing vocational education delivery system that has actively sought over the past two years to fulfill the purposes of the Carl Perkins Act and the Job Training Partnership Act but has gone beyond these requirements to meet the vocational needs of its citizens.

The Board recognizes the importance of the thirty-four (34) recommendations contained in the review and directs staff to follow-up with implementation as time and resources permit.



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.



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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 September 30, 1986 the following purpose and priorities. They continue to drive the spirit of cooperation and coordination.

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 Services  
Division of Exceptional Children's Services  
Division of Student Services

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 Environment, Health and Natural Resources  
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 Services: 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's Services: 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 Student Services: 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 Economic and Community Development

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 Economic and Community Development

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 Environment, Health and Natural Resources

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 Services: 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's Services: Participate in the State Vocational Alternatives Task Force and the State Interagency Council for Education and Related Services.

Department of Public Instruction

Division of Student Services: 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 Environment, Health and Natural Resources

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 Services: 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's Services: Conduct in-service transition workshops. Provide technical assistance upon request. Disseminate transition planning document.

### Department of Public Instruction

Division of Student Services: 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 Services: 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's Services: 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 Student Services: 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 Services: 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's Services: 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 COORDINATION COMMITTEE  
Dr. Clifton B. Belcher, Director - Division of Vocational Education

Member	Responsibility	Group/Agency	Representing	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, 1991
Harry Ballard	840 W. Morgan Street, Raleigh, NC 27603 Assistant Secretary for Programs and Development	N.C. Department of Correction	Adult Correction	(O) 733-3226	June 30, 1990
Elsie L. Brumback	Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712 Director, Div. of Media and Technology Services	N. C. Dept. of Public Instruction	Program Services	(O) 733-3193	June 30, 1991
Steven H. Campora	Labor Building, Raleigh, NC 27601 Deputy Commissioner, Education and Training	N.C. Department of Labor	Division of Education and Training	(O) 733-2379 (H) 846-2139	June 30, 1991
Porcius 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, 1991
Johnnie Ellerbe	Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712 Director, Division of Student Services	N. C. Dept. of Public Instruction	Program Services	(O) 733-6677	June 30, 1992
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, 1991
E. Lowell Harris	Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712 Director, Division of Exceptional Children	N.C. Department of Public Instruction	Program Services	(O) 733-3921 (H) 851-2183	June 30, 1992
Dr. Linda Lindsey	Dobbin Building, 705 Palmer Drive, Raleigh, NC 27611 Assistant Director for Institutional Services	N.C. Department of Human Resources	Division of Youth Services	(O) 733-3011	June 30, 1992
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
Claude A. Myer	805 Ruggles Dr., Raleigh, NC 27611 Director, Division of Vocational Rehabilitation	N.C. Department of Human Resources	Division of Vocational Rehabilitation	(O) 733-3364 (H) 876-0781	June 30, 1992

(OVER)



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	(0) 733-6383	June 30, 1990
White G. Watkins / Dobbs Building, Raleigh, NC 27603-5900	Assistant Secretary Economic Development	N.C. Department of Economic & Community Development	Economic Development	(0) 733-4962	June 30, 1992
Joe Webb / Education Building, Raleigh, NC 27603-1712	Director, Division of Curriculum & Instruction Services	N.C. Department of Public Instruction	Program Services	(0) 733-3512	June 30, 1990

## Also:

June Atkinson, Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712  
(Phone - 733-3001)

Donald R. Brannon, Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712  
(Phone - 733-7094)

George Kahdy, Governor's Public Education Advisor, Administration Bldg., 116 W. Jones St., Raleigh, NC 27611 (Phone - 733-5811)

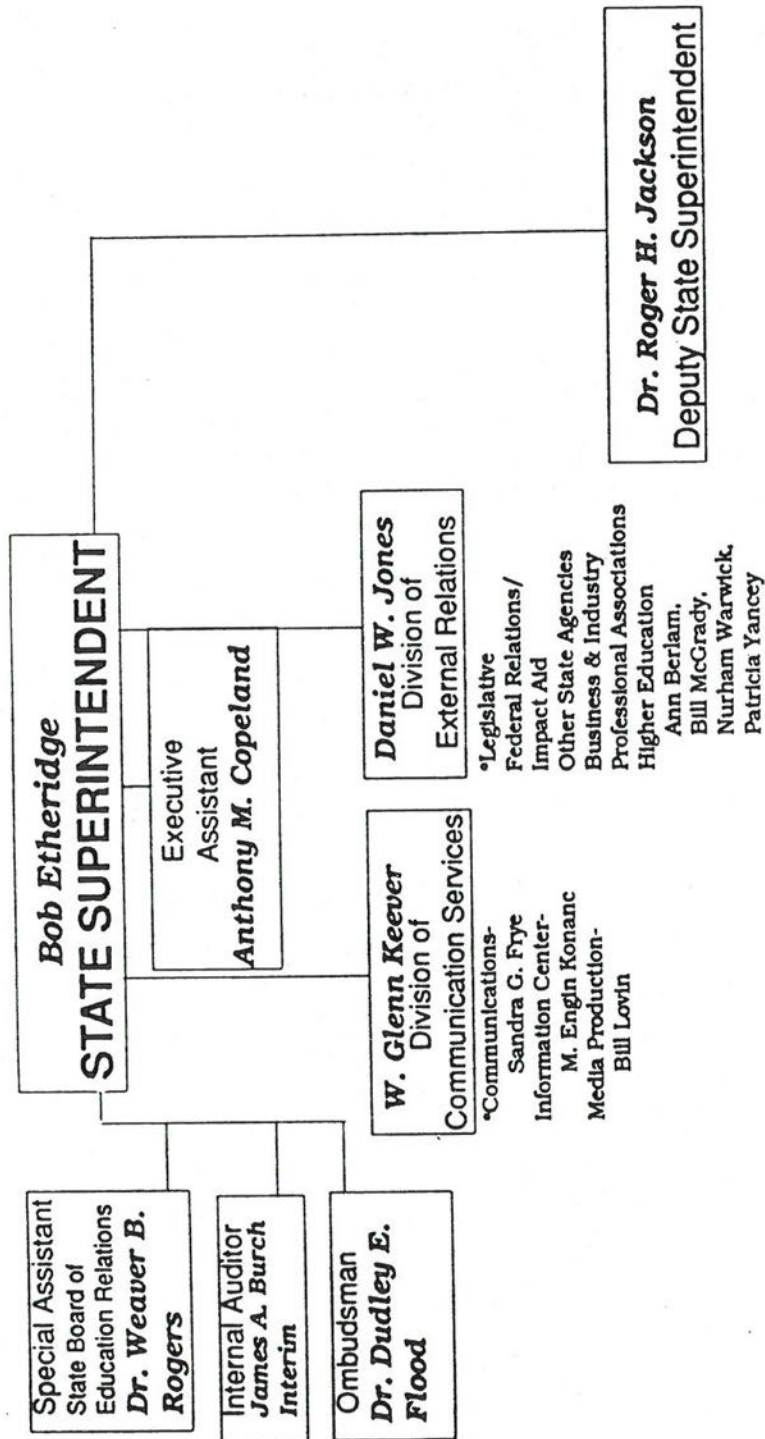
Al Carson, Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712  
(Phone - 733-7362)

J. W. Eades, Department of Community Colleges, 200 W. Jones St., Caswell Bldg., Raleigh, NC 27603-1337  
(Phone - 733-7051, Ext. 727)

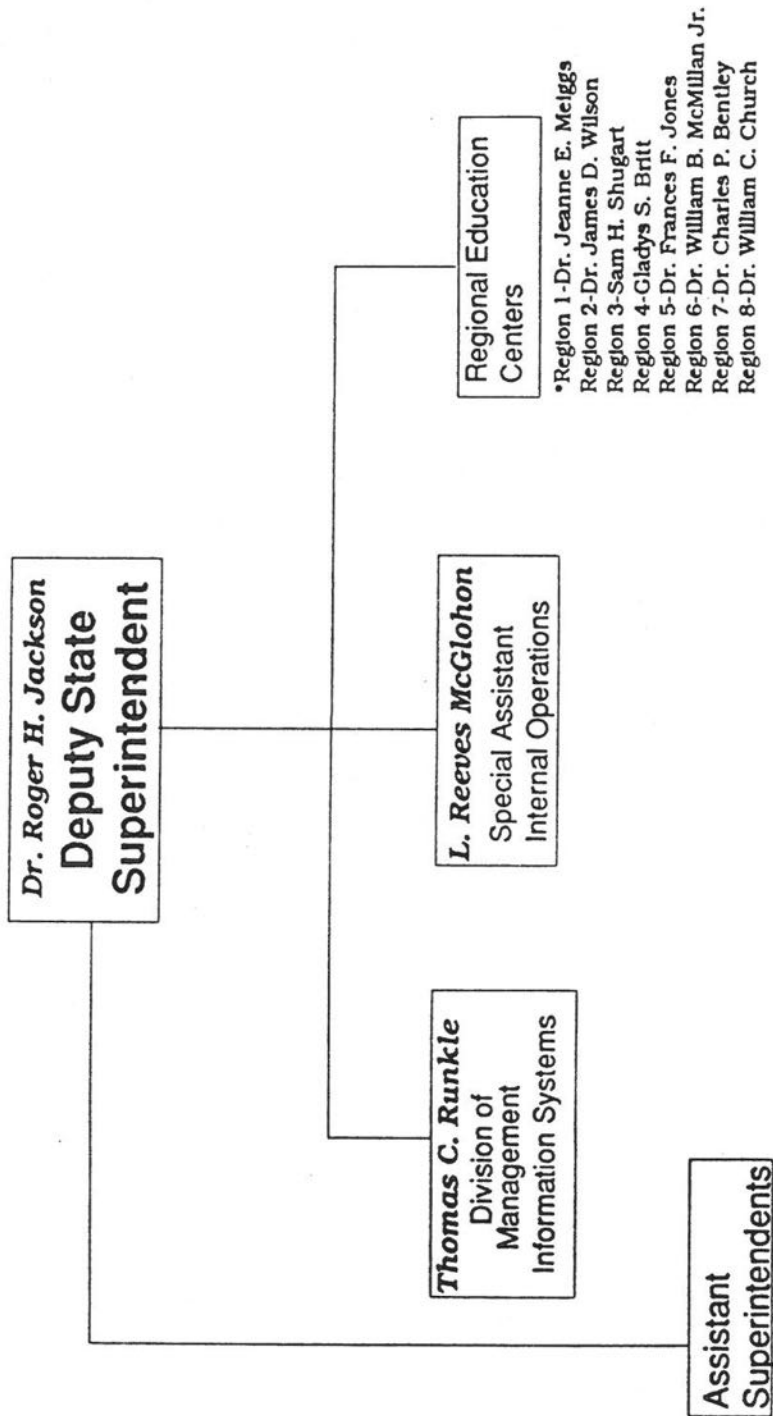
E. Michael Latta, State Advisory Council on Vocational Education, Watson House, 530 Wilmington St., Raleigh, NC 27604 (Phone - 733-2064)

Bob Mullen, Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712  
(Phone - 733-7094)

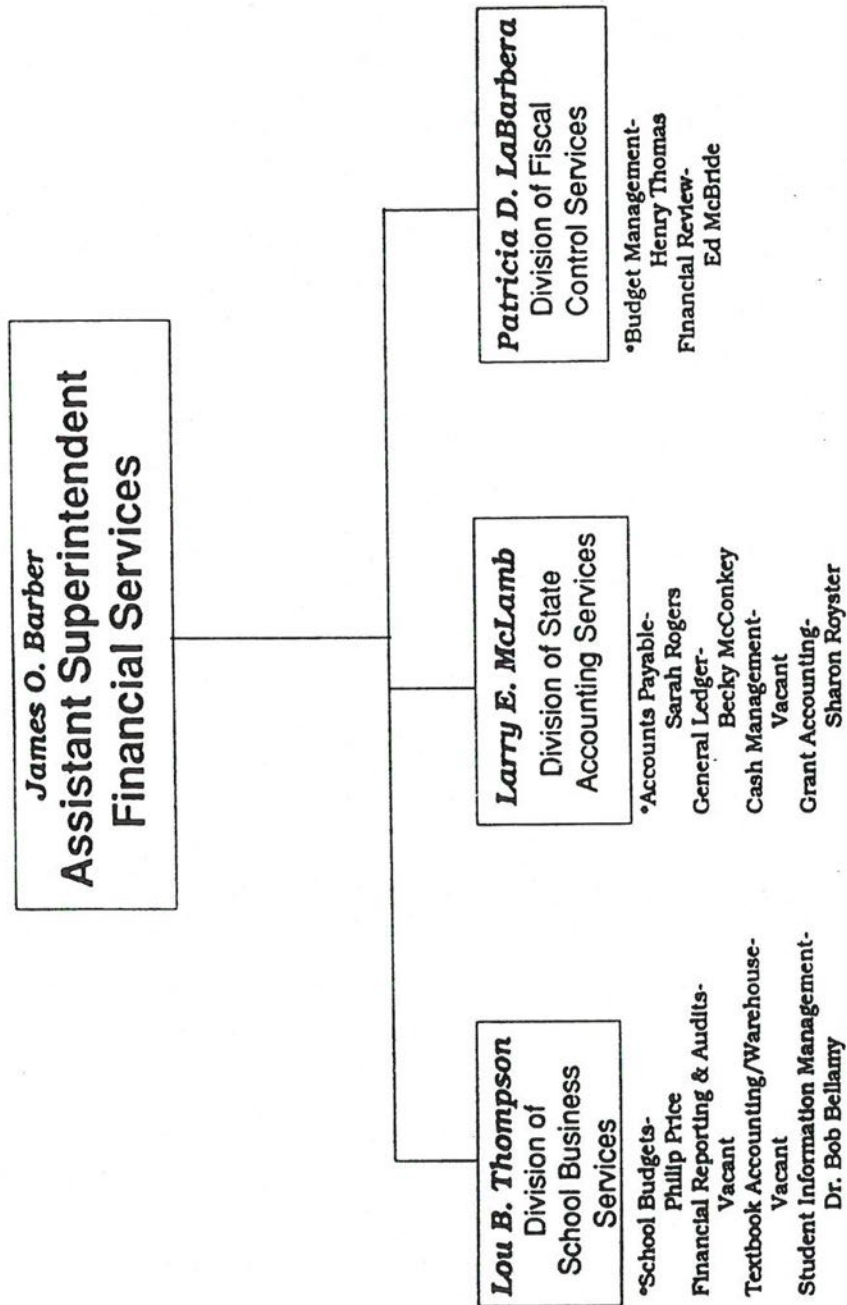
Russell A. Swindell, NCVA Legislative Liaison, P. O. Box 216, Cary, NC 27511 (Phone 467-9307)



**\*Sections and Chief Consultants**



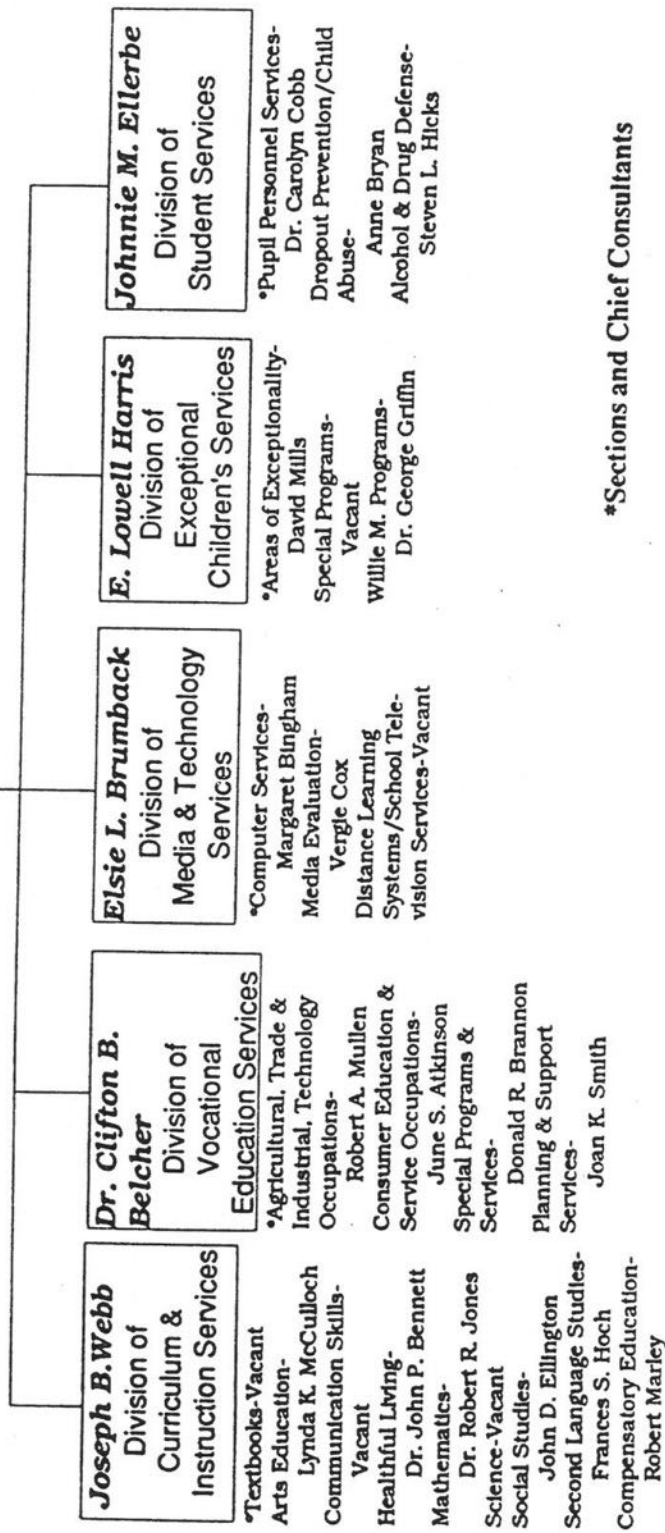
\*Regional Centers and Directors



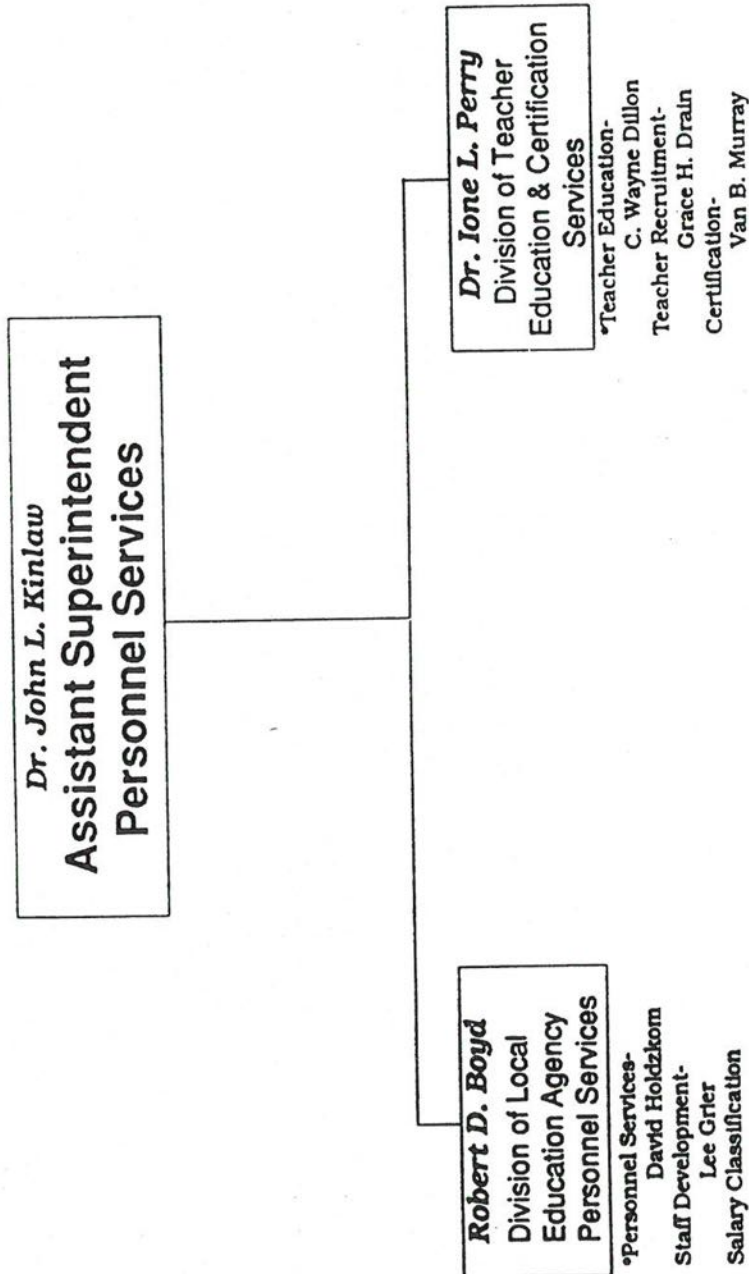
\*Sections and Chief Consultants



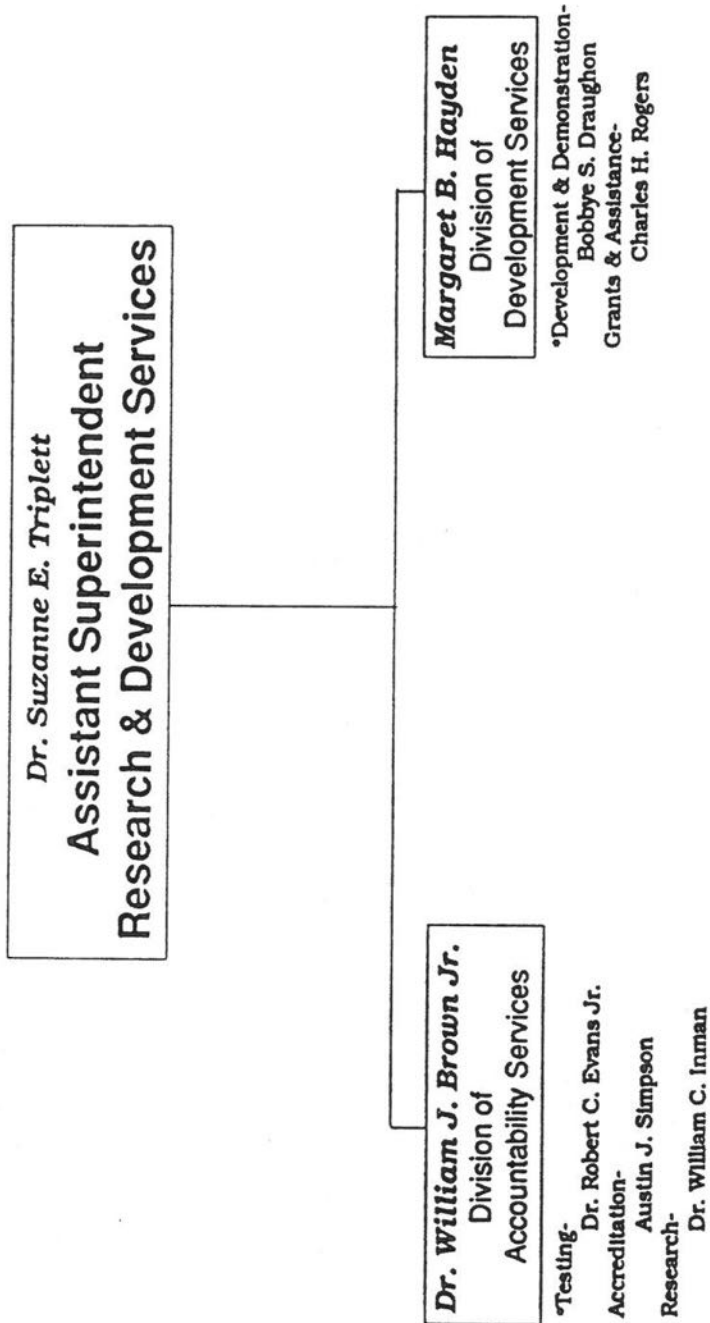
**Dr. Sammie Campbell Parrish  
Assistant Superintendent  
Program Services**



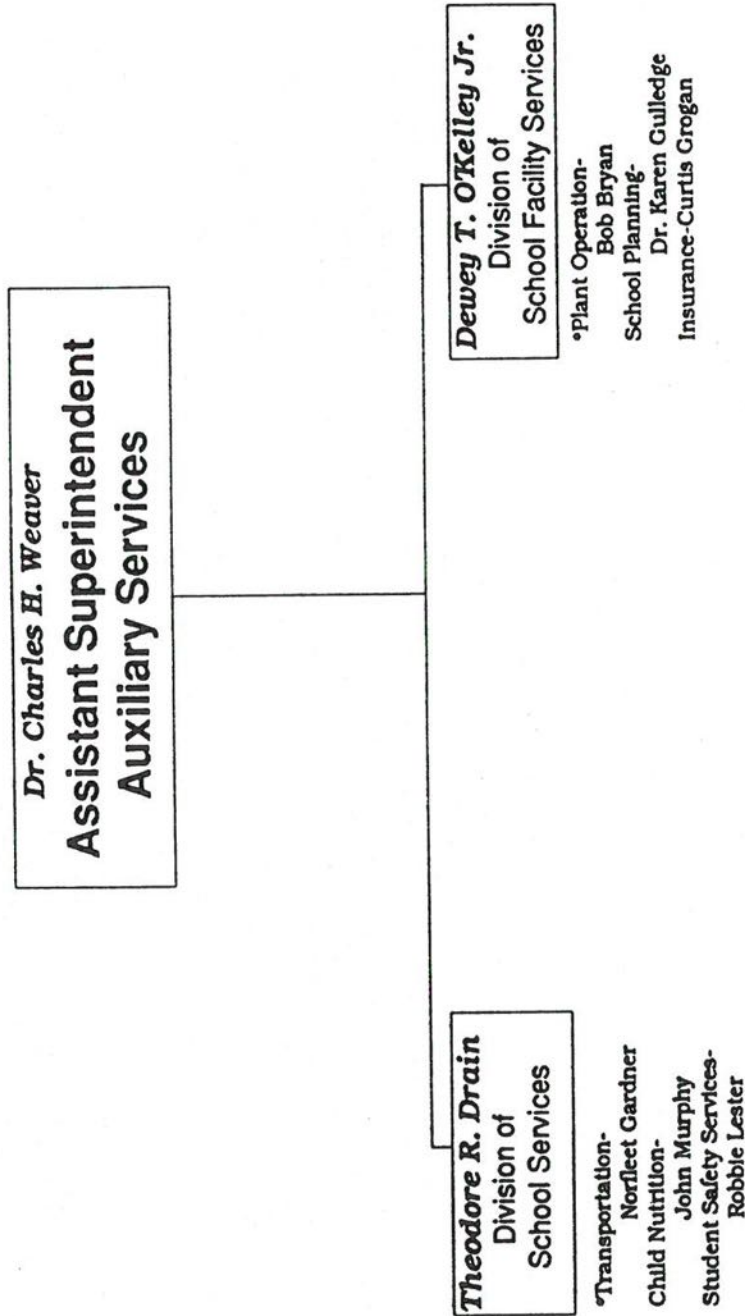
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\*Sections and Chief Consultants

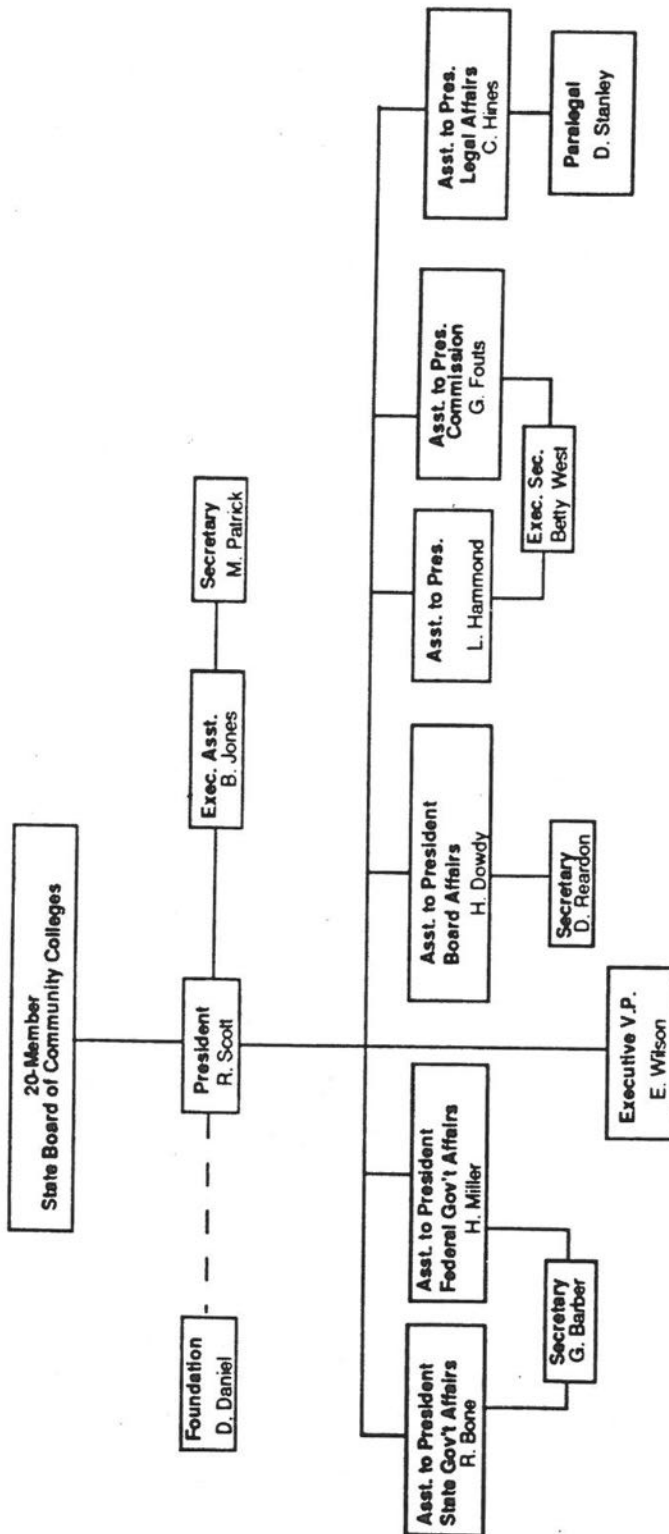


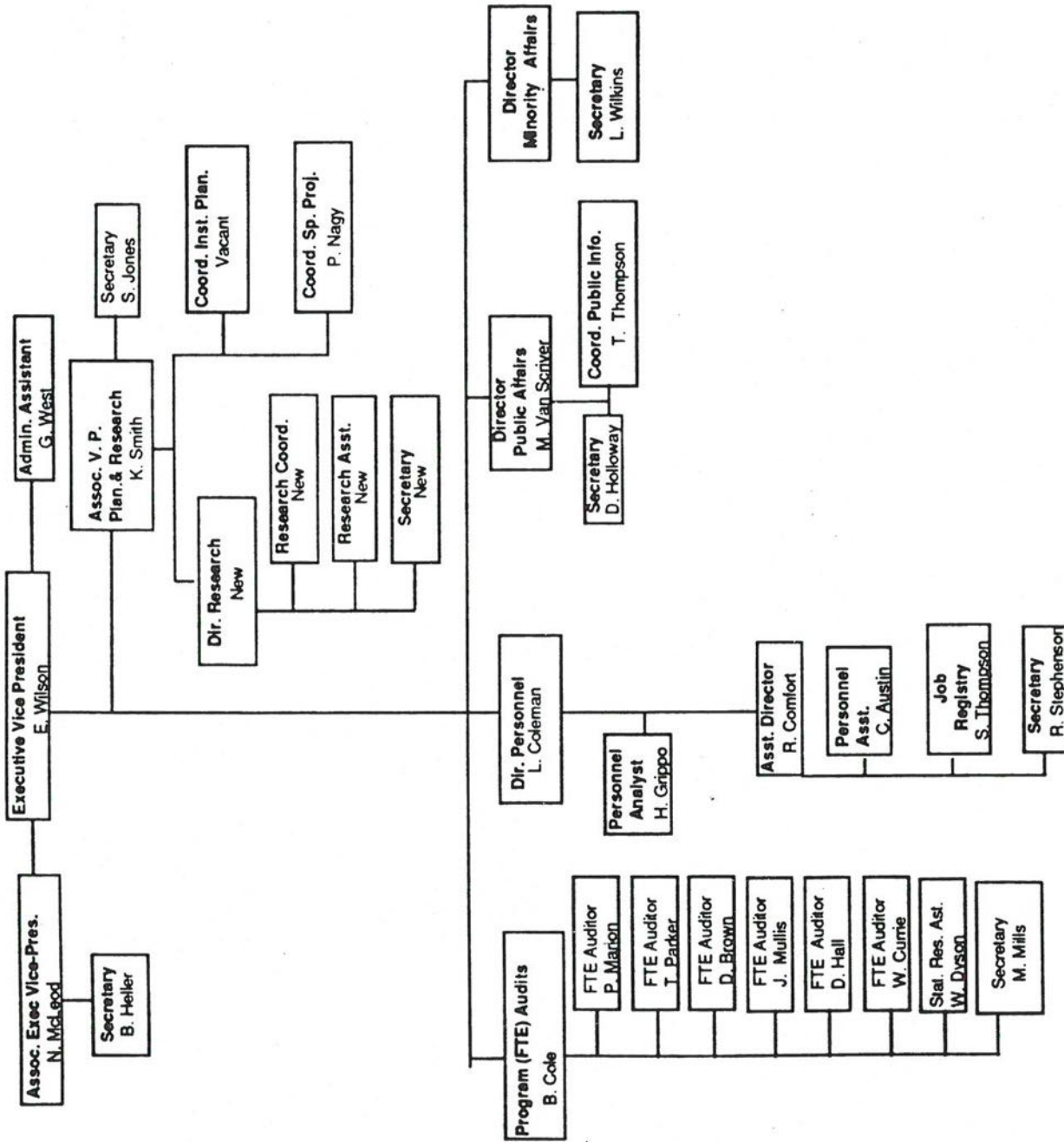
•Sections and Chief Consultants

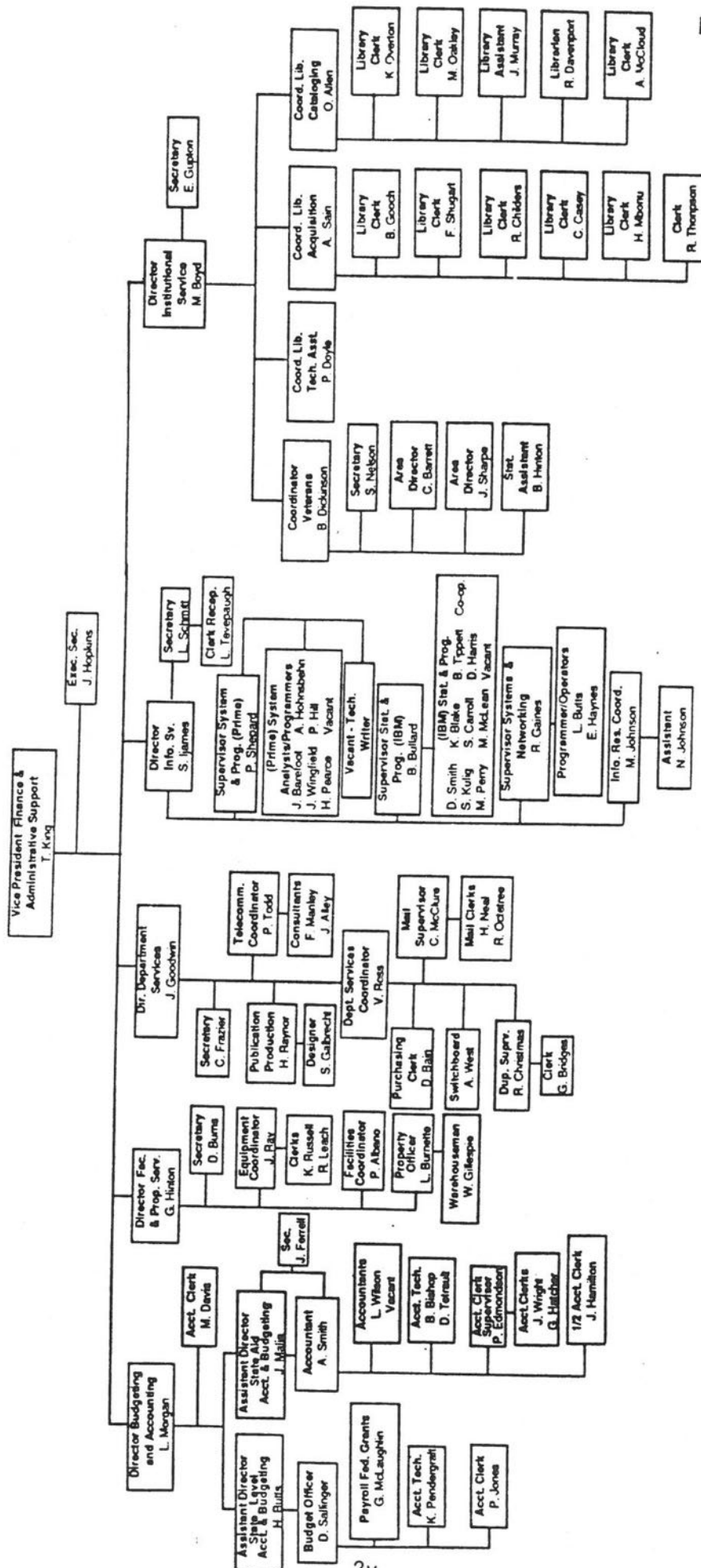


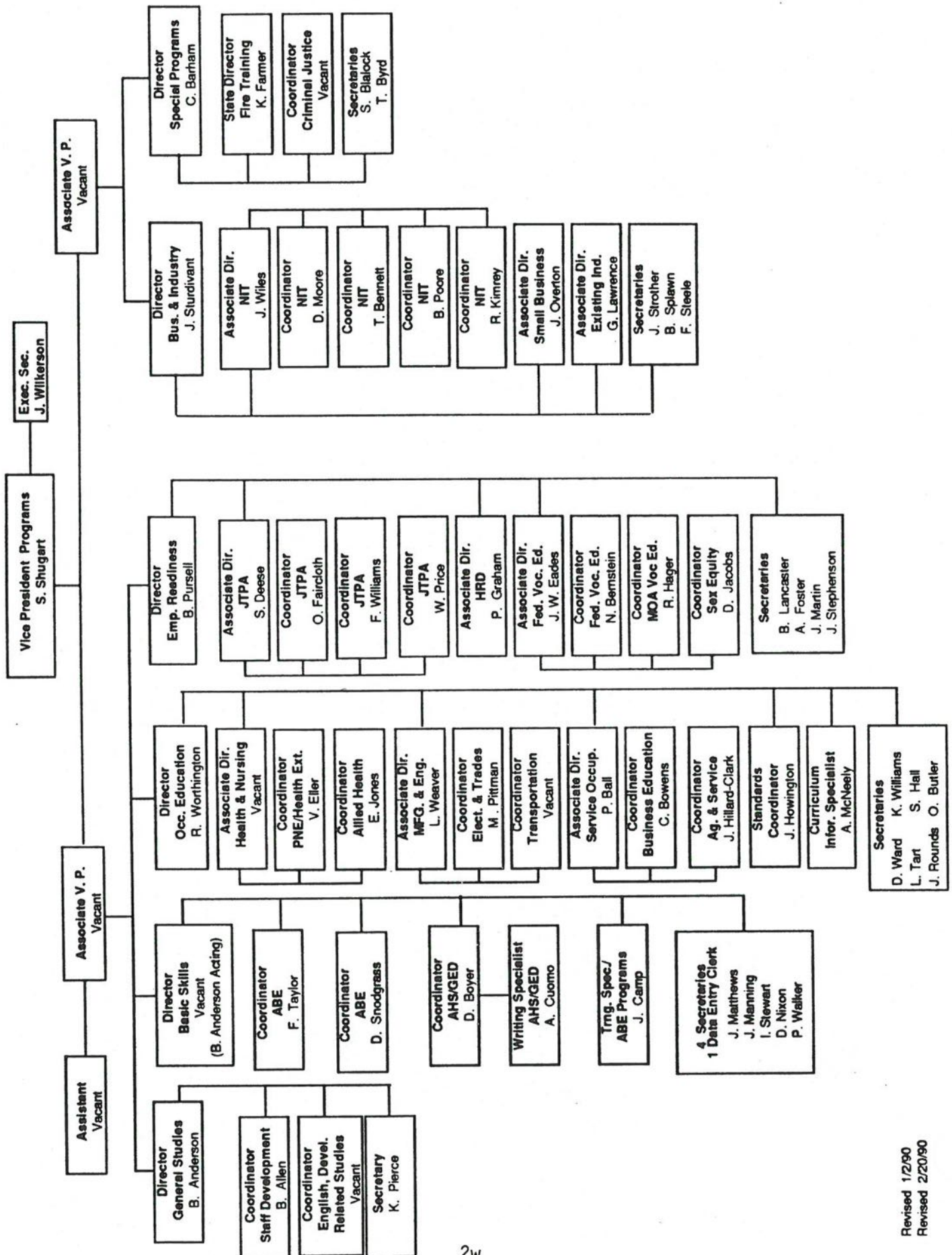
\*Sections and Chief Consultants











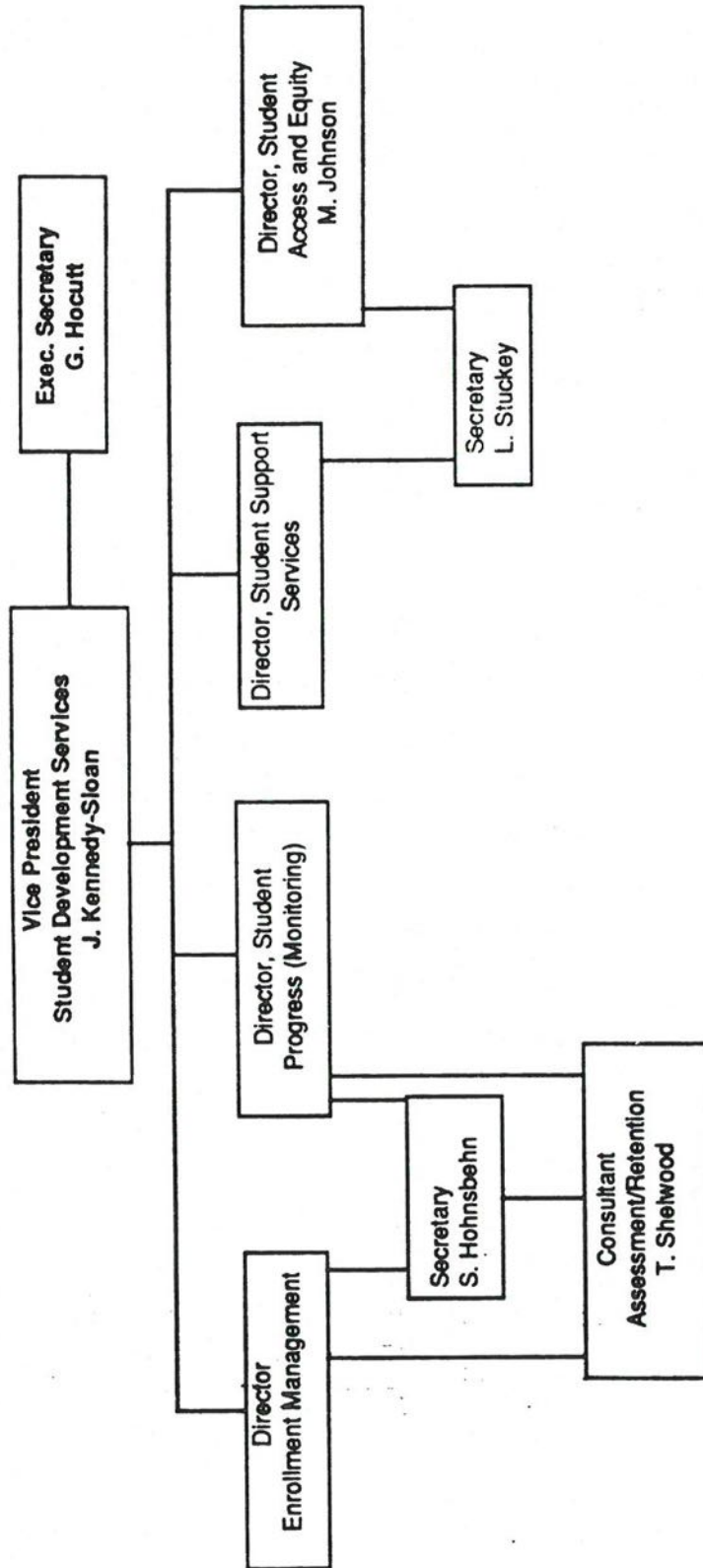


# Department of Community Colleges

Fire Training Coordinators and Location	
M. Taylor	Nash Community College
J. Baker	Robeson Community College
E. Coggins	James Sprunt Community College
C. Hooper	Forsyth Technical Community College
G. Byrd	Haywood Community College
K. Brown	Catawba Valley Community College
M. Hill	Davidson County Community College
D. Batts	Wilson Technical Community College

Criminal Justice Program Coordinators and Location	
C. Jackson	Central Piedmont Community College
L. Kepley	Davidson County Community College
W. Coats	Wilson Technical Community College
R. Moss	Central Piedmont Community College
L. Humphries	Davidson County Community College
Vacant	Wilson Technical Community College
Vacant	Cape Fear Community College

**DCC PROGRAM LEADERSHIP:**  
**Fire Training - Ken Farmer**  
**Criminal Justice - Chuck Barham**



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, fundings, 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 Instruction 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

3/6/90  
Date

Howard H. Henth  
Chairman, North Carolina State Board of Education

For the State Board of Community Colleges

3/8/90  
Date

William A. Sysser  
Chairman, North Carolina State Board of Community Colleges

STATE COUNCIL FUNCTIONS  
RESPONSIBILITIES/MANDATES\*

Meet as soon as practical after certification has been accepted by the U.S. Secretary of Education in order to:

- a. Elect a chairperson from the private sector.
  - b. Establish rules of the Council,
1. Determine time, place, manner of meetings, and Council operating procedures. (Such rules must provide for not less than one meeting annually in which the public has the opportunity to express their views on vocational education programs.)

TO THE STATE EDUCATION BOARD

To advise and consult on the development of the State Plan (State Board must utilize the Council in formulating the State Plan).

Consult on the establishment of evaluation criteria.

Submit recommendations on conduct of vocational education programs operated in state which emphasize the use of business concerns and labor organizations.

Recommend procedures to ensure and enhance the participation of the public in the provision of vocational education at the local level within the state, particularly the participation of local employers and local labor organizations.

Report on extent to which special populations are provided equal access to quality vocational education programs.

Advise on policies the state should pursue to strengthen vocational education (with particular attention to programs for the handicapped).

Advise on initiatives and methods the private sector could undertake to assist in the modernization of vocational programs.

Review and comment upon the State Plan prior to submission to the U.S. Secretary of Education for approval.

Make recommendations on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act.

Consult on establishment of technical committees to advise the Council and the Board of model curricula to address the state labor market need which addresses:

\*Prepared by the NC State Advisory Council on Vocational Education

- a. Skills inventories that may be used by the State to define state-of-the-art model curricula.
- b. Inventories will provide the type and level of knowledge and skills needed for entry.

TO THE GOVERNOR, BUSINESS COMMUNITY AND GENERAL PUBLIC

Report on policies the state should pursue to strengthen vocational education (with particular attention to programs for the handicapped).

Report on initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs.

TO THE GOVERNOR, STATE EDUCATION BOARD  
STATE JOB TRAINING COORDINATING COUNCIL, U. S. SECRETARY OF EDUCATION  
AND U. S. SECRETARY OF LABOR

Advise on findings and recommendations resulting from the Council evaluation (at least once every two years) of the vocational education delivery systems assisted under the Act and under the JTPA, in terms of their adequacy and effectiveness in achieving the purpose of the two Acts.

Advise on recommendations made to the State Board on the adequacy and effectiveness of the coordinating that takes place between vocational education and JTPA.

TO APPROPRIATE AUTHORITIES

Analyze and report on the distribution of spending for vocational education in the state and on the availability of vocational education activities and services within the state.

Assess and report on the distribution of financial assistance furnished under the Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs.



STATE BOARD RESPONSIBILITIES  
TO THE STATE COUNCIL ON VOCATIONAL EDUCATION

Carl Perkins Vocational Education Act

I. Responsibilities

- A. Consultation on State Plan development.
- B. Consultation on planning, administration, evaluation, and coordinating of vocational education programs.
- C. Consultation on establishing technical committees.
- D. Meet with State Council on amendments to State Plan.
- E. Provide amendments to State Council for review.
- F. Provide assurances to cooperate with State Council.
- G. Provide State Plan to Council for review and comment 60 days prior to submission to Secretary.
- H. Respond to all (State Plan) objections by Council.

II. Specific References

- 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. 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)
- D. In formulating the State Plan (and amendments thereto), the State Board shall meet with and utilize the state Council... Sec. 113 (a)(2)(A)
- E. 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 Training Coordinating Council, and the State Council. Sec. 113 (c)(1)
- F. Provide (in the State plan) assurances that the State Board will cooperate with the State Council on Vocational Education in carrying out its duties under this part. Sec. 113 (b)(13)
- G. 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)
- H. ...The State Board shall respond to any objections of the State Council in submitting such plan to the Secretary... Sec. 114 (b) (2)

State Legislature

The State Legislature was not in session at the time the FY 1990-92 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 May 21, 1990.