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ABSTRACT

This report prepared by the Policy, Analysis and Legislation Staff of the Office of Vocational and Adult Education, for the Congress, discusses the status of vocational education using statistical information, state evaluations, and audits, and reports compliance and quality of vocational education programs in selected states. The general provisions of state vocational rrcgrams, their basic grant structure, and a review of state program improvement and supportive services are provided. In addition, the states programs for, the disadvantaged and for consumer and homemaking education are reviewed. Presented next are the general provisions of rational vocational programs along with an overview of programs of national significance, bilingual vocational training, and the emergency assistance program for remodeling and renovation of vocational reducation facilities. Then a discussion of the Appalachian Regional Development Commission (ARDC) is provided. Twenty enrollment tables and 12 funding tables are appended. It is reported that total enrollment in vocational education at all levels reached a record of 17 million with expenditures at \$6.5 billion in fiscal year 1979. · (BPB)

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VOCATIONAL EDUCATION

Report'
by the
Secretary of Education
to the
Congress

1980

U.S. DEPARTMENT OF EDUCATION NATIONAL INSTITUTE OF EDUCATION

EDUCATIONAL RESOURCES INFORMATION

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THE SECRETARY OF EDUCATION WASHINGTON, D.C. 20202

TO THE CONGRESS OF THE UNITED STATES:

As Secretary of Education, it is my privilege to submit this report on the status of vocational education for fiscal year 1980.

This report was prepared by the Office of Vocational and Adult Education, and is transmitted according to the requirements of the Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976.

Respectfully yours,

79777777 T. H. Bell

June 1981



FOREWORD

This report on the status of vocational education is prepared pursuant to Public Law 94-482, the Education Amendments of 1976. The report includes final statistical information for fiscal year 1979 from the mandated national vocational education reporting and accounting system, implemented as the Vocational Education Data System (VEDS). Data not included in VEDS but available from other sources are for fiscal year 1980.

The report discusses State evaluations, audits, and compliance and quality of vocational education programs in selected States. The materials in this report are presented in the order they appear in the legislation. This arrangement should facilitate cross-referencing with the law.

This document was prepared by the Policy Analysis and Legislation Staff of the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, in cooperation with other units of OVAE. We also gratefully acknowledge the contributions of the National Center for Education Statistics, U.S. Department of Education.

Robert M. Worthington , Assistant Secretary

for Vocational and Adult Education

June 1981

SUMMARY

This report describes the status of vocational education in fiscal year 1980. It is arranged according to the subparts and sections of the Vocational Education Act of 1963, as amended by the Education Amendments of 1976, Public Law 94-482, Title II. The sections cited in each part of the report refer to this law.

The fiscal year 1979 data included in this report were collected by the National Center for Education Statistics, Vocational Education Data System (VEDS), and are the most recent available. Fiscal year 1979 was the first year during which VEDS was fully operational; data for prior years were collected by the Office of Education. Because data collection methodologies have changed, data presented in this report may at times appear to be anomalous. In some instances, therefore, data will show large changes in enrollments or expenditures. Such changes may be attributable to the varying data collection methods in the 2 years being compared, rather than to actual changes in enrollments or funding.

Total enrollment in vocational education at all levels reached a record 17,033,620 in fiscal year 1979. Approximately 51 percent of these students were female. Enrollments have been increasing steadily from the 11,602,144 total in fiscal year 1972. Total expenditures have also increased from \$2.7 billion in 1972 to \$6.5 billion in 1979. In terms of constant 1978 dollars, however, the increase in expenditures is not quite so dramatic: \$4.1 billion in 1972 compared to \$6.0 billion in 1979. Federal expenditures increased from \$466 million in 1972 to \$565 million in 1979. In constant 1978 dollars, however, Federal expenditures actually declined from \$709 million in 1972 to \$522 million in 1979. These figures illustrate the effect of inflation on education dollars.

Although placement rates for fiscal year 1979 are not yet available, the 1978 rates are typical for vocational education's performance. Of all those persons available for placement in 1978, 66.4 percent were employed full time in the field for which they had been trained or in a closely related field. Another 25.4 percent were employed in a field not related to their training, or were employed part time. A full 91.8 percent of those available for placement obtained employment in 1978.

Vocational education, through its many programs, services, and activities, trains the Nation's youth for work, while emphasizing equal educational opportunity for males and females, the disadvantaged, handicapped, and students with limited English proficiency. Vocational education also retrains and upgrades adult workers to keep abreast of the changing needs of business and industry, and continues to make significant contributions toward achieving national goals of productivity and economic development.



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STATE VOCATIONAL PROGRAMS

SUBPART 1. GENERAL PROVISIONS

Introduction

Subpart 1 sets forth the authorizations for each subpart of the Vocational Education Act, as amended in 1976. Subpart 1 also lists the general requirements which States must meet in order to receive funds. These requirements include State administration, full-time sex equity personnel, State and local advisory councils, national priority programs audits, State evaluations, and other similar provisions which are discussed in this section of the report.

Actual authorizations of funds available to the States (including the Smith-Hughes permanent appropriation but excluding funds reserved for special set-asides) in fiscal year 1979 for each subpart were: Section 120, \$430,671,966; Section 130, \$107,667,991; Section 140, \$19,968,469; and Section 150, \$40,929,371. The total was \$599,237,797.

Expenditures in fiscal year 1979 for all subparts (including carryover funds) totaled approximately \$6.479 billion, with Federal funds amounting to almost \$565 million, or 8.7 percent. Chart A shows the steady increase in vocational education expenditures since 1972. Chart B shows expenditures in constant 1978 dollars. While total expenditures are still increasing somewhat, Federal expenditures are actually decreasing in terms of constant dollars or buying power.

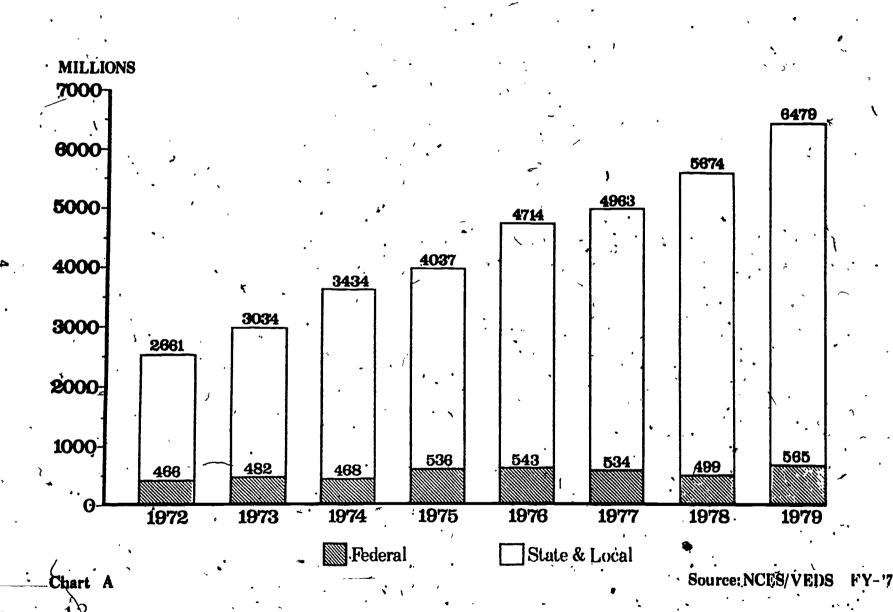
PROGRAM FOR INDIAN TRIBES AND INDIAN ORGANIZATIONS

The program for Indian Tribes and Indian Organizations is funded through a set-aside appropriation in Section 103(a)(1). Congress directed the Bureau of Indian Affairs (BIA) in the Technical Amendments (Public Law 95-40) to match funds for this program, but the BIA has not done so. The program is thus funded at only 50 percent of its intended level. Of the more than 250 federally recognized tribes and tribal organizations, only 33 have received funds to develop vocational programs. The funds that are reserved provide discretionary grants for these tribal organizations to design, implement, and administer broadly defined vocational education programs. Tribal organizations direct extensive programs which include occupational skills training, career counseling, needs assessment, program planning, curriculum development, professional training, community seminars, and construction of vocational facilities.

Since the program began in fiscal year 1978, a total of 8,667 persons have been served. In fiscal year 1979 approximately \$5.4 million were used to fund 30 projects which served 3,867 students. The projects included occupational skill training in management, agriculture, auto

Expenditures

For Vocational Education (VEA) By Source of Funds



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Expenditures

For Vocational Education (VEA) By Source of Funds In Constant 1978 Dollars

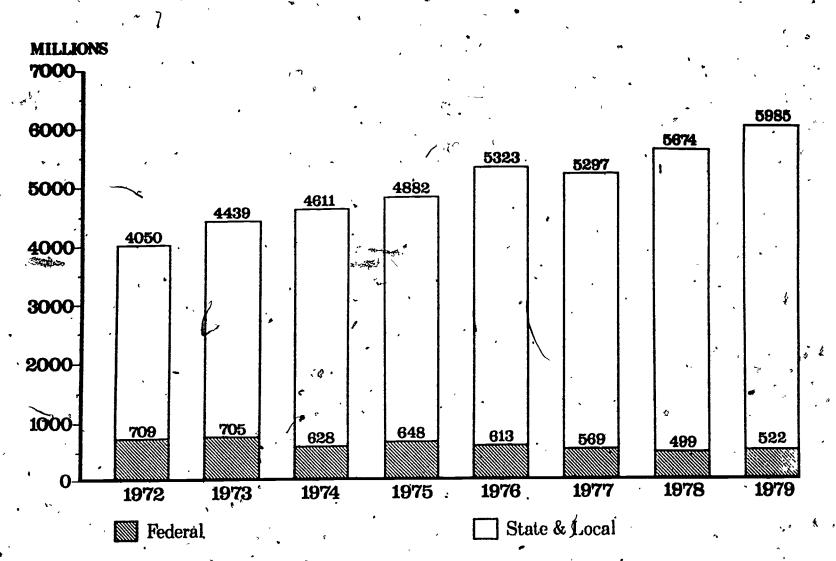


Chart B

Source: NCES/VEDS FY-'7

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and diesel repair, the construction trades, and career awareness and guidance services.

There is a need in some tribes to link the vocational programs with the Tribal Economic Development Plan. These plans attempt to make the tribes self-sufficient by employing adults in business and industry both on and off the reservations. The vocational programs and the Economic Development Plan can work together to improve the overall economy of the tribe. This is an area which will be addressed next year.

STATE AND LOCAL ADMINISTRATION

In fiscal year 1979, each State was permitted by Section 111 to use Federal funds from the Basic Grant (Section 120) and from Program Improvement (Section 130) to pay up to 60 percent of the cost of administering its annual vocational education plan. Expenditures from both Sections totaled \$95,803,827 (State and local \$51,581,357 and Federal \$44,222,470). This was an increase from the 1978 total of \$82,643,126. Most States used a substantial portion of these funds to pay the salaries of State vocational education staff who conducted vocational education planning, administration, technical assistance, evaluation, data collection, dissemination, or program improvement activities. Funds were also used for salaries of staff who were State leaders in the various occupational program areas.

State administration funds which were used for vocational education planning covered a variety of activities. Several States examined and updated, or developed new policies and procedures for assessing the relevancy of existing vocational education programs. Studia were conducted in a number of States to determine new and emerging occupations. Efforts were also made to regise research and curriculum development priorities to insure that program improvement projects remained responsive to vocational education needs.

Technical assistance activities supported by State administration funds generally focused on ways to improve vocational education programs and support services. State staff assisted local educational agencies in developing their local applications and in implementing effective cost accounting and reporting systems. Local educational agencies also received suggestions on how to use their local advisory councils effectively. Professional development for local vocational education personnel was promoted by State staff. Other State technical assistance efforts were directed toward improving cooperation between vocational education and business and industry at the local level.

Data collection, evaluation, and dissemination activities were often supported with State administration funds. Data collection activities



were geared, for the most part, toward obtaining data needed for Federal reporting requirements, program evaluation, and State and local planning (management information systems). Program evaluation efforts, at the State level, centered mainly upon the overall coordination of the evaluation process. This included formulating evaluation procedures and criteria, and scheduling and conducting evaluations. Local educational agencies received technical assistance on how to prepare for evaluations and how to use evaluation results to improve their programs. State dissemination activities involved giving local educational agencies data and evaluation results for local planning and improving local programs. The general public received information on vocational education programs, activities, and accomplishments through publications, newsletters, and the media.

State administration funds have enhanced the quality of vocational education programs. Improved evaluation procedures and data collection methods have provided planners with better data to update and revise programs. State and local planners are thus making more informed judgments as to which instructional programs are relevant to current employment needs. Technical assistance and dissemination activities completed the program improvement process by providing information and assistance to local planners who improved their individual vocational education programs to better meet the needs of both students and employers.

Local administration monies were used almost exclusively for the salaries of staff who directly administered and supervised local vocational education programs. There were, however, several instances in which local administration funds were used for job development, student followup, evaluation, data collection, and inservice training for local administrative staff. Expenditures in fiscal year 1979 from Sections 120 and 130 totaled \$262,076,379 (State and local \$253,713,034 and Federal \$8,363,345). This was a significant increase from the 1978 total of \$168,212,114.

STATE PLANNING AND EVALUATION

Section 102(d) permits each State_to use planning funds to pay up to 100 percent of the cost of preparing its annual program plan and accountability report (including the collection of necessary data). Planning funds may also be used to pay up to 100 percent of the cost of evaluations of programs that are assisted with funds under the Act. In fiscal year 1979, approximately \$5 million was appropriated to be expended for these purposes in fiscal year 1980. This was the first year that these funds were made available to the States.

Section 102(d) planning funds were used primarily to improve the data collection systems of various States. Several States upgraded their

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management information systems by obtaining more accurate and complete data on labor supply and demand, target groups, training opportunities, enrollments, and vocational education needs. Efforts were also made to obtain more useful data at the regional, county, or local level. Improvements in management information systems were often combined with technical assistance to local educational agencies to help them use planning data to develop their local vocational education plans.

Evaluation activities in several States were supported, in part, by Section 102(d) planning funds. This support extended not only to the actual evaluations themselves, but also to State efforts to disseminate evaluation results to local educational agencies and to assist them in using these results to improve their programs. Analysis of evaluation results also took place at the State level to determine statewide vocational education needs.

As shown above, the uses of planning funds are similar to the uses of State and local administration funds, which are discussed in the preceding section. The impact of both types of funds is also similar. Since fiscal year 1980 was the first year that planning funds were available, and since the total amount appropriated was less than '\$5 million (out of a total appropriation of over \$655 million for use in 1980), it is difficult to assess the impact of these funds at this time.

STATE ADMINISTRATION -- FULL-TIME SEX EQUITY PERSONNEL

Section 104(b)(1) requires States to assign full-time personnel to assist State Boards of Vocational Education in furnishing equal educational opportunity for all and eliminating sex discrimination in vocational education. Sex equity personnel have several functions: creating an awareness of programs and activities designed to reduce sex stereotyping in all vocational education programs; gathering, analyzing, and disseminating data on the status of men and women, students and employees in the vocational education programs of that State; and assisting local educational agencies and others in improving vocational education opportunities for women. The sex equity coordinators and their activities also often affect other closely related areas in vocational education, such as programs for displaced homemakers (Sec. 120(b)(1)(L)), grants to eliminate sex bias (Sec. 136), and support services for women (Sec. 120(b)(1)(L)). More information on these areas can be found in the appropriate parts of this report.

In 1979 all States employed the required full-time personnel to promote sex equity. An informal poll of 46 sex equity coordinators and eight State Directors of Vocational Education in April 1981 indicated that a large majority (73 percent) of the respondents felt that State educational

agencies would not continue to employ full-time sex equity personnel unless required to do so by law. In addition, respondents felt that such full-time sex equity personnel are essential for achieving sex equity goals in vocational education.

An analysis of expenditures of the sex equity set-aside was done by the Office of Vocational and Adult Education (OVAE). This survey found that several States had failed to spend the full set-aside during the first year in which the law had been in effect (July 1977-June 1978). During that year, \$1,416,134 was spent for full-time sex equity personnel. Ninety-six percent of this total was Federal money. By fiscal year 1979, expenditures totaled \$4,376,035; only 62 percent of this sum was Federal. The data from fiscal year 1979 indicates that States are increasing their commitment to equal educational opportunity for all students.

Sex equity programs at the State level vary in expenditures, audience, and impact. Those States that have both funded such programs and demonstrated institutional commitment to promote sex equity for female and male students have made the greatest progress in effecting changes in vocational enrollment patterns.

Based on a compilation of female enrollment data in vocational programs for the years 1972, 1975, 1978 and 1979 (secondary, postsecondary, and adult levels combined), the cumulative effect of sex equity provisions on vocational programs seems to have had little appreciable overall effect on the distribution of male and female enrollments. However, a definite trend toward nontraditional enrollments for both men and women becomes evident when examining enrollments in individual programs. See table 1. Thus, female enrollments in agriculture programs rose from 5.3 percent in 1972, to 19.2 percent in 1979. Conversely, male enrollments in consumer and homemaking rose from 7.9 percent in 1972, to 20.6 percent in 1979. Nevertheless, there were some program areas in which equalization of enrollments showed little or no progress: the number of males and females remained virtually static between 1972 and 1979 in such areas as office and health occupations. (Both areas are female intensive.) For further details on female enrollments in vocational programs, refer to table 1 and chart C.

Table 1 shows the total female enrollment, secondary, postsecondary, and adult, by program for 1972, 1975, 1978, and 1979. Chart C, prepared by the Office for Civil Rights, shows the sex distribution of students by program for 1979 in institutions offering five or more vocational programs. The restriction of schools to those offering five or more programs excludes under half of the comprehensive high schools, but has little effect on other types of institutions. Both chart C and table 1, although developed from different sources, show very similar data.

The primary focus of sex equity personnel is to eliminate sex discrimination and sex bias in vocational education. However, there as obviously

TABLE 1. Percentage of Total Female Enrollment in Vocational Education, by Program, for Selected Fiscal Years

Program	FY 1972	FY 1975	FY 1978	FY • 1979*
Agriculture	5.3	7.9	17.3	19.2
Distributive	45.2	, 34.3	51.4	° 53.6 .
Health .	84.6	59.0	77.9	84.3
Consumer and Homemaking	92.1	7ż . 0	.8 0. 2	79.4
Occupational Home Economics	86.0	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	82.4	77.9
Industrial Arts**		\ \L_{9.0}	17.1	14.9
Office .	76. 3	49.4	75 .6	73.5
Technical	9.7	. (8.1	₄ 17.6.	.19.4
lrade and Industrial	11.6	9.5	15.4	17.5
Other	44.7	″ 18.2***,	44.6	* 46.0
TOTAL	55.3	42.0	50.4	50.8

Based on figures from U.S. Office of Education Summary Data for 1972, 1975, and 1978, and from NCES, VEDS, 1979.

* The 1979 figures do not include short-term adult enrollments of 3,805,071 persons.

Industrial arts enrollments were not counted separately until 1974.

*** Many States did not break out their "other" enrollments by sex.

The general programs listed above include occupational offerings which, by nature of the occupation, attract a high percentage of students of one sex or the other. For example, cosmetology, although an offering under trade and industrial, has been and continues to be predominately female.

Student Characteristics

Sex Distribution By Program In Institutions Offering Five Or More Vocational Programs

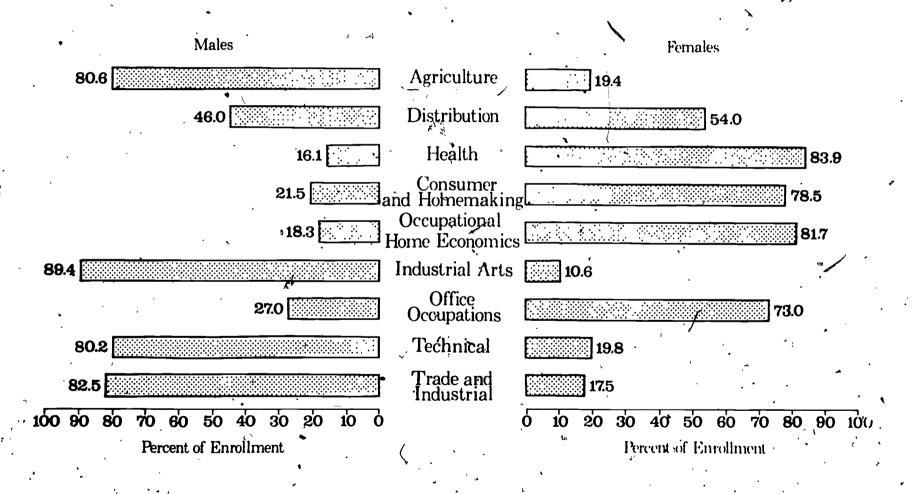


Chart C

Source: ED/OCR FY-'79



an overlap between equal access for females and equal access for minorities, and especially female minorities. Before investigating minority enrollments in vocational education, it is necessary to determine the proportion of racial and ethnic minorities in the population. According to the Office for Civil Rights, minorities are estimated to be about 17-21 percent of the 14-34 age group. If 20 percent is used as an average figure, chart D shows that minority enrollments are disproportionately large in three traditionally female areas: consumer and homemaking, occupational home economics, and office occupations. Minority enrollments are also large in trade and industrial education. As minorities in the population and minorities in school are counted with different reporting categories, only general comparisons can be made, between the two groups. These data require further refinement and study to determine the reasons for them, and what action, if any, is necessary to increase minority enrollments in other programs.

In response to the congressional initiatives in Public Law 94-482, OVAE has monitored States' progress in eliminating sex bias, sex stereotyping, and sex discrimination in vocational education. Such monitoring includes not only an analysis of enrollment data as discussed above, but the implementation of model programs and strategies. Almost all States have identified and implemented model programs and strategies to increase nontraditional enrollments. These activities are funded mainly by grants to overcome sex bias or as exemplary programs.

In addition, OVAE has provided technical assistance to State sex equity coordinators through individual and group consultation. OVAE has initiated discussions among the coordinators regarding the equal value of work done both inside and outside the home. When the value of work is equal, both men and women will be able to choose paid or unpaid employment according to their interests and abilities, and not according to stereotypes. The productivity of workers and the stability of the family will thus be enhanced. These discussions will help vocational personnel plan and implement programs that include these concepts.

To address specific sex equity issues, OVAE has funded three projects of national significance. These projects are listed in the section entitled "Projects of National Significance," p. 94.

OFFICE FOR CIVIL RIGHTS--GUIDELINES FOR VOCATIONAL EDUCATION

On March 21, 1979, the Office for Civil Rights (OCR) issued guidelines entitled "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap." They had been mandated under the December 1977.court order in Adams v. Califano. (The Adams case began as Adams v. Richardson. Each subsequent Secretary of HEW has replaced his predecessor as the defendant in this case.) The Guidelines were

Student Characteristics

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Racial/Ethnic Distribution In Institutions Offering Five Or More Vocational Programs

White, not Hispanic		→ Minor	rity	-
83.3	Agriculture -	16.7	• •. •	٠.
79.4	Distribution	20.6 *	. 1	
79.9	Health	20.1	•	•
69.8	Consumer and Homemaking	30.2	· · · · · · · · · · · · · · · · · · ·	-
68.8	Occupational Home Economics	31.2	, ,	, ,
77.1	Industrial Arts.	22.9	,	
74.5	Office Occupations	25.5		
80.1	Technical 🔻 🛮	19.9	•	, -
. 76.2	Trade and Industrial	23.8	,	, . · ·
100 90 80 70 60 50 40 30 20 10		10 20 30 40 50	60 70 80 90	100
Percent of Enrollment		Percent of E	Invollment)	
White, not Hispanic Black	ck, not Hispanic] Hispanic	Other Minority	· .
Chart D		Υ	Source: ED/O	, ===
3	•	. 1	, commentation ()	

issued to provide guidance to the vocational education community in discerning civil rights violations, and understanding how civil rights statutes apply to vocational schools and programs. The Guidelines are further intended to help the vocational education community seriously examine its programs and correct discriminatory practices.

The Bureau of Occupational and Adult Education (BOAE), now Office of Vocational and Adult Education (OVAE), and OCR jointly developed a Memorandum of Understanding. Pursuant to this Memorandum and the Guidelines, OCR, in consultation with BOAE and the Office of Education's General Counsel, issued the "Procedures for Preparing the Methods of Administration Described in the Vocational Education Guidelines" (hereinafter: Memorandum of Procedures). This Memorandum of Procedures was prepared to assist State agencies in developing and implementing the Methods of Administration (MOA), a document specifically required by Part II-C of the Guidelines. The Memorandum of Procedures also provided State agencies with suggestions and criteria on how to meet their responsibilities under the Guidelines.

In July of 1979, the Memorandum of Procedures was distributed to the Nation's educational leaders. It required that States submit an MOA to BOAE before March 21, 1980. Standards for reviewing MOA's were developed jointly by OCR and BOAE. BOAE, reorganized as OVAE, conducted the initial review of the MOA's and forwarded them to OCR with recommendations for approval or disapproval. After reviewing each MOA along with OVAE's evaluation, OCR accepted or rejected each MOA, and notified States by August 15, 1980, of the action taken.

When an MOA was determined to be unacceptable, OCR conducted negotiations and offered technical assistance. Final status determinations were made by OCR by September 30, 1980. A similar review procedure will be used to incorporate MOA updates or modifications received in subsequent annual reports from States. OVAE will monitor State implementation of the MOA through its Management Evaluation Review for Compliance/Quality (MERC/Q) function and report findings to OCR. Technical assistance requested by States to implement the MOA will be provided by OCR.

In 1980, 50 States, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands submitted an MOA. The first annual reports, also required by the Guidelines, were due July 1, 1980. This due date was only 3 months after the March 21, 1980 deadline for submitting the MOA's. Although no State had an approved MOA until September 1980, 20 States did submit annual reports in July 1980. Since no activities had been initiated at that time, the reports merely reflected the status of the MOA process in the individual States.

STATE ADVISORY COUNCILS

Section 105(a) requires States to establish a State advisory council if they desire to participate in programs under the Vocational/Education Act, as amended in 1976. The main purpose of the advisory council is to advise the State Board in developing and administering its vocational education program plan, and to evaluate the program, services, and activities.

During fiscal year 1980, the Office of Vocational and Adult Education (OVAE) made many efforts to improve its relationship with State Advisory Councils for Vocational Education (SACVE's). Executive directors, council chairpersons, State directors, and their planning staffs attended OVAE-sponsored workshops together. These workshops provided an excellent forum for dissussion of common concerns among SACVE's, State staff for vocational education; and the (then) U.S. Office of Education staff.

Each SACVE received at least \$93,500 from the Federal Government in fiscal year 1980, and eight councils received the maximum amount of \$172,920. Total Federal appropriations for SACVE's were \$6,073,000. few councils also received funds from State and local sources.

Across the country, 1,482 people serve on SACVE's. The councils ranged in size from 20 to 44 members. In fiscal year 1980 the State Advisory Councils dramatically increased their percentage of female membership. This was a direct result of increased efforts on the part of the Office of Vocational and Adult Education. Women comprised 39 percent of all SACVE members, and it is expected that their membership will increase to equal their percentage in the population. Sixty-nine percent of all SACVE members were Caucasian, 26 percent were non-Caucasian, and 5 percent were not identified by race.

Each State Advisory Council must submit an annual evaluation report. The report must include the results of SACVE evaluations of the effectiveness of vocational programs, services, and activities from the previous year. The reports submitted in 1980 assessed the programs in fiscal year 1979. A survey of the reports showed that SACVE's cover a broad range in their approaches to the evaluation process. Only 20 percent of the SACVE's conducted their own evaluations; rather, most SACVE's typically used data supplied by State agencies for their evaluations. Some SACVE's reported extensive data, but failed to document the source of the information.

In conjunction with their evaluations, SACVE's provided State Boards with practical suggestions for program improvement. Most of these recommendations, however, were based on public hearing comments, informal observation, and personal knowledge of SACVE members rather than their evaluation results.

Most of the recommendations for improvement were in the area of planning. Recommendations ranged from improving internal planning procedures, obtaining better data (which included CETA and the State Occupational Information Coordinating Committees), improving evaluation, changing funding procedures to include equipment, replacement, and increasing cooperation with business and industry, to increasing articulation among the levels of education.

A second concern for many SACVE's was serving students with special needs. Recommendations included making full use of Federal priority funds for the handicapped and disadvantaged, improving coordination among State agencies that serve the same populations, obtaining 100 percent Federal funding for excess cost, developing teacher guides for serving the handicapped, and increasing preservice and inservice for teachers and guidance counselors of special needs students.

One other major concern for many SACVE's was equal access. Some SACVE's recommended more emphasis on training women for nontraditional employment, establishing State guidelines for local educational agencies to use in eliminating sex bias and sex stereotyping, and budgeting State funds for sex equity activities: Other emphases included more funding for displaced homemaker programs, better incentives and model programs, career counseling for women, and more public relations efforts among trade unions and employers to encourage the hiring of women for nontraditional jobs.

These recommendations represented the three major concerns of the State Advisory Councils in 1980. Many other recommendations were made, however, covering a wide range of topics for improving vocational education.

· LOCAL ADVISORY COUNCILS

Section 105(g) requires each eligible recipient that receives vocational education funds to establish a local advisory council for vocational education (LACVE). The local advisory council provides the eligible recipient with advice on current job needs and relevant courses.

The U.S. Department of Education has little direct contact with Local. Advisory Councils for Vocational Education. However, in their annual reports, many State Advisory Councils described the needs and accomplishments of their local counterparts. According to these State reports, there is fairly wide variation in the extent of LACVE participation in the local vocational education planning process. Several State Advisory Councils suggested that LACVE's need more technical assistance from the State agencies, indicating perhaps that they themselves cannot provide technical assistance as required by the law.

CETA AND VOCATIONAL EDUCATION COORDINATION

Section 107(b)(5) requires States to coordinate vocational education programs and manpower training programs. States must establish coordination mechanisms and criteria to avoid duplicating programs. States must submit, in their annual vocational education program plans, the results of coordination between programs funded under Public Law 94-482 and manpower training programs.

It can be said that most States are engaged in coordination of one form or another between CETA and vocational education. Some States are obviously more committed to extensive cooperation than others. In the spring of 1979, a representative group of 50 CETA prime sponsors replied to an inquiry from the U.S. Conference of Mayors concerning the status of CETA-vocational education coordination. All CETA prime sponsors reported some vocational education representation on their planning councils. Over 60 percent of the prime sponsors reporting stated that their staffs are involved in formulating the State Plan for Vocational Education. Twenty-three of the 34 State CETA supervisors responding to the same inquiry believed that coordination activities have gone beyond those mandated by the Act.

Based on a sample review of the fiscal year 1981 State Plans for Vocational Education and the 1980 State Advisory Council Evaluation Reports, ample evidence can be compiled to substantiate effective CETA-vocational education coordination. The most common result of coordination is the exchange of representatives on the different councils and committees. This has led to improved planning and to a more economical and non-duplicative use of resources in implementing both programs. Examples of such exchange of prepresentatives include the following:

- appointments of coordinators to function as liaisons between vocational education and employment training programs;
- representatives from the State Employment and Training Council (SETC) on the Vocational Education State Plan Committee;
- assurances in local plans, applications, and accountability reports that such documents are prepared in consultation with local prime sponsors;
- committees and special meetings between State vocational education staff and the SETC staff;
- representatives from SETC and the State Board on the State Occupational Information Coordinating Committee (SOICC).

Another result of program coordination are contracts signed by both parties to share personnel, facilities, instructional materials, and equipment. At the local administrative level, services are exchanged between CETA and vocational education. These include technical assistance, curriculum development, staff development and inservice training, followup studies, evaluation, and development and dissemination of coordination models. This joint use of available facilities, programs, and personnel has helped reduce overhead and unnecessary fund expenditures. The number of citizens being served has thus increased markedly. Participants receive institutional training, supportive services, job development and placement, counseling, adult basic education, and career exploration. Through these coordination efforts, a favorable impact on job opportunities has been achieved.

Finally, coordination has increased the exchange of data and information between CETA and vocational education including the following:

- local occupational demand;
- 2. training needs;
- training capabilities;
- 4. .skill shortages;
- placement rates;
- 6. evaluation of training results; and
- 7. curriculum evaluation.

The increase in the amount and quality of relevant data has encouraged a unified State approach to solving manpower needs at all levels. Better planning and coordinating for mutual goals also occurs. This retains more participants in training programs and on jobs.

According to information from both the U.S. Conference of Mayors and the State Plans and State Advisory Council Reports, elements of CETA-vocational education coordination are in place and functioning in most, if not all, States. Coordination efforts between the U.S. Department of Labor (DOL) and the newly formed Education Department (ED) at the national level are presently minimal and difficult to discern, as the CETA Coordination Unit in the Office of Vocational and Adult Education was dissolved in the recent reorganization. However, there were three joint national initiatives developed between DOL and ED. These initiatives involved the fiding of 20 projects to promote cooperation between local educational accies and prime sponsors, to serve special populations, and to provide a summer youth demonstration program. Most of these projects are still in progress. Coordination at the State and local levels, however, is progressing most effectively. Fiscal year 1981 should be a year of challenge and positive growth for CETA and vocational education relationships and activities.

NATIONAL PRIORITY PROGRAM--HANDICAPPED

The Vocational Education Act, as amended in 1976 (Public Law 94-482), places great emphasis on providing vocational education to groups for whom the need is most acute. Section 110(a) extends vocational education to handicapped individuals of all ages. "Handicapped" is defined as "a person who is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired person or persons with specific learning disabilities "Section 110 provides Federal funds for up to 50 percent of the cost of programs, services, and activities for this national priority program. Public Law 94-142, Education for all Handicapped Children Act, stipulates that each handicapped student be provided a free, appropriate public education in the least restricted environment. This Civil Rights legislation provided additional impetus to improve and expand vocational education opportunities for handicapped learners.

Many changes in program direction took place during 1980 because of Public Law 94-142. At least one-third of the States started a system for providing the supportive services required by many handicapped students to succeed in mainstream vocational education. The composition of the supportive services vary, but most seem to have a central themeteachers and/or aides working with handicapped students according to their specific special needs, and assisting the vocational teachers.

As vocational educators have attempted to better prepare themselves to teach handicapped persons, their emphasis has naturally focused on personnel development; i.e., developing awareness of the need and responsibility to integrate handicapped persons into the vocational education population, developing positive attitudes, and learning to teach handicapped students in regular vocational education classes (mainstreaming).

Since the program emphasis is now being placed on providing services to handicapped persons in mainstream vocational education programs, it is likely that the real number of handicapped enrolled in vocational education will increase. Each State is providing vocational education services to handicapped students who have Individualized Educational Programs (IEP) that indicate a specific vocational offering is appropriate for them. Vocational education must be prepared to serve increasingly large numbers of handicapped students as recruitment procedures improve, as career education experiences for handicapped are expanded, and as secondary special education programs and related services are further developed.

In fiscal year 1979, the handicapped enrollment in vocational education was 235,988. The fiscal year 1978 enrollment was 360,151. While this

appears to be a significant drop in enrollments, the 1979 data were in response to one very specific question in the Vocational Education Data System forms relating to handicapped persons served with Sections 120 and 130 funds. This question was included in the financial section of the forms. No data on handicapped enrollment were collected in the enrollment section. The location of this question and its worrding, "Number of Students Benefiting from Sections 120 and 130 expenditures--Handicapped (added cost)," apparently caused confusion. A sampling of States indicated that this question was completed by fiscal staff in some States and by program staff in other States. Some States counted only grades 11 and 12; other States counted all secondary students, but not postsecondary or adult. Many States indicated that the 1978 data were overestimated and more accurate counts were recorded for 1979. Some States counted all handicapped students in 1978 and only excess cost students in 1979. In short, the handicapped enrollment data are still in the development stage and no comparisons can be made between fiscal year 1978 and fiscal year 1979 data.

The States reported \$174,303,824 in Federal and State and local expenditures for excess cost services for the handicapped in fiscal year 1979. In previous years, the States reported the total cost of vocational education programs for the handicapped, not just the excess cost. Table 2 lists these expenditures, but comparisons between years are not appropriate. (For further discussion of excess cost, refer to the following section "National Priority Program--Disadvantaged.")

The Office of Vocational and Adult Education held a series of workshops in 1980 to provide technical assistance to States for serving the handicapped. More than 200 people participated in four regional workshops. The workshop activities revealed four major barriers to serving the handicapped in vocational education: lack of interagency cooperation, inservice programming, relevant preservice teacher preparation, and funding.

Although formal evaluation of the impact of the workshops on States' programming for the handicapped is not possible, empirical data indicating positive program results are available. States have developed interagency agreements; approximately 15 States are implementing a system for providing supportive services to handicapped in vocational education programs; and many inservice and preservice programs have moved beyond the access stage to strategies for teaching persons with specific handicapping conditions.

In addition to technical assistance, the Office of Vocational and Adult Education has funded several research projects on serving the handicapped in vocational education. The products from these projects are disseminated to State staff. More information on these research projects can be found in the section entitled "Projects of National Significance," p. 94.

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TABLE 2. Total Federal and State/Local Expenditures (Including Carryover Funds) for Handicapped, Disadvantaged, and Limited English Proficiency (LEP) Students Under Part B, 1972 and 1976, and Under Section 110 (VEA), 1979

Fiscal Year	Total Expenditures	Federal	State/Local,		
Handicapped		,			
1972	\$ 63,944,536	\$ 37,899,822 *.	\$ 26,044,714		
1976	120,201,718	48,562,842	71,638,876		
1979	174,303,824	53,140,457	121,163,367		
Disadvantaged	•	•	1 -		
1972	179,735,988	63,565,259	1/16,170,729		
1976	284,988,907	80,176,318	204,812,589		
1979	416,993,085	104,954,394	312,038,691		
LEP					
1972*		•			
1976*	·		. 		
1 97 9 .	21,280,623	3,878,992	17,401,631		

^{*} Limited English proficiency students were not identified separately in 1972 and 1976. In 1972 and 1976, funds were used to pay the full cost of vocational education for the handicapped and disadvantaged students. In 1979, only the excess costs could be funded with Section 110 funds for the handicapped, disadvantaged, and limited English proficiency students.

NATIONAL PRIORITY PROGRAM -- DISADVANTAGED

Since the passage of the Vocational Education Act (VEA) of 1963, Congress has specified that some of the funds granted to the States under this legislation be used to assist the disadvantaged. Disadvantaged students are those with academic, socioeconomic, or other handicaps (other than physical or mental handicaps) which prevent them from succeeding in regular vocational education programs. Section 110(b) of the amended Act requires that 20 percent of the State's Section 102(a) allotment (Subparts 2 and 3 combined) be used for disadvantaged students, a national priority program.

Monies available under Section 110 are-governed by "excess cost" provisions. The term "excess cost" is interpreted in Section 104.303 of the vocational education Regulations accompanying the Education Amendments of 1976 (Federal Register, Vol. 42, No. 191, dated 10/3/77). After some confusion, these provisions were implemented at the beginning of fiscal year 1979. The interpretation stipulates that the Secretary will pay to each State an amount not to exceed 50 percent of the "excess cost" of programs, services, and activities under Subparts 2 and 3 of the VEA for special needs students, including the disadvantaged. Excess cost, then, is defined as the cost of special vocational education programs and/or related services incurred for the benefit of special needs students. This cost must be over and above the cost of comparable vocational instruction for students who are not classified as having special needs. Further, States must match Federal monies used under Section 110 on a dollar-for-dollar basis.

The excess cost interpretation was designed to permit a limited amount of Federal funds to serve a larger number of disadvantaged students. This use is comparable to the provisions of Title I of the Elementary and Secondary Education Act and the Education of the Handicapped Act. Federal funds are used for programs and/or services which enable disadvantaged students to participate in regular classroom activities or receive comparable education in a separate or modified setting.

Fiscal year 1979 data indicate that 998,965 disadvantaged students were enrolled in vocational education programs around the Nation and received special services funded by Section 110(b). This enrollment figure shows an apparent decline from fiscal year 1978 in the number of disadvantaged students served. There are several reasons for this. First, the excess cost provisions went into effect in fiscal year 1979. These require a more refined method of identifying individuals who need special assistance; consequently, it became apparent that some States had overestimated the number of students served in fiscal year 1978. These States subsequently reduced their enrollment counts in fiscal year 1979.

Second, the separate matching requirement for Section 110 funds has also inhibited programs and services. Inflation and the unwillingness or inability of State and local governments to appropriate funds for this special purpose have made it difficult to raise the necessary matching funds for Section 110 Federal dollars. Some localities have thus had to refuse Federal funds. Since States have 27 months during which to spend Federal funds, final data have not been received for the fiscal year 1979 grant award, which States may spend in fiscal years 1979, 1980, and the first 3 months of 1981. Consequently, it is not yet possible to determine whether States have in fact been able to meet the matching requirements of the excess cost provisions. It appears though, that rather than doubling the amount of money for disadvantaged students, the matching requirement may have hindered programs and services and caused a decline in enrollments in areas of greatest need.

States reported total expenditures of \$416,993,085 under Section 110(b) for the disadvantaged during fiscal year 1979. Federal funds amounted to \$10,954,394 or 25.2 percent of this total. While these figures represent a decrease of approximately \$55 million from fiscal year 1978, it must be noted that in fiscal year 1979 only excess cost expenditures were reported. Conversely, in fiscal year 1978 the total cost of serving disadvantaged students was reported. Table 2, p. 21, shows the overall increase in expenditures for the handicapped, disadvantaged, and persons with limited English proficiency since fiscal year 1972.

Section 110(b) funds are providing significant activities for meeting the needs of the disadvantaged. Vocational education programs are adapted to meet individual learning needs, curriculum materials separated into modules, basic education using vocational language integrated into remedial classes, and learning centers set up away from the school setting.

Information from advisory councils and site visits by the Department of Education indicate, however, that there is still much progress to be made. Some school systems are reluctant to acknowledge the existence of disadvantaged students because they do not have the necessary matching funds to implement programs under Section 110(b), or they are uncertain about which programs to provide the disadvantaged. Further, they may lack the necessary popular support for such an initiative. It is still administratively and financially simpler to avoid mainstreaming and to have separate classes for the disadvantaged (or for any of the special needs population). Under these circumstances, the entire cost of the class can be supported by set-aside funds. In addition, CETA programs are also heavily relied upon because these Federal funds do not require State and local matching and the program is administratively more flexible than the VEA. These problems will be the focus of the Department's technical assistance efforts in the future.

NATIONAL PRIORITY PROGRAM--LIMITED ENGLISH PROFICIENCY

Section 110(b) requires States to serve persons who have limited proficiency in English. The term "limited English proficiency" (LEP), or "limited English-speaking ability," the term used in the Act, refers to individuals who were not born in the U.S. and/or whose native tongue is other than English. Also included are persons who come from an environment where a language other than English is dominant, and for that reason, have difficulty speaking and understanding instruction in English.

Under Section 110(b), States are required to spend 20 percent of their Basic Grant award for disadvantaged persons. Of this set-aside, States must use a minimum portion for persons with limited English proficiency (LEP). The LEP funding level is determined by the proportion of the LEP 15- to 24-year-old population in the State's total 15- to 24-year-old population. While these funds must be matched by State and local funds as part of the total Section 110(b) disadvantaged set-aside, a separate dollar-for-dollar match of Federal LEP money is not required.

A reported 44,107 persons benefited from the LEP set-aside during fiscal year 1979. While this is a decrease from the number reported in fiscal year 1978 (86,824), the reasons for this decline are much the same as those listed for the disadvantaged in the preceding section. Thus, matching requirements, LEP population overestimates, and excess cost provisions (the latter are discussed in the preceding section of this report dealing with the disadvantaged), as well as differing data collection methodologies between 1978 and 1979, account for the differences.

Expenditures for the LEP students totaled \$21,280,623 in fiscal year 1979, approximately \$2 million more than in fiscal year 1978. However, because the excess cost provisions went into effect during fiscal year 1979, comparisons between these 2 years are necessarily skewed.

States appear to be having difficulties serving the LEP population. Some States have reported problems in identifying this population and, almost in desperation, have classified students as LEP on the basis of surnames! Other States have assumed that all LEP students require remedial instruction, when, in fact, many are well-educated, but in another language. Many communities have limited knowledge of how to teach LEP students, or they lack sufficient resources to accomplish their goals. Because of these difficulties, there are not as many programs for LEP students as States' population estimates would seem to indicate.

Progress in serving LEP students, however, is being made. States are using language dominance surveys, State bilingual reports, State evaluations, State census reports, or foreign language reports to identify LEP students. More curriculum material is being prepared which can be used

in LEP classes. Support services and programs include the use of bilingual articles and paraprofessionals, the teaching of English as a second language, the teaching of vocational English, individual and group counseling, tutorial programs, and contracted research projects. Five States have hired a full-time staff person to work exclusively on limited English proficiency student concerns. Increasing numbers of persons are being trained as vocational education teachers for LEP students. Because many States have increased their efforts to serve this national priority group, it is likely that the number of programs to serve LEP students will increase significantly.

NATIONAL PRIORITY PROGRAM--POSTSECONDARY AND ADULT

Section IIO(c) requires States to use a minimum of 15 percent of their 102(a) allotment (Subparts 2 and 3 combined) for vocational education at the postsecondary and adult levels. The Act further stipulates that the Federal share of the cost of such programs will not exceed 50 percent, i.e., States must match this program dollar-for-dollar. Funds are to be used for vocational education programs: (1) for persons in programs leading to an associate or other degree but not designed to lead to a baccalaureate or higher degree; (2) for persons already in the labor market or unemployed; and (3) for persons who have completed or left high school and who are not covered by the description at (1), above.

The purpose of the postsecondary and adult provision in the Act is to encourage States to provide programs: (1) to prepare technicians and specialists as support personnel for professionals and managers; (2) to prepare skilled workers; and (3) to upgrade and update an individual's education, and generally improve current or teach new job skills.

Vocational education at the postsecondary level is offered by public and private collegiate and noncollegiate institutions. This is in contrast to vocational education at the secondary level, which is offered primarily through the public school system. Short- and long-term vocational education programs for adults who attend school on a part-time basis are held at all types of institutions, including public schools that serve secondary students during regular school hours.

According to 1979 data, postsecondary enrollments decreased slightly to 1,949,558 students from the 2,089,170 reported in 1978. The long-and short-term adult enrollments, however, increased from 4,379,639 in 1978 to 4,774,631 in 1979. The total enrollment for postsecondary and adult education in 1979 was thus 6,724,189. Table 3 shows the overall increase in postsecondary and adult enrollments since 1972. There were 204,559 postsecondary students who completed programs during 1979. Long-term adult completions during 1979 totaled 165,844. Short-term adult enrollments, as the term implies, are not enrolled in a planned sequence of courses leading to a specified vocational goal. Rather,

TABLE 3. Total Enrollment in Vocational Education by Level for Selected Fiscal Years

Fiscal Year	Total Enrollment	Secondary	Postsecondary	Adult
1972	11,602,144	7,231,648	1,304,092	3,066,404
1976	15,133,322	8,860,947	2,202,800	4,069,575
1979	17,033,620	10,309,431	1,949,558*	4,774,631

^{*} The Vocational Education Act, as amended in 1976, changed the definition of postsecondary which shifted some students to the adult level.

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they are enrolled in specific courses for upgrading, retraining, or avocational pursuits. These enrollments are thus not counted as completers or leavers.

Placement rates for 1979 are not yet available. In 1978, however, 74.6 percent of those available for placement at the postsecondary level were employed full time in their field of training or in a related occupation. Another 19.6 percent were employed in other fields or worked part time. Of the adult completers, 73.4 percent of those available for placement were employed full time in their field of training or in a related occupation. Another 18.5 percent were employed in other fields or worked part time.

Fiscal expenditures, including carryover funds, to support the post-secondary and adult programs in 1979 totaled over \$2.1 billion. The Federal portion of this total exceeded \$133 million or 6.2 percent. The ratio of State and local to Federal expenditures was 15:1 for 1979. This was an increase from the more than \$1.5 billion total expenditures in fiscal year 1978 of which \$106 million was Federal or 6.9 percent.

MANAGEMENT EVALUATION REVIEW FOR COMPLIANCE/QUALITY

Fiscal year 1980 was the fourth year that Management Evaluation Reviews for Compliance/Quality (MERC/Q's) were conducted in States that received Federal vocational education funds under Public Law 94-482. Eleven States were reviewed during 1980 for State activities conducted in 1979. Table 4 shows that these States were in compliance on the majority of items that were reviewed.

The compliance portion of the 1980 MERC/Q's revealed one major problem area, and several other minor but still significant and recurring problem areas. The most frequent noncompliance finding was fund distribution procedures, or funding formula. Problems involved giving priority to applications based on economically depressed areas and high unemployment rate, and programs new to the area. States also had difficulty basing fund availability on relative financial ability, and concentration of low-income families or concentration of high-cost students: Fund distribution has been, perhaps, the most difficult section of the Vocational Education Amendments of 1976, both for the States to implement and for the Federal Government to monitor. Every State reviewed had some problems with its fund distribution procedures: missing, inappropriately weighted, or misapplied formula factors.

Other noncompliance problems recurred consistently, though less frequently. These included handicapped (Section 504 and set-aside requirements), disadvantaged (Subpart 4 and set-aside requirements), equal access

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TABLE 4. Summary of MERC/Q Compliance Findings--By State, FY 1980

State	Items	Appli- cable	Compliance	Per- cent	Noncom- pliance	Per-	To be Deter- mined	Per- cent
Connecticut	228	212	. 192	90.6	18	8.5	2	.9
-New-Y ork	238-	216	196	90.7	16	7.4	4 .	— ₁ .9 -
Delaware	252	212	195	92.0	7	3.3	10	4.7
South Carolina	253	235	199	84.7	23 **	9.8	13	5.5
Kentucky	23 9	223	195	87.4	24	10.8	4	1.8
Wisconsin 💆	241	233	198	85.0	30	12.9	5	2.1
Oklahoma Secondary Postsecondary	183 245	174 188	164 133	94.2 .70.7	6 15	3.5 8.0	4 40	2.3 21.3
Missouri ·	242	230	218	94.8	. 7	3.0	, 5	2.2.
Mentana .	2221	194	168	86.6	26	13.4		
Nevada	253	220	194	88.2	16	7.3	10	4.5
Idaho	276	243	220	90.5	17	7.0	6	2.5
TOTAL	2,872	2,580	2,272	88:1	205	7.9	103	4.0
AVERAGE	239	215	189	87. 9	17	7.9	•9	4.2

(primarily Section 504, Title IX, incentives, displaced homemakers, and consumer and homemaking education), State and local planning (assessment, goals, and funds to meet employment needs), State administration (primarily Section 504, Title IX, full-time personnel to reduce sex bias, and fund distribution procedures), and Subpart 2 (primarily displaced homemakers, cooperative vocational education, administration, and set-asides): There is obviously much overlap between these categories, further emphasizing them as critical areas. Table 5 shows a summary of MERC/Q compliance by program area for 1980.

The States often had difficulty with two general areas: serving special populations, and specific State planning, funding, and administrative procedures. There seem to be several reasons for this, including inadequate identification and outreach, lack of coordination with related agencies, unwieldy organizational structures, and misunderstanding and misapplication of rules and regulations.

The quality portion of the 1980 MERC/Q's included State planning procedures, evaluation and student followup, and equal access. Recommendations are listed below:

A. Planning

- Encourage outside agencies, groups, and individuals to become involved in the State planning process.
- Develop more comprehensive policy manuals and provide greater procedural direction through guides and handbooks.
- 3. Promote coordination with other State agencies in order to fit labor supply with occupational demand.
- 4. Assist eligible recipients in preparing annual plans and applications and developing goals and objectives.
- 5. Publish a "mini plan" as a public relations tool
- 6. Encourage new programs.
- B. Evaluation and Followup
 - Develop a policy and procedures manual or handbook for evaluating local programs.
 - Encourage outside agencies, groups, and individuals to participate in evaluating programs.
 - 3. Revise and update continuously the evaluation and followup survey instruments and procedures.

TABLE 5. Summary of MERC/Q Compliance Findings--By Program Area, FY 1980

Area	Items	Appli- cable	Com- pliance		Noncom- pliance			Per-
√ Vocational	•	٠.	ę			•	~ .	
حصب	1,716	1,482	1,304	88.0	132	8,9	46	3,1
Adult			•	,	ζ, .	_	•	
Education	644	631	600	95.1	20	3.2	11	1.7
CETA .	. 170	153	, 143	93.5	7 .	4.6	3	2.0
Title IX	200	176	136	77.3	16	9.1	· 24	13.6
Section 504	142	138.	.89	64.5	30	21.7	19	13.8
TOTAL	2,872	2,580	2;272_	88.1	205	7.9	103	4.0

- 4. Tabulate, analyze, and disseminate followup data and evaluation results.
- 5. Establish a standard mechanism to assure that the results of evaluation and followup are used to improve programs, services and activities.
- Train evaluators to apply evaluation criteria uniformly and consistently.

C. Equal Access.

- Expand technical assistance to eligible recipients through an action-oriented approach.
- Develop more comprehensive State and local policies which include specific support for equal access for all populations.
- Involve other interested groups, agencies, and individuals in identifying and providing services to target populations.
- 4. Use available data to determine priorities and develop goals, and measurable activities for meeting the needs of target populations.
- Strengthen the role of equal access in guidance and counseling programs to encourage nontraditional enrollments.
- 6. Increase efforts to identify and serve persons with limited English proficiency.

This summary lists some common problems and recommendations for the 11 States reviewed in 1980. Problems that surface during the on-site review are discussed with the State, and actions to be taken to correct the problems are cooperatively decided. A schedule of completion dates is determined that will enable the State to take actions to fully meet the requirements of the law. After the review, MERC/Q staff continue to work with the States through telephone calls and letters to help them complete the necessary actions by the scheduled dates.

Problem areas uncovered during the on-site review are also referred to program specialists. Technical assistance is then provided to the State relative to procedures that must be implemented to correct identified deficiencies and bring about compliance with the law.

VOCATIONAL EDUCATION AUDITS

Section 112(a)(2) requires that fiscal audits be conducted in States that receive funds for vocational education. In fiscal year 1980, the Office of Vocational and Adult Education (OVAE) received final vocational education audit reports for seven States from the Office of Inspector General, Education Department. The auditors recommended that six of the seven States return approximately \$4.8 million to the Federal Government. OVAE sustained approximately \$210,000 of the amount. Audit exceptions totaling approximately \$330,000 are still pending resolution. Of the six States required to return funds, only one is appealing the decision.

Although all audit reports showed that the States generally conducted their programs in accordance with the law and regulations, the 1980 final reports listed a wide range of audit exceptions. The financial findings included the following: excessive fund accumulation, lapsed funds, inappropriate use of handicapped and special disadvantaged funds, failure to maintain effort, unsupported postsecondary expenditures, inappropriate matching of work-study funds, and the incurring of expenditures unrelated to the grant. In many instances there was not a clear audit trail to determine whether funds had been spent in accordance with the law; in such cases, the auditors found the States not in compliance. In their defense, the States were able to furnish documentation to OVAE as evidence that the funds had indeed been spent legitimately. OVAE was able to resolve most of the financial findings in this manner.

In addition to the financial findings, the auditors found other administrative procedures out of compliance with the law. These findings included the following: inadequate evaluation, incorrect financial reporting, failure to investigate maintenance of effort, improper funding procedures, tack of local audits, improper letter of credit procedures, inadequate local plans, inadequate property management, and inadequate identification of limited English proficiency students. In most instances, States corrected these deficiencies before the final audits reached OVAE. Technical assistance is being provided to those States that are having difficulty in making the necessary corrections.

The findings listed above refer to final audit reports that were received in fiscal year 1980. The Office of Vocational and Adult Education also acted on audits that had been received prior to that year. Accordingly, negotiations were conducted with two States and four letters of final determination were issued. In these cases, OVAE requested a refund of approximately \$540,000 to the Federal Government. One State appealed OVAE's decision that funds be returned. One State was monitored on-site to insure that its administrative deficiencies were corrected.

The financial findings and deficiencies sustained by OVAE from the prefiscal year 1980 audits were similar to the findings of the fiscal year 1980 audits. Again, administrative deficiencies were generally corrected before OVAE received the final audit reports.

STATE EVALUATION RESULTS

Almost every State and Territory evaluated its vocational education programs in fiscal year 1979 as required by Section 112. The few States and Territories that did not complete evaluations during this period were planning and implementing evaluation systems for 1980.

States used different processes to evaluate the various aspects of vocational education programs. These included student followup studies, employer satisfaction studies, student self-evaluations, teacher and administrator evaluations, and site visits. Most States used more than one of these evaluation processes.

Many States conducted employer satisfaction surveys in which employers rated their employees who were vocational education graduates. The criteria for the ratings were as follows: job knowledge, ability to operate equipment, effectiveness, proficiency, work attitude, and personal qualities. The results of the employer satisfaction surveys showed that, for every criteria surveyed, the vocational education graduates were rated favorably by a majority of their employers.

States also reviewed their programs in terms of relative strengths and weaknesses. The fiscal year 1979 Accountability Reports emphasize weaknesses more so than strengths, possibly reflecting concern about program improvement. Many recommendations for improvements were made by (each State, and often these recommendations were already being implemented.

The aspects of States vocational education programs listed frequently as strengths and weaknesses in the Accountability Reports follow: (Some strengths listed by many States are cited most often as weaknesses by other States.)

<u>Strengths</u> (in descending order)

- 1. Services for handicapped, disadvantaged, limited English proficiency students sex equity
- 2. → Guidance
- 3. Faculty experience
- 4. Instructional materials and methods

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- 5. Local advisory councils
- 6. Program facilities and equipment

Weaknesses (in descending order)

- 1. Guidance (and placement)
- \sim 2. Instructional materials and methods
 - 3. Advisory council concerns
 - 4. Equipment
 - 5. Graduate followup
 - Technical craft committees

The fiscal year 1979 Accountability Reports also included an evaluation of services for the disadvantaged, handicapped, and limited English proficiency students. These reports included more positive statements than negative ones. Several States reported that they were meeting the needs of the disadvantaged, handicapped, and limited English proficiency students, and others reported progress toward meeting this goal. Problems listed included identification of students in the target groups, lack of local matching funds, and inaccessibility of programs.

Equal access was another aspect of the State evaluation process. Several States reported good_services_and_generally_positive progress in this area. Some of the States noted that recruiting and admissions procedures had improved, and that a shift had occurred in the male/female enrollment ratio in various disciplines. As a result of the evaluations, some problems were noted: lack of emphasis on equal access in the past, static male/female ratios, difficulties in collecting and using data, and funding problems.

SUBPART 2. BASIC GRANT

Introduction

Under Subpart 2, Section 120, the Secretary of Education is authorized to make grants to States to assist them in conducting vocational education programs according to approved State Plans for Vocational Education. Such a grant is called a "Basic Grant," and it may be used for any of the 16 purposes set forth in Section 120(b) of the Act. Thirteen of these purposes are discussed in this section of the report. The remaining three (State administration, local administration, and sex-equity personnel) are discussed in the preceding section, "Subpart 1--General Provisions."

Federal allotments for Subpart 2 totaled \$412,980,320 in 1978, and \$430,671,966 in 1979. Actual—total expenditures for all of Subpart 2 in 1978 came to \$379,555,148 (Federal), and \$4,597,835,991 (State and local); the ratio of State and local to Federal expenditures was 12:1. In 1979, Federal expenditures came to \$404,132,489 and State and local to \$5,215,768,528; the ratio of State and local to Federal thus was 12.9:1.

VOCATIONAL EDUCATION PROGRAMS -

Vocational education programs constitute the major purpose of the Basic Grant. These programs provide learning experiences which prepare individuals for paid employment. This may include prevocational activities such as guidance programs to increase the student's awareness of self and career. These are essential to educational decisionmaking. Vocational education may also provide basic skills programs aimed at increasing proficiency in mathematics, reading, and writing. The major goal of vocational education programs, however, is to increase the student's knowledge and skills relating to a specific job or occupational area. Vocational education offers over 400 instructional programs at the secondary, postsecondary, or adult levels, designed to increase a person's employability or upgrade a person's skill in a current job. These courses are usually grouped under the headings of seven traditional major occupational program areas. These areas are individually discussed below.

Expenditures at all levels of instruction for votational education programs only, under Section 120(b)(1)(A), totaled \$304,395,088 (Federal) and \$3,607,716,306 (State and local) in 1978. The ratio of State and local to Federal expenditures was thus 12:1, with Federal dollars comprising only 7.8 percent of the 1978 total.

In 1979, expenditures for vocational education programs under Section 120 were \$4,834,815,462 (\$4,508,341,161 State and local; \$326,474,301, or 6.8 percent, Federal; ratio of State and local to Federal was 13.8:1).

These expenditure figures exclude consumer and homemaking and industrial arts, but include carryover funds.

Enrollment at all levels of instruction in vocational education programs under Section 120(b)(1)(A) in 1979 was 11,693,218; up slightly from the 1978 total of 11,488,649. These enrollment figures exclude consumer and homemaking (Subpart 5--Section 150) and industrial arts (Section 120(b)(1)(I)), which are discussed elsewhere in this report. Table 6 and chart E show enrollments by program area.

Although placement rates for 1979 are not yet available, rates for 1978 are presented to show vocational education's typical performance. Of all those available for placement in 1978, including all levels, 66.4 percent were placed full time in the field of their training or in a related occupation. Another 25.4 percent were employed in a field not related to their training or were employed part time. A full 91.8 percent of those available for placement were employed in 1978.

For each of the following occupational areas, the 1978 placement rates will be listed in the same order as above: first, those placed full time in the field of their training or in a related occupation; second, those placed in a field not related to their training or employed part time; and third, total employed.

Agriculture

This program continues to diversify, including training for employment in agribusiness, agricultural production, agricultural sciences, renewable natural resources, and environmental occupations. Agribusiness and agricultural production programs teach individuals how to apply scientific and technical skills to the diverse areas of agriculture concerned with crops and animals, supplies and services, mechanics, the processing and marketing of products, and the like. The agricultural sciences programs address the production, processing, and distribution of food and fiber. Programs in renewable natural resources prepare individuals for employment related to the conservation and improvement of natural resources such as air, soil, water, land, fish, and wildlife for economic and recreational purposes.

Of the 964,452 students enrolled in agriculture programs in 1979, 134,521 completed the program and were available for work or continuing education. An additional 28,415 students left the program prior to completion and, with the skills they obtained, were also available for employment. Of the total number of students enrolled, 19.2 percent were female. Placement rates for 1978 were 66.8 percent and 28.1 percent, respectively, for a total of 94.9 percent placed.

TABLE 6. Total Enrollment in Vocational Education By Program for Selected Fiscal Years

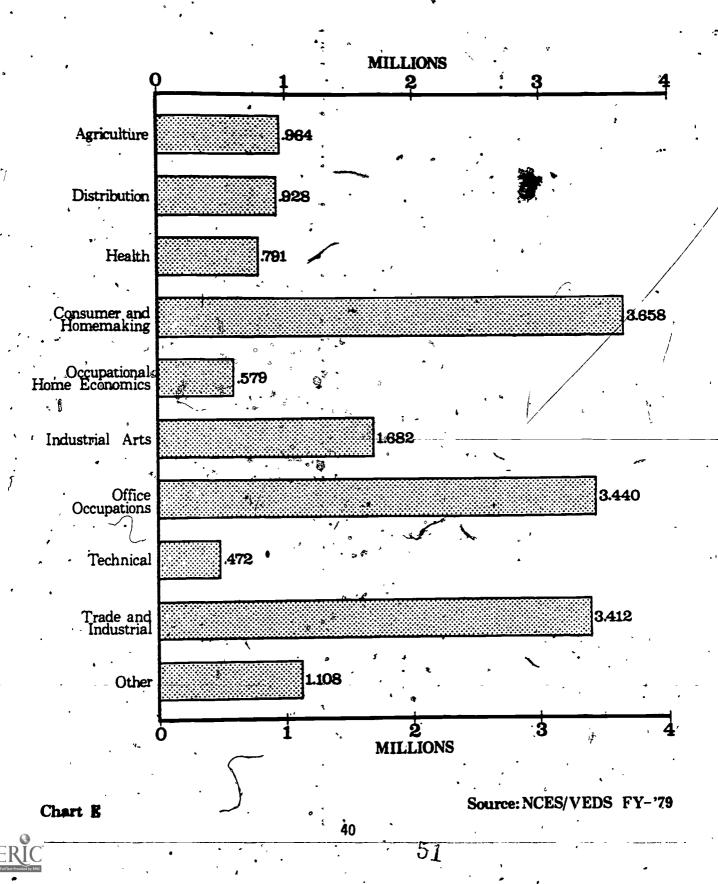
Program	* FY 1972	. FY 1,976	FY 1979
(1
Agriculture	8 96,460	1,059,717	964,452
Distributive -	640,423	900,604	927,929
Health	336,652	684,904.	791,155
Consumer and Homemaking	3,165,732	3,515,042	3,658,475
Occupational Home Economics	279 ,96 6	471,289	577,818
Industrial.Ants*		446,067	1,681,927
Office	2,351,878	3,114,692	3,439,623
Technical	337,069	484,807	472,200
Trade and Industrial	2,397,968	3,109,950	3,411,796
Other,	1,304,619	1,558,791	-1,108,245
TOTAL**	11,710,767	15,345,863	17,033,620

^{*} Industrial arts enrollments were not counted separately until 1974.

^{**} Totals do not equal Table 3 because of duplicated counts in the program areas in 1972 and 1976.

Enrollments

In Vocational Education (VEA) By Program Area



Marketing and Distribution

This program prepares individuals for initial and higher levels of employment in occupations associated with the flow of industrial and consumer goods in channels of trade, and the marketing of services.

Instructional programs emphasize the performance of various marketing functions, such as selling, buying, pricing, promoting, financing, transporting, storing, marketing research, and marketing management. This program, particularly at the secondary level, relies upon cooperative education (part-time employment) as the primary means for applying classroom instruction.

The typical enrollee is prepared for initial or entry employment, but has the knowledge, skills, and attitudes for early upward mobility. Students also gain positive attitudes toward private enterprise. Management positions and business ownership are thus achievable goals.

In fiscal year 1979, total enrollment was 927,929. Adult enrollees accounted for over a third of this enrollment. Of those in pre-employment programs, 193,766 students completed programs and were available for employment or further schooling. An additional 34,231 students left programs with marketable skills but prior to completing, and were also available for work. Female enrollment was 53.6 percent of the total. Placement rates for 1978 were 64.5 percent and 27.5 percent, respectively, for a total of 92.0 percent placed.

Health Occupations

This program prepares individuals to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to patients in health care facilities, the home, and the community. The programs concern dental services, diagnostic and treatment services, medical laboratory technologies, mental health and human services, nursing related services, ophthalmic services, rehabilitation services, and support functions in such areas as pharmaceuticals, central supply, medical records, and the admitting and discharge of patients.

Enrollment in health occupations has increased steadily from 336,652 students in 1972 to a high of 791,155 recorded in 1979. Females make up 84.3 percent of the total enrollment in the health occupations. Persons completing programs during 1979 numbered 135,335. An additional 31,259 left the program with marketable job skills and were also available for employment. Placement rates for 1978 were 79.3 percent and 14.6 percent respectively, for a total of 93.9 percent placed.

Occupational Home Economics

This program emphasizes the acquisition of skills needed for securing paid employment at the entry and advanced levels in occupations using home economics education, knowledge, and skills, such as nutritionists, child care workers, and clothing and food service workers. The instructional programs are developed from home economics education materials. Programs that prepare individuals for paid employment include services to individuals and families, and assistance to professional home economists and professionals in fields related to home economics in industry, business, and public and private agencies.

Of the 577,818 students enrolled in occupational home economics in 1979, 77.9 percent we're fémale. In 1979, 94,049 students completed the course of study and were available for employment or further training; 21,074 left prior to completion, but were also available for employment. Placement rates for 1978 were 51.7 percent and 34.1 percent, respectively, for a total of 85.8 percent placed.

Business and Office Occupations

Students enrolled in business and office occupations prepare for a variety of activities in planning, organizing, directing, and controlling business office systems and procedures. The program includes instruction in preparing, transcribing, systematizing, and filing records; preparing and analyzing financial records; collecting accounts and receiving and disbursing money; operating office machines and electronic data processing equipment; storing, distributing, and accounting for inventories of materials; and operating telephone switchboards.

Of the 3,439,623 students enrolled in business and office occupations programs in 1979, 558,534 completed and were available for employment or further training. An additional 128,296 students left prior to completing their program and were also available for employment. Female enrollment in these programs came to 73.5 percent. Placement rates for 1978 were 65.3 percent and 25.1 percent, respectively, for a total of 90.4 percent placed.

<u>Technical</u>

Technical education is usually conducted for students enrolled in postsecondary and adult education programs. The major purpose of technical education programs is to prepare individuals for a cluster of job opportunities in a specialized field of technology. The program of instruction includes the study of the underlying sciences and mathematics as well as methods, skills, materials, and processes commonly used and services performed in a particular area of technology. Technical

education prepares a person for the occupational area between the skilled craftsperson on the one hand, and the professional person, such as the physician, engineer or scientist, on the other. This program provides instruction in the following technologies: architectural, mechanical, electrical, optical, mining, petroleum, electromechanical, electroptical, instrumentation repair and maintenance, environmental process control, industrial production processes, quality control and safety, nuclear and fossil fuel power generation, and energy conservation.

Technical education enrollment in 1979 totaled 472,200 students, of which 19.4 percent were female. Those completing the program in that year numbered 53,043; those leaving the program numbered 23,886. Both completers and leavers were available for employment. Placement rates for 1978 were 73.6 percent and 20.6 percent, respectively, for a total of 94.2 percent placed.

Trade and Industrial Education

Trade and industrial education is the branch of vocational education which is concerned with preparing individuals for initial employment or for upgrading or retraining workers in a wide range of trade and industrial occupations. Such occupations are skilled or semiskilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction is provided in the basic manipulative skills, safety, and related mathematics, drafting, and sciences. Students are trained through a combination of shop, laboratory, or cooperative education experiences designed to develop the skills required by industry. The majority of the trade and industrial education enrollment is in the construction trades, mechanical and repair programs, precision production, and in transportation and material moving occupations. To a lesser extent, students are enrolled in a number of dissimilar programs such as graphic arts, public and personal service, quantity ford operations, and textile production.

Over 87,700 teachers and staff provide the learning experiences and training for 3,411,796 students. Of this total, 525,139 completed programs and were available for employment or further education and training. An additional 160,833 students left prior to completing a program. These students possessed marketable skills and were also available for employment. The number of females enrolled during 1979 accounted for 14.9 percent of the total enrollment. Placement rates for 1978 were 65.9 percent and 26.4 percent, respectively, for a total of 92.3 percent placed.

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VOCATIONAL STUDENT ORGANIZATIONS

Vocational student organizations, as an integral part of the total instructional program, significantly help secondary, postsecondary, and college students develop vocational career competencies and leadership skills. They also promote civic responsibility, appreciation of the American private enterprise system, and the importance of the American family. Interaction between students and the business and industrial community is extensive.

Vocational student organizations recognized by the Department of Education are:

ORGANIZATION	MEMBERSHIP
Agriculture Future Farmers of America (FFA)	494,000
Organization (NPASO)	6,900
Future Business Leaders of America (FBLA) Office Education Association (OEA)	200,000 74,000
Distributive Education Distributive Education Clubs of America (DECA)	182,220.
Health Occupations Health Occupations Students of America (HOSA)	19,000
Vocational Home Economics Education Future Homemakers of America (FHA) and Home Economics and Related Occupations (HERO)	440,632
Industrial Arts • American Industrial Arts Student Associations (AIASA)	16,500
Trade and Industrial Education Vocational Industrial Clubs of America (VICA)	310,713
TOTAL	1,743,965

Students gain experience in leadership by serving as elected officers. In 1979, 178,768 students functioned as elected officers of vocational student organizations. Members as well as officers receive leadership experience by serving on committees, participating in good will tours,

giving speeches, and representing students and vocational education in a variety of community activities.

Leadership training activities also include annual national leadership conferences for each organization; State officer workshops and seminars at the national headquarters in Washington, D. C.; specialized leadership meetings; and State and regional workshops, conferences, seminars, and camps.

A review of registration records of these activities indicate that some 35,000 student members participate in leadership training at the national level, and over 700,000 participate in State and/or regional training. Business, industry, government agencies, and individuals continue to support the vocational student organizations through contributions of time and funds. Representatives from the community serve on national boards of directors, participate in sponsored technical and leadership workshops, and lecture.

Annually, more than a thousand businesses, industries, organizations, and individuals contribute over \$1.5 million to national student organizations that serve vocational education students.

₩ORK-STUDY PROGRAMS

Vocational work-study programs may be funded from Subpart 2, Basic Grant according to Section 121. These programs assist full-time vocational education students, ages 15 to 21, who need earnings from employment to begin or continue their vocational education. The Act specifies that students must work for a local educational agency or some other public nonprofit agency or institution.

Work-study addresses the national problem of youth unemployment. Employment gives this targeted group an initial job experience which provides the student with income and basic work habits and attitudes. In many cases, work-study helps disadvantaged youths develop a sound concept of work and helps them understand the reason for work. It also encourages needy vocational students to remain in school and achieve marketable skills.

An analysis of State Plans for Vocational Education and fiscal reports shows that national enrollments in work-study have declined from 53,360 in fiscal year 1976, to 38,673 in fiscal year 1978, to 27,984 in fiscal year 1979. Similarly, the amount of Federal funds States allocate to work-study programs has declined significantly since 1976. Federal funds were 57,6 percent of total expenditures in 1976, 42.3 percent in 1978, and 24.8 percent in 1979.

Under the 1968 VEA Amendments, which were in effect in 1976, Federal funds were appropriated specifically for work-study programs. During 1978 and 1979, however, when the 1976 VEA Amendments were in effect, States had the option of funding work-study programs. Sixteen States and Territories reported no VEA work-study expenditures in fiscal year 1979, whereas these same States had such programs in 1976.

Despite this apparent decrease in work-study programs, total nationwide work-study expenditures have risen from \$15,497,537 in fiscal year 1976, to \$16,271,748 in fiscal year 1978, to \$22,250,245 in fiscal year 1979. This is attributable to the dramatic increase in State and local support of work-study; \$1,567,921 in fiscal year 1976, \$9,392,282 in fiscal year 1978, and \$16,736,000 in fiscal year 1979.

In 1979, State and local expenditures for work-study were 75.2 percent of the total, up from 42.4 percent in 1976. It appears that States and localities are gradually replacing Federal dollars with State and local monies. This may indicate that many States eventually intend to use no Federal funds for this optional VEA program: States will thus effectively avoid the restrictions and regulations (which many States and locals feel are burdensome) governing the use of Federal funds under the VEA for work-study.

Federal funds under the Comprehensive Employment and Training Act (CETA) also serve economically disadvantaged students. CETA is often considered competition to the VEA work-study optional programs because States perceive CETA to be less burdensome administratively and to have fewer restrictions on funds use.

There are two major components of the CETA legislation which affect workstudy:

- 1. Title II, Section 204, Vocational Education Supplemental monies. These can be used to provide vocational instruction and related services to eligible economically disadvantaged and unemployed, underemployed, or inschool students.
- 2. Title IV, Part'C, Subpart 3, Youth Employment and Training Programs (YETP). Depending on the nature of the YETP program in any given local educational agency, work-study programs may be phased out. Economically disadvantaged students may be placed in a program which includes either transition services (including job sampling which may or may not be in the form of vocational exploration) and/or career employment experiences. In the case of career employment, YETP regulations state that all career employment experiences should have the goal of increasing the student's ability to make career decisions.

The work-study programs under the VEA are in flux with enrollments decreasing, expenditures increasing, and competition from CETA. It seems likely though, that the target population will continue to be served either through the VEA, CETA, or solely State-sponsored work-study programs.

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM

The Work Experience and Career Exploration Program (WECEP).is authorized by the Fair Labor Standards Act, Child Labor Regulation Number 3. The program is a coordinated effort between the U.S. Department of Education's Office of Vocational and Adult Education, the U.S. Department of Labor's Wage and Hour Division, and the State Departments of Education. It provides a carefully planned work experience for 14- and 15-year-old youths who are considered to be potential school dropouts. It prepares these youths to be productive, contributing members of their communities. Vocational education funds from Section 134, guidance and counseling, and Section 110, disadvantaged, as well as State and local funds, have been used to develop and finance this program. In some States the program is coordinated with cooperative vocational education.

WECEP started in 1969 as a 3-year experimental program in 13 States; the 1980-it was in 24 States with over 40,000 participating students. A few research studies have been conducted to evaluate the effectiveness of WECEP. Two of these studies are listed below;

- 1. Peter J. Deanovic and William Lundell, <u>A Report on the Effectiveness of the 1975-76 Work Experience Career Exploration Programs in the State of Illinois</u>, Minneapolis, Minnesota, State. Department of Vocational Education, Special Needs Division, March 1977.
- 2. Thomas F. Dorr, A Study Investigating the Effects of a Work Experience Career Exploration Program (WECEP) on a Select Group of Potential Drop-out Students During the 1978-79

 School Year at DeLong Junior High, Eau Claire, Wisconsin.

 A research paper submitted to complete the plan B requirements in 413-731, Problems in Guidance, The Graduate College, University of Wisconsin-Stout, August 1979.

Results of this research indicate many positive effects on students' scholastic performance, attendance, and behavior. Students who participate in WECEP tend to remain in school longer, have fewer disciplinary problems, better attendance, and improved grades.

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

Funding for cooperative vocational education programs from Subpart 2 Basic Grant is authorized by Section 122. Geographical areas with high rates of school dropouts or youth unemployment receive priority for funding. States must assure that students in nonprofit private schools may participate in cooperative vocational education programs. If students from such schools are enrolled, programs may be supported up to 100 percent with Federal funds. Employers pay students at either a minimum wage or a student-learner rate established by the Department of Labor (DOL). States may reimburse employers, where necessary, for added training costs.

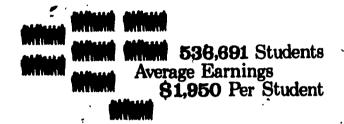
Cooperative education is designed to prepare students for employment. It is a school-initiated and school-supervised program. Program activities provide instruction at the secondary, postsecondary, and adult levels and cut across all occupational areas. The key instructional elements are developing competencies needed for employability, evaluating the effectiveness of these programs, and establishing bridges between school and employment for all students, including handicapped, women, minorities, disadvantaged, and incarcerated. The consistent quality of these programs comes from using the work environment in conjunction with classroom instruction to achieve educational goals.

During fiscal year 1979 there were 536,961 students enrolled in cooperative vocational education. The estimated earnings for these students in the 57 States and Territories were \$1,046,000,028. This is based on a 3-hour work day at the minimum wage of \$2.90 for the 4 months of 1979, and \$3.10 for the 6 months in 1980. Federal, State, and local taxes are deducted from the students' earnings. Expenditures for cooperative vocational education totaled \$115,001,967 in fiscal year 1979. Federal expenditures were \$8,255,763 and State and local expenditures were \$106,756,204. Chart F shows that cooperative vocational education students earn nine times more than the cost of the program.

In addition to earnings, States indicate that cooperative vocational education programs provide many other advantages to the various parties—involved. Students gain employment records, improved skills, expanded knowledge, improved attitudes, and opportunities to test career goals. School administrators find that cooperative programs eliminate the need for expensive, specialized equipment and laboratories since students receive training using the employer's equipment. The school is able to ensure quality instruction through immediate application of skills in realistic settings. Cooperative education also enables schools to teach more students in a given facility by carefully scheduling work and school periods. Federal, State, and local governments gain by earning interest on the taxes withheld from the students earnings, although most taxes themselves are repaid to the students. Many States also collect.

Cooperative Vocational Education Programs

Earning While Learning



Total Program Costs

\$ 115,000,000

Total Estimated Student Earnings



\$ 1,046,000,000

STUDENTS EARN 9 TIMES MORE THAN THE COST OF THE PROGRAM

Chart F

-Source: NCES/VEDS/OVAE_FY-'79

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sales taxes when students spend their earnings. Employers find cooperative vocational education programs attractive because they respond quickly to changes in the economy, make possible better trained employees, provide present and future sources of employees, and keep some qualified young people in the community.

Employers of cooperative vocational education students can also receive tax credits. The Targeted Jobs Tax Credit (TJTC) Program was established by the Revenue Act of 1978. The Departments of Education and Labor and the Internal Revenue Service have coordinated the TJTC Program. They have developed a procedure for efficient and effective management of tax credits for participating employers. Employers indicate that this program has had a great economic impact for them. Employers of cooperative education students and economically disadvantaged students have made the TJTC Program a success.

ENERGY EDUCATION PROGRAMS

Section 123 authorizes funds for grants to postsecondary institutions for energy education in the field of coal mining, coal mining technology, and solar energy.

In fiscal year 1979, 13 States expended a total of \$1,649,194 for this purpose. Federal funds amounted to \$344,837, or 20.9 percent. In fiscal year 1978, nine States expended a total of \$855,735, of which \$261,362, or 30.5 percent, were Federal funds. It is unclear whether the restrictions of the Vocational Education Act, as amended in 1976, have limited the use of funds for this purpose, or whether there is some other cause. There does appear to be, however, a greater commitment to energy education in the States than these figures indicate.

State curriculum laboratories were active in developing and implementing energy curriculum materials. Projects included the following: a power and energy curriculum guide, updated materials on air-conditioning and refrigeration, solar heating curriculum, a bibliography of energy and energy-related curriculum and resource materials, math, physics and chemistry for mechanics, power and utilities manual, and a power console operator's reference manual.

Other State activities in 1979 included establishing the Northwestern Vocational Energy Education Consortium. The consortium includes Alaska, Idaho, Montana, Oregon, South Dakota, Utah, Washington, and Wyoming. The consortium was established for developing curriculum in energy-related occupations. Several of the member States have identified energy education as a priority.

The Department of Education maintains liaison with the Departments of Energy and the Interior, as well as the Environmental Protection Agency, to promote energy programs. Education specialists in the Department of Education support programs and activities to emphasize the urgent need for the Nation to become energy efficient. They distribute information from these agencies to vocational educators in the States about all energy education programs. Solar, nuclear, coal, oil, and gas energy, and conservation of these resources are emphasized.

The education specialists are also active in developing and monitoring major research projects designed to prepare new kinds of energy technicians and increase awareness of energy programs. Examples of these projects include nuclear reactor operator technician, nuclear radiation protection technician, nuclear materials handling technician, nuclear plant quality assurance/control technician, nuclear instrumentation technician, and energy control and use technician. Over 50,000 units of training materials from these projects were used nationwide by 68 schools and over 30 industries during 1979.

Education specialists, in cooperation with the Department of Education Energy Action Center, assisted in planning agendas and identifying speakers for a national energy conference held in February 1980. They also assisted the American Vocational Association plan their national energy conference for State vocational leaders in January 1980.

As can be seen by the many activities at both the Federal and State level, energy education will continue to be a top priority for vocational education.

CONSTRUCTION OF AREA VOCATIONAL SCHOOLS

Construction of area vocational school facilities is authorized by Section 120(b)(1). Construction includes constructing new buildings, acquiring, expanding, remodeling, and altering existing buildings, grading and improving sites, and architect fees. The major new construction period in States was from the late 1960's through the early 1970's. The trend over the past several years has been to expand or renovate existing schools.

In fiscal year 1979, 13 States reported Federal expenditures totaling \$12,222,149 for construction. Twenty-one States reported State and local expenditures totaling \$151,147,898 for the same purpose. Federal expenditures have declined by approximately \$3 million from fiscal year 1978; State and local funds have decreased by approximately \$24 million since that same year.

STIPENDS

Section 120(b)(1) authorizes stipends for students entering or already enrolled in vocational education programs. Students must have acute economic needs which cannot be met under work-study programs. In addition, the State Board must determine whether stipends may be funded. The law stipulates that vocational education stipends may only be provided by a State when other programs offering financial support to students are either inadequately funded or are unable to meet the needs of students.

In fiscal year 1979, only one State funded stipends for students with acute economic needs. Ohio reported using a total of \$576,304 Federal funds (including carryover from fiscal year 1978) to enroll students in a work experience cooperative education program (WECEP). This was an increase of approximately \$216,000 over fiscal year 1978 when Ohio was again, the only State to fund stipends.

PLACEMENT SERVICES.

Section 120(b)(1) authorizes grants to States to assist them in providing placement services for students who have successfully completed vocational education programs. The State Board must determine whether placement services may be funded. The law stipulates that placement services may be funded under Section 120 only when other programs providing this service are inadequately funded or are unable to meet the needs of students.

During fiscal year 1979 total expenditures for placement services were \$10,473,482. This figure represents a tremendous increase from the expenditures in fiscal year 1978. At that time only \$1,210,666 were spent in this area. In fiscal year 1978, the Federal expenditures amounted to 28 percent of the total amount, whereas by fiscal year 1979 the Federal share had become only 5.7 percent of the total amount spent. These figures seem to indicate a larger increase in State and local interest in the area of placement services, a change in interpretation by some States as to what constitutes placement services, or inadequate funding of guidance and counseling programs under Section 134, since job placement is a component of guidance and counseling. More information on guidance and counseling can be found in that section of this report.





INDUSTRIAL ARTS

This instructional program is one of the options under Section 120(b)(1). It teaches individuals about industry and technology through such activities as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and technological processes. The program also assists individuals in making informed and meaningful occupational choices, as well as prepares them for entry into advanced trade and industrial or technical education programs. The focus of the industrial arts program is on construction, drafting and design, electricity and electronics, energy, power, transportation, graphic arts, and manufacturing and materials processing.

At the close of 1979, the States and Territories reported serving 1,681,927 students in prevocational or exploratory programs. Of this total, 14.9 percent were female. The teachers involved in this program numbered 20,008. When added to nonfederally funded industrial arts programs serving general education and avocational students, the total number served is approximately 7 million, with over 60,000 teachers and staff involved.

In fiscal year 1979, expenditures, including carryover funds, for industrial arts came to a total of \$130,463,911 (State and local, \$127,077,982, or 97.4 percent; Federal, \$3,385,929, or 2.6 percent; a ratio of State and local to Federal of 37.5:1). Fiscal year 1978 expenditures, including carryover funds, totaled \$62,759,169, considerably less than in 1979 (State and local, \$61,687,577 or 98.3 percent; Federal, \$1,071,592 or 1.7 percent; a ratio of State and local to Federal of 57.5:1).

SUPPORT SERVICES FOR WOMEN

Section 120(b)(1) authorizes States to provide "support services" for women. This section specifically targets those women who "enter / vocational programs—designed to prepare individuals for employment in jobs which have been traditionally limited to men "

These services can be aimed at displaced homemakers and other special groups, and may include services similar to those described in the displaced homemaker section of this report. The most typical support services are peer groups of women in nontraditional vocational education programs. Other services include transportation, day care, and counseling. Counseling prepares women for the challenges they will face day-to-day in a nontraditional job. Followup services are also funded to keep in contact with women after they are employed to provide support while they adjust to their job.



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One State with a large program of support services for women reports that these programs receive very favorable comments from local educational agencies and community colleges. Programs include a focus on electronics, providing women with information about the type of job, what they can expect on the job, and problems they may encounter. Other programs aim to increase the number of women in apprenticeship training, focus on teenage parents and combining parenting and employment, and provide information about nontraditional careers to women in high school.

The State reports that after initial funding of these support services as model programs, the funding was then picked up by CETA. Good coordination was achieved between CETA and vocational education in continuing these programs.

In fiscal year 1979, a total of \$887,092 was spent nationwide on support services for women (64 percent Federal). This represents a growth in expenditures from fiscal year 1978, when \$586,496 were spent, only 12.8 percent of which was Federal. Further evidence of increased commitment to these support services is the number of States supporting such activities: five in 1978, thirteen in 1979.

DAY CARE SERVICES ..

- Section 120(b)(1) authorizes funds for day care services for children of students in secondary and postsecondary vocational education programs. In fiscal year 1979, 10 States funded such day care services with a total of \$971,345. Federal funds comprised 25 percent (\$249,330) of the total dollars spent. In contrast, six States spent a total of \$805,160 for day care services in fiscal year 1978, with Federal funds comprising only 4.5 percent (\$36,018) of the total.
- In offering day care services, the States use, where feasible, inschool centers and laboratories for home economics and child care and guidance programs. These centers provide educational programs for the preschoolers, and at the same time, provide learning experiences for the home economics students. By using existing preschool centers and laboratories, duplication of effort is eliminated, and the day care is more accessible for the vocational education students.

DISPLACED HOMEMAKER PROGRAMS

Education programs and services to meet the individual needs of displaced homemakers and other special groups are authorized under Section 120(b)(1)(L). Displaced homemakers are persons who have been homemakers, but because their marriages were terminated, they must seek employment. Included as "special groups" are single heads of households, homemakers and part-time workers who wish to secure full-time jobs, and women and men who are seeking jobs in nontraditional occupational areas. Legislatjon was introduced in the 94th and 95th Congresses that clearly recognized the need for special services for these groups.

To help ease their transition to the work force, organized education and training programs in each State prepare displaced homemakers and other special groups for employment and provide placement services for graduates of the programs. Programs include training in prevocational skills, hands-on skills, career assessment, and job readiness. Counseling is also offered. All of these services are necessary in order to expand women's choices in the nontraditional occupational areas. Job Clubs and peer support groups, such as "Meet a Role Model," encourage women to go into nontraditional training, and help women more wisely choose their training and careers.

Women are being trained at area vocational and technical centers, community colleges, and vocational high schools. Instruction is in many nontraditional program areas (machine tool technology, welding, airconditioning, carpentry, automotive technology, electronics, and laser, dental, and optical technology) as well as traditional clerical and service areas. Vocational education offers supportive services in all programs to help women become involved in and complete their course of instruction. Students are placed in specific jobs or in internships and cooperative programs with business and industry. In sum then, vocational education is training displaced homemakers and other special groups to contribute to the productivity of this country by helping them become economically self-sufficient.

The total number of person considered to be displaced homemakers is conservatively estimated at 5 million. According to data from the Women's Bureau of the Department of Labor, 82 percent are over 40 years of age, and 46 percent are between the ages of 55 and 64. Vocational education expenditures for displaced homemakers and other special groups increased rapidly from fiscal year 1978 to fiscal year 1979. A total of \$2,413,764 was spent in fiscal year 1978, as compared to \$11,794,551 in fiscal year 1979. In 1978 Federal funds made up 29.4 percent of the total amount spent, whereas in 1979 Federal funds made up only 15.6 percent of the total. This increase in the amount spent by States and localities indicates a great deal of interest in displaced homemaker programs by the States.



There were 208 programs nationwide in 1980 which served only displaced homemakers. (Other special groups were not served by these programs.) Of these programs, 65 percent received CETA funds, 30 percent received State funds, and 25 percent received vocational education funds. Approximately 10 percent received other public funds and another 10 percent received private funding.

Programs for displaced homemakers and other special groups, as indicated by these statistics, are often coordinated with both CETA and State funded projects. For example, in 1979 several States coordinated all displaced homemaker program plans with an informal committee of all State agencies. Such coordination improves services and programs.

In addition to technical assistance and dissemination activities, the Federal leadership role in serving displaced homemakers and other special groups includes funding research projects. These projects are listed in the section entitled "Projects of National Significance," p. 94.

RESIDENTIAL VOCATIONAL SCHOOLS

Each State or Territory may use Federal Basic Grant (Section 120) funds for constructing, equipping, or operating residential vocational schools. During fiscal year 1979, three States reported that \$861,231 Federal vocational funds and \$3,268,559 State and local funds had been expended for such residential vocational schools.

The law restricts the age of students who may attend residential vocational schools that are constructed and operated with Federal funds. Students must be at least 15 and not over 21 years of age at the time of enrollment. Since residential vocational schools are usually at the postsecondary level, and many students are over 21 years of age, States have difficulty in meeting these Federal requirements. Accordingly, most States use State and local funds for building residential yocational schools, and do not report these expenditures to the Vocational Education Data System.

CONTRACTING FOR VOCATIONAL EDUCATION

Section 120(b)(1) states that Federal funds may be used for providing vocational training through arrangements with private vocational training institutions. This is allowable "where such private institutions can make a significant contribution to attaining the objectives of the State

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Eight States and one Territory spent a total of \$3,286,487 for contracted services in fiscal year 1979. Federal funds of \$211,348 were spent which is 6.4 percent of the total amount. These figures represent a slight increase from fiscal year 1978. In several of the States the funds were used for providing vocational training at private cosmetology schools.

SUBPART 3. PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

Introduction

Subpart 3 Section 130 authorizes States to fund activities and projects which will improve their vocational education programs. Under Subpart 3, States are authorized to fund six functions: research, exemplary and innovative programs, curriculum development, vocational guidance and counseling, personnel training, and projects to overcome sex bias. The first three functions must be funded by contract. Vocational guidance and counseling funds may be awarded by contract for statewide services or distributed by formula to individual eligible recipients. Personnel training and grants to overcome sex bias may be funded by grant award. States may also use Subpart 2 and Subpart 3 funds for State and local administration. This use of funds is discussed in the section entitled "State and Local Administration."

State program improvement activities include research, exemplary and innovative programs and curriculum development. They are administered by State-established Research Coordinating Units (RCµ's). Each RCU implements a 5-year program improvement plan which addresses State priorities. The plan must include procedures which will insure that the findings and results of the State's program improvement activities are disseminated throughout the State in a coordinated manner. In addition, no contract may be made for research or curriculum development unless it is probable that improved teaching techniques or curriculum materials will be used in a substantial number of classrooms within 5 years.

The RCU must forward two copies of the abstract and final report of each program improvement project (Sections 131, 132, and 133) to the National Center for Research in Vocational Education (NCRVE). The National Center collects data on these State program improvement projects and publishes two documents, Resources in Vocational Education and Current Projects in Vocational Education—State—Administered Projects, which list all State projects. Information on promising practices are thus made available to educators nationwide.

Tables 7-10, prepared by the National Center for Research in Vocational Education, show the recipients, target level, problem areas, and products of the State-administered program improvement projects in fiscal year 1980. Research, exemplary and innovative programs, and curriculum development projects are combined together in these tables. Over half of the projects were completed by 4-year colleges, universities, or local education agencies, and these institutions received 64.4 percent of the total obligated Federal funds. Projects addressed all grade levels, elementary through postsecondary, and over one-third were for curriculum management or development. Over 40 percent of the obligated Federal funds were used to develop curriculum and instructional products.



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TABLE 7. State-Administered Program Improvement Projects in FY 1980, VEA Section 130--Recipients

Institution or Agency	Number of Projects	Obligated Federal Funds	Percent of Funding	
4-Year college/university	283	\$ 8,831,128	40.3	
Local education agency	254	5,277,932	24.1	
Research center	74	2,769,595	12.6	
2-Year college (junior college, technical school, community college)	73	1,945,057	⁄ 8 . 9	
Intermediate education agency	39	1,664,504	7.6	
Other	. 23	561,279	24.6	
State education agency	37	_ 488,263	2.2	
None/information not available	· · 8	175,242	0.8	
Private business	; 3	123,763	0.6	
Professional association	2	55,985	0.3	
TOTALS	796	\$21,892,748	100.0	

National Center for Research in Vocational Education, January 1981

TABLE 8. State-Administered Program Improvement Projects in FY 1980, VEA Section 130--Target Level

•	•	_		
Educational Level .	Number of Projects	Obligated Federal Funds	Percent of Funding	
Secondary and postsecondary (10-14)	257	\$ 7,448,580	34.0	
Sécondary (7-12)	, 286-	6,976,451	31.9	
Postsecondary and adult (13-adult)	14]	3,294,606	15.1	
Information not available	75	2,534,027	11.6	
Elementary and secondary (K-12)	35	1,608,485	7.3	
Elementary (K-6)	2	30,599	0.1	
TOTALS	796	\$21,892,748	100.0	

National Center for Research in Vocational Education, January 1981

TABLE 9. State-Administered Program Improvement Projects in FY 1980, VEA Section 130--Problem Areas

Problem Area	Number of Projects	Obligated Federal Funds	Percent of Funding
Curriculum management, curriculum development procedures	287	\$ 7,784,581	35.6
None/information not available	199	5,731,972	. 26.2
Special needs (handicapped, gifted, disadvantaged) -	81	2,650,847	12.1
Planning, data & accountability	66	1,921,000	, 8.8
Equity, civil rights	<i>.</i> 31	924,477	_ 4.2
Guidance for careers to vocations	23	571,104	. ^2.6
Other Federal priority	28	518,695	2.4
Administration of State or local vocational education agency	~ 27	481,872	2.2°
Basic skills	· 14	443,525	2.0
Urban, rural youth	11_	. 337,412	1.5
Education to work transition	17	310,752	1.4
Availability, accessibility to adults	12	216,511	1.0
TOTALS	796	\$21,892,748	100.0

National Center for Research in Vocational Education, January 1981.

TABLE 10. State-Administered Program Improvement Projects in FY 1980, VEA Section 130--Products

Primary Product/Outcome	Number of Projects	Obligated Federal Funds	Percent of Funding	
Curriculum and instructional products	306	\$ 8,818,426	40.3	
Personnel training (inservice)	. 124 '	3,937,804	18.0	
Evaluation and assessment	, 118	2,834,017	12.9	
Technical reports and monographs	122	2,622,770	12.0	
Program models & feasibility studies	61	• 1,341,480	6.1	
Personnel counseling	. 28	741,817	3.4,	
Management and policy information	12	665,932	3.0	
Placement	17	597,278	- 2.7	
Other	4	294,874	1.2	
Consortia and networks	4	38,350	. 0.4	
, TOTALS	796	\$21,892,748	100.0	

National Center for Research in Vocational Education, January 1981

State supportive services include vocational guidance and counseling and personnel training. In addition, authority is included in Subpart 3 for grants to overcome sex bias. Because States are not required to submit abstracts and subsequent reports to the National Center for these three sections, there is no detailed information available on the supportive services activities being conducted in the States and Territories. Information on the supportive services is being obtained, however, through the Management Evaluation Reviews for Compliance/Quality (MERC/Q's) and the State Plans and Accountability Reports for Vocational Education.

RESEARCH

Research that improves the quality of vocational education is an important element in any State's program improvement efforts. Development and testing of curriculum materials, applied research in diverse areas, and experimental, developmental, and pilot programs were among the activities funded in fiscal year 1980. The 57 States and Territories obligated \$7,333,695 for 265 research projects, with each project averaging \$27,674 with a range from \$1,500 to \$90,391.

In a fully-articulated program improvement system, research is the basis upon which the whole system depends. The results of research are used to develop curriculum which is then tested in exemplary and model programs. Next comes preservice and inservice training to acquaint teachers with the new techniques or materials. Finally, programs are implemented in regular classrooms. This process takes several years to complete. Since 1980 was the third year of implementation of the Vocational Education Act, as amended in 1976, no data is available yet to show classroom results of research expenditures.

EXEMPLARY AND INNOVATIVE PROGRAMS

Exemplary and innovative programs are intended to develop high quality vocational education programs, especially for urban centers and rural areas. The programs may also provide effective vocational education for persons with limited English proficiency, correlate vocational education opportunities with current and projected labor market needs, and broaden occupational aspirations and opportunities for youth, with emphasis upon youths who have academic, socio-economic, or other handicaps. The focus in 1980 was on energy-related programs, competency-based education, and special needs students.

In fiscal year 1980, \$6,193,739 were obligated by the 57 States and Territories to fund 230 projects. The average funding level for each exemplary and innovative project was \$26,929, with a funding range of \$2,159 to \$52,000.

CURRICULUM DEVELOPMENT

The majority of the States' program improvement monies are spent on curriculum development. In fiscal year 1980, the 57 States and Territories obligated \$8,365,314 to fund 301 curriculum development projects with an average funding level per project of \$27,792. The funding range was from \$4,593 to \$359,128.

To meet their curriculum development needs, many States formed curriculum development consortia. Eighteen States are members of the Vocational Technical Education Consortium of States (V-TECS). The federally funded Midwest Curriculum Coordination Center, located in Oklahoma, inspired the Mid-America Vocational Curriculum Consortium of 12 States. The Interstate Distributive Education Curriculum Consortium (IDECC) is supported by 22 State vocational education agencies. The consortium approach to curriculum development and dissemination helps States share in the development of mutually needed curriculum materials for teachers and students. This helps States use their limited resources most effectively. The focus in 1980 was on energy-related programs, competency-based curriculum, and special needs students.

GUIDANCE AND COUNSELING

The purpose of vocational guidance and counseling assistance is to improve each State's vocational education programs by providing support for vocational development guidance and counseling programs, services, and activities. These State programs are mandated under Section 134 of the Act (program improvement and supportive services). This section is unique in that each State is required to expend a minimum of 20 percent of its Subpart 3 allocation for these purposes. No other part of Subpart 3 carries any such mandate, confirming the importance of the guidance and counseling support services for improving vocational education as a whole.

During fiscal year 1979, total expenditures under Section 134 were \$216,325,517 of which \$41,148,266 were Federal funds and \$175,177,257 comprised the State and local contributions. Compared to the previous

year, the Federal funding increased by 72 percent and the State and local by 63 percent.

The Federal VEA monies allocable under Section 134 support any or all of the following activities: (a) initiation, implementation, and improvement of high quality vocational guidance and counseling programs and activities; (b) vocational counseling for children, youth, and adults, leading to a greater understanding of educational and vocational options; (c) provision of educational and job placement programs and follow-up services for students in vocational education and for individuals preparing for professional occupations or occupations requiring a baccalaureate or higher degree; (d) vocational guidance and counseling training designed to acquaint guidance counselors with the changing work patterns of women, ways of effectively overcoming occupational sex stereotyping, and ways of assisting girls and women in selecting careers solely on their occupational needs and interests, and to develop improved career counseling materials which are free; (e) vocationa) and educational counseling for youth offenders and adults in correctional institutions; (f) vocational guidance and counseling for persons with limited English proficiency; (g) establishment of vocational resource centers to meet the special needs of out-of-school individuals, including individuals seeking second careers, individuals entering the job market late in life, handicapped individuals, individuals from economically depressed communities or areas, and early retirees; and (h) leadership for vocational guidance and exploration programs at the local level.

Any of the above activities may be offered by a single eligible recipient or may be operated on a statewide basis by the State Board. Any funds generally made available to all eligible recipients must be disbursed under a federally approved funds distribution formula; while in the latter case; request-for-proposals are issued, and contracts are competitively awarded. Nationally, approximately half of the Federal funds are expended via each of these two methods. Because of excessive data burden, the Vocational Education Data System does not include such precise information; nor does it reveal how Section 134 monies are allocated for the various purposes outlined above.

As an example of typical programs, one State, during the 1980-81 school year, expended several hundred thousand dollars of VEA monies—supplemented by State and local funds—to support 28 exemplary career counseling and guidance projects. Nine of these projects were designed to increase career counseling for adults; ten were developed to increase career counseling and guidance services for handicapped and disadvantaged persons, seven concentrated on producing local career information materials, and two created comprehensive career guidance and counseling plans. Another State conducted workshops for teams of counselors, teachers, and administrators, aiding them in acquiring skills in planning, developing

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and implementing career guidance programs, including student followup and program evaluation elements.

The Department of Education also funds vocational guidance and counseling projects as part of the Projects of National Significance which are described more fully in that section of this report. Past projects included the development of a Cooperative Rural Career Guidance System and a Guidance Team Training Program with Emphasis on Guidance for Vocations and Learners with Special Needs. Fiscal year 1981 projects include continuation of a project entitled, "Legislative Provisions for the Improvement of Guidance Programs and Personnel Development," and a recently issued RFP designed to establish and maintain guidance as a continuing program of national significance.

It should also be noted that guidance and counseling activities may be funded with VEA monies under parts of the Act other than Section 134; notably, placement services, support services for women, and programs for displaced homemakers and other special groups—all of which are supportable with Subpart 2 monies. Additional information concerning guidance and counseling activities will be found in the sections of this report dealing with these programs.

PRESERVICE AND INSERVICE. TRAINING

Subpart 3 provides for preservice and inservice training for instructors of vocational education. Section 135 prescribes that this training shall "improve the qualifications of persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors and vocational guidance and counseling personnel...

In fiscal year 1979 there were 327,142 teachers in the Nation and its outlying areas. This is a marked decrease from the fiscal year 1978 reported total of 354,175. The considerable variation is due largely to the different data collection methods used in those two years; the Vocational Education Data System (VEDS) was not operational in 1978 and collected the 1979 data only. In addition, in both years not all States and outlying areas reported. Chart G lists the number of teachers in vocational education since 1972.

The Federal monies expended by States to train their teachers in fiscal year 1979 totaled \$22,560,742, up dramatically from the fiscal year 1978 total of \$11,340,923. The ratios of State and local to Federal expenditures for such training in fiscal year 1978 and fiscal year 1979 were 1.8:1 and 1:1, respectively. The Ancrease in funding undoubtedly reflects a greater commitment to teacher training.

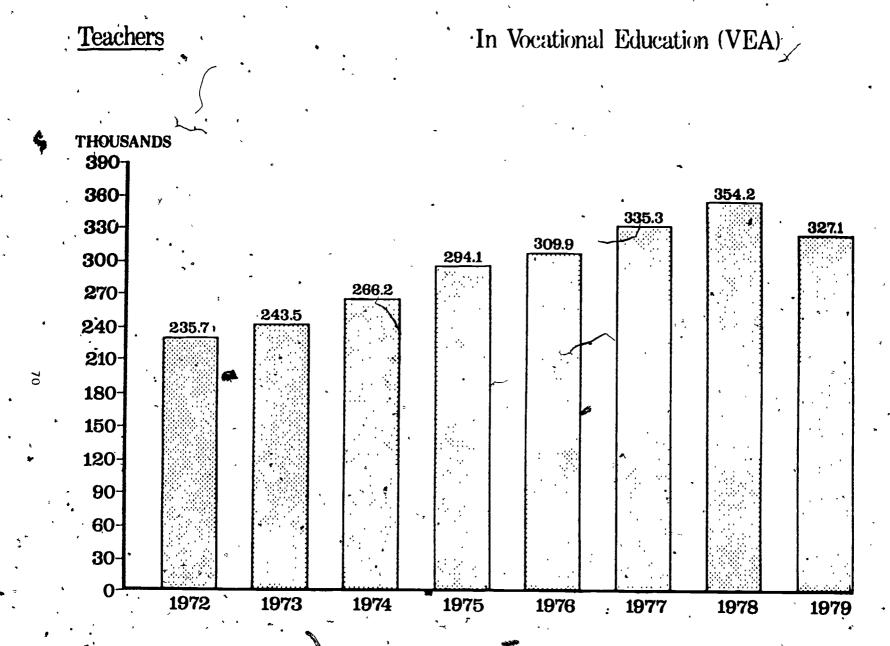


Chart G

Source: NCES/VEDS FY-179

Personnel training courses were conducted by authorized colleges and universities which offered graduate and undergraduate programs leading to professional teaching certification or State licensing. Many of these institutions offered noncredit programs for the orientation of new teachers coming from business and industry into the vocational education teaching role. Other activities included state-level workshops for teachers and statewide vocational conferences. All of these programs upgrade and retrain current and new teachers to improve the quality of instruction in vocational education.

GRANTS TO OVERCOME SEX BIAS

Funds are available under Section 136 to support activities which show promise of overcoming sex stereotyping and bias in vocational education. Grants may be made for research, curriculum development, or staff training which meets these objectives.

The sex bias grants have been used to integrate sex equity into all . vocational education programs, including guidance and counseling, personnel development, and displaced homemaker programs. The most common types of programs are exploratory projects for adult women designed to introduce these women to nontraditional occupations. Such projects usually include discussions of career exploration and awareness. There is an emphasis on meeting the needs of the minority, disadvantaged, handicapped, and rural women in these programs.

As mentioned in the section on sex equity personnel, State implementation of programs to overcome sex bias has varied. Many States do not have programs in this area. In fiscal year 1979, 26 States and 2 Territories funded grants to overcome sex bias. This was an increase, however, from 18 States in 1978. In fiscal year 1979, a total of \$2,174,745 was spent in this area. Federal funds comprised 87.2 percent of this total. Overall expenditures decreased markedly from the \$4,370,369 spent in fiscal year 1978. At that time, Federal expenditures were but 27 percent of the total. State and local expenditures decreased 91 percent from 1978 to 1979.

optional program. States are removing State and local funds from this optional program. States often make these funds available as incentives to encourage eligible recipients to develop programs to overcome sex bias. This would account for the increase in the number of States funding these programs, but does not account for the decrease in State and local funding. Even though expenditures decreased, half the States did fund programs to overcome sex bias to help achieve the goal of equal educational opportunity for both males and females.

The indicator of effectiveness of this program might be an increase in the enrollment of males and females in nontraditional occupations. The fact that little overall change has occurred in these enrollment figures was noted earlier. It should be remembered that data is only available for one year after the implementation of Public Law 94-482. A review of enrollment data for 1980 and 1981, when it is available, will better indicate any enrollment changes occurring in vocational education since the adoption of the Vocational Education Amendments of 1976.

It is important to restarate that those States that have synded programs to overcome sex bias and displayed institutional commitment to promete sex equity for remale and male students are made the greatest strides in changing enrollment patterns.

SUBPART 4. SPECIAL PROGRAMS FOR THE DISADVANTAGED

SPECIAL PROGRAMS FOR THE DISADVANTAGED

Subpart 4 Section 140 contains a separate authorization for 100 percent Federal funding of special programs for the disadvantaged. Funds must be used in areas with a high concentration of youth unemployment and school dropouts, and may be used to pay the full cost of vocational programs for these disadvantaged persons.

In fiscal year 1979 there were 152,970 persons enrolled in special programs for the disadvantaged. This is a slight decrease from the fiscal year 1978 enrollment which was 156,829. Expenditures totaled \$29,767,637 in fiscal year 1979, including \$17,539,604 or 58.9 percent. Federal funds. This is approximately the same as in fiscal year 1978, when total expenditures came to \$28,335,293 (60.5 percent of which, or \$17,133,184, was Federal). Almost two-thirds of the States and Territories contributed State and local funds for these programs.

There are some exciting and useful programs and activities in operation which have enabled the disadvantaged to participate in regular vocational education classes. For example, paying remedial instructors' salaries, allowing overtime for vocational teachers, providing special instructional materials, or providing store-front rentals away from the school environment, have helped disadvantaged students overcome academic or economic handicaps and participate in the regular vocational education programs. In a few situations, special classes for dropouts have been set up. Vocational instruction is also being offered in correctional institutions. All of these activities have helped the disadvantaged receive appropriate vocational education training.



SUBPART 5. CONSUMER AND HOMEMAKING

CONSUMER AND HOMEMAKING

Federal funds for consumer and homemaking education are authorized and allocated to the 57 States and Territories on a formula grant basis according to Subpart 5 Section 150. Funds are to be used solely for (1) educational programs and (2) ancillary services and activities which assist in preparing males and females, youth and adults for the occupation of homemaking. From the Smith-Hughes Act of 1917 to the Vocational Education Act of 1963, and the subsequent amendments of 1968, 1972, and 1976, this evolving legislation has focused upon developing occupational competencies. These skills will meet the economic, social, and cultural needs of persons in all components of society. By improving home environments, the quality of individual and family life is improved, and the individual's potential employability is enhanced.

A total of 3,658,475 students, 20.6 percent of which were males, were served in all programs under Section 150 during fiscal year 1979. The enrollment trend shows a continuous increase since the 1972 level of 3,165,732 students. Consumer and homemaking education programs have the largest minority enrollment compared to other vocational education programs, and are reported to have one of the higher enrollments of handicapped students also.

Special provision is made in Section 150(d) that at least one-third of the Federal funds made available to each State under Section 150 is to be used for persons in economically depressed areas, or areas with high rates of unemployment. Programs in these areas are designed to assist consumers and to help them improve home environments and the quality of life. In fiscal year 1979 approximately 47.5 percent of the total funds for consumer and homemaking education were directed to persons living in economically depressed areas.

In fiscal year 1978, Federal and State and local funding of all programs totaled \$428,899,198, with \$207,783,169 of the expenditures being used for persons in economically depressed areas. In fiscal year 1979 consumer and homemaking expenditures totaled \$479,198,959 (Federal: \$40,574,015).

In addition to serving families and individuals, specific national concerns have been addressed by consumer and homemaking education. These include, but are not limited to, consumer education, nutrition education, parenthood and family life, management of resources, child abuse and neglect, drug/alcohol abuse, family violence, care of the aged, inflation as related to family economics, and individual productivity in home and work roles. Consumer and homemaking education is a comprehensive program that provides benefits in many diverse areas.

NATIONAL VOCATIONAL PROGRAMS,

SUBPART 1. GENERAL PROVISIONS

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The Education Amendments of 1976, Section 161(b)(1), and the Comprehensive Employment and Training Act (CETA) Amendments of 1978 required that a National Occupational Information Coordinating Committee, (NOICC) be established. The Departments of Education and Labor award an annual \$3-5 million each to NOICC. In fiscal year 1980 the U.S. Office of Education contributed \$3 million and the U.S. Department of Labor contributed \$5 million.

A major portion of NOICC's funding goes to State Occupational Information Coordinating Committees (SOICC's). In 1980, \$5.2 million of NOICC's \$8 million budget was allocated for Basic Assistance Grants to SOICC's.
NOICC also awards special purpose grants to SOICC's to-conduct research; that has national significance and affects the SOICC network.

A major objective of both NOICC and SOICC's is the development and use of an Occupational Information System (OIS) in each State. An OIS will assist State and local administrators of vocational education in planning instructional programs that better meet labor market needs. An OIS also assists teachers, counselors, and students in determining occupational career goals.

As an initial step in setting up a national Occupational Information System, NOICC published "A·Framework for Developing An Occupational Information System." NOICC further expanded and refined the OIS concept by including strategies and techniques for implementing the system in Volumes I, II, and III of the OIS Handbook. Two major workshops were conducted to discuss the Handbook with representatives of State vocational education, CETA, vocational rehabilitation, and employment security agencies. By the end of fiscal year 1980, 49 States had implemented Occupational Information Systems.

To further assist SOICC's in developing statewide Occupational Information Systems, NOICC funded the development of a publication entitled Vocational Preparation and Occupations (VPO). This publication contains descriptions of five major occupational classification systems, and shows the correlation of data collected under one system against data collected under the other systems.

NOICC has responded to the mandate to give special attention to the labor market information needs of youth by funding Career Information Delivery Systems (CIDS). Using the concept of the Career Information System demonstration program at the Department of Labor, NOICC awarded CIDS grants to 15 State Occupational Information Coordinating Committees. States have been very enthusiastic in implementing the CIDS concept. The general objective of CIDS is to make occupational and education

information available to persons who are making career choices and searching for jobs, especially students and out-of-school youth. To the extent possible, CIDS uses information that is obtained from the State's Occupational Information System.

To assure further development of Career Information Delivery Systems, NOICC has contracted with the National Governors' Association to provide a 2-year program of technical assistance to SOICC's for planning and managing career information systems. NOICC is also supporting other research projects to determine the benefits users receive from CID's, and to evaluate how effective alternative delivery systems are in providing career information.

NOICC is also involved in activities that promote coordination and communication between Federal programs that provide occupational information and training opportunities for target populations. The committee co-sponsored a National Planning Conference on Occupational Information for Handicapped Individuals with the Rehabilitation Services Administration. NOICC has also cooperated with the Interdepartmental Committee on Employment Opportunities and Training Needs in Agribusiness to encourage and help develop state-level projections of employment demand in agribusiness occupations.

To exchange information with SOICC's and other State and Federal agencies, NOICC publishes a newsletter, disseminates a memorandum series, conduct: symposiums for Federal officials, and convenes special task forces and resource panels. For example, a 1980 NOICC symposium was held jointly with the Conference of State Directors of Vocational Education.

In fiscal year 1980, as in previous years, NOICC helped bring together widely separated data collecting systems. NOICC supplied useful occupational data to planners and administrators of vocational education, and career information to students and youth. NOICC has many plans for continued progress in these areas for the future.

STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEES

Section 161(b)(2) requires each State and Territory receiving vocational education and Comprehensive Employment and Training Act (CETA) funds to create a State Occupational Information Coordinating Committee (SOICC). The purpose of the SOICC is to develop systems that would provide occupational information. The CETA Amendments of 1978 subsequently required SOICC's to develop career information systems for youth.

In fiscal year 1980, all SOICC's (57) were operational. They received \$5.2 million in Basic Assistance Grants from the National Occupational

Information Coordinating Committee (NDICC); and over \$3 million from other sources, primarily special-purpose grants from NOICC, and State funds from such sources as vocational education and CETA.

Most of the SOICC's expenditures focused on developing Occupational Information Systems. (OIS's) and refining data components. In fiscal year 1980, 49 SOICC's spent funds for these purposes. A NOICC survey of SOICC annual program plans indicated that almost half of all SOICC expenditures were spent in this area. When completed, an OIS will provide more accurate occupational information to vocational education, as well as to other State agencies. This information includes supply and demand data, a supply/demand interface, occupational characteristics, and other related information. SOICC expenditures were divided between the establishment of an OIS, including user needs assessments feasibility studies, data source inventories, and the design of the OIS itself, and improvements in existing data components.

The second largest category of SOICC expenditures was disseminating career information. Included in this category are funds granted to 15. SOICC's by NOICC for the specific purpose of establishing Career Information Delivery Systems (CIDS). In fiscal year 1980, \$1,590,000 was spent on disseminating career information, of which \$975,000 was spent on Career Information Delivery Systems. When these systems are completed, they will provide career information to youth on topics such as occupational demand, occupational characteristics, and education and training opportunities within a State. This information will help students make informed career choices; and thus improve their transition from school to work. The remainder of the funds expended by SOICC's in this category was used for developing and disseminating publications serving the same purpose, such as occupation-related information, occupational monographs, and supply and demand reports.

Another important category of SOICC expenditures was that of providing information and training to data users about SOICC, its expenditures and functions. In fiscal year 1980, \$760,000 was spent in this aream primarily for conferences, training materials, manuals, and publications such as brochures on SOICC services, fact sheets, and newsletters. Disseminating such information made data users from various agencies, including vocational education, more aware of the SOICC's functions, and the potential uses of the information that the SOICC was helping to provide.

SOICC's are spending funds in areas which best fulfill the requirements of the law and meet the needs of producers and users of occupational data. SOICC's are developing both Occupational Information Systems and Career Information Delivery Systems in order to provide more accurate data for planning occupational programs at a State, local, or individual level. SOICC's are also promoting greater awareness about these systems through conferences and publications. These activities help users make better decisions because more information about occupational supply and demand is now available.



NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

The National Advisory Council on Vocational Education (NACVE) was created through amendments made in 1968 and 1976 to the Vocational Education Act of 1963. Its members are appointed by the President to advise him and the Secretary of Education on the administration and operation of vocational education. A major function of the Council is to consult with the National Commission for Employment Policy on identification of the vocational education and employment training needs of the Nation and assess the extent to which the needs are being met.

From about 40 different descriptions used to categorize recommendations developed by the 57 State and Territorial advisory councils on vocational education, NACVE identified 10 predominating issues and concerns that clearly emerge from the 1979 State Advisory Council Annual Reports. The 40 significant issues and concerns are the following: funding, leadership and professional development, coordination between vocational education and CETA, equipment and facilities, data/management information systems, program access, planning, program relevance and curriculum development, guidance and counseling, and image and awareness of vocational education. Most of these recommendations were also made in the 1978 annual reports.

The National Advisory Council issued two reports in 1980. One was a position paper on the "Education of Nurses," a rising national concern. The second report was entitled, "Increasing Sex Equity," which describes the impact of the 1976 Vocational Education Amendments on sex equity in vocational education.

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SUBPART, 2. PROGRAMS OF NATIONAL SIGNIFICANCE

Introduction

The purpose of the discretionary programs of national significance is vocational education program improvement. Program improvement needs which are deemed to be of national significance are addressed through competitively awarded contracts and grants. There is a wide range of program improvement activities: applied studies, curriculum develop-. ment, improved instructional practice, guidance and counseling, personnel development, occupational information systems; and demonstration and. dissemination of findings and products. These nationally significant program improvement efforts form the cornerstone of a coordinated. Federal, State, and local strategy for improving the effectiveness quality of vocational education on a nationwide basis. The information, -products, materials, and trained personnel produced by these programs are used at the State and local levels. State program improvement and supportive service funds (Section 130) are used to disseminate, adapt, and demonstrate the products and materials emanating from these national programs. This integrated program improvement system helps States and Territories improve the quality of their vocational programs.

During fiscal year 1977 and fiscal year 1978, the Programs of National Significance, as required by law, received five percent of the Basic Grant funds appropriated for the States. In fiscal year 1979 and fiscal year 1980, however, the appropriations for the Programs of National Significance were reduced to 10 million dollars. Three million dollars of the appropriations were allocated to the National Occupational Information Coordinating Committee (NOICC) in fiscal year 1979 and fiscal year 1980. (Refer to the section entitled "National Occupational Information Coordinating Committee" for information on this use of Federal funds.)

More specifically, the Programs of National Significance support the following activities:

The National Center for Research in Vocational Education
The Curriculum Coordination Centers,
The Projects of National Significance,
The Graduate Leadership Development Fellowships,
The Vocational Education Teacher Certification Fellowships, and
The National Occupational Information Coordinating Committee (NOICC),
and the 57 State Occupational Information Coordinating Committees
(SOICC's)

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

The National Cener for Research in Vocational Education (NCRVE) was authorized by Section 171(a)(2). It responded to the need for national vocational education research and development which can address vocational education problems of national significance. It then distributes its own, as well as State-produced, program improvement products and information to the States, colleges and universities, technical institutes, and professional and related organizations. It acts as a clearinghouse for the State-initated program improvement materials and products. The Center also provides professional training to approximately 1,000 vocational education personnel per year through its In-residence Program, Advanced Study Center, and National Academy for Vocational Education. The Center participates in evaluating State and local programs, and finally, in-providing information—for national—planning.

In fiscal year 1980, the Center was supported with approximately \$5.5 million. Among the many products the Center produced was the <u>Urban/Rural Policy Study</u>. National socioeconomic data was gathered for all counties with less than 10,000 population and for cities with over a half million population. Geographic areas for intensive study were high risk areas based on the unemployment rate, per capita income, and number of families below the poverty level. The <u>Urban/Rural Policy Study</u> is being used by national and State policy makers who are responsible for improving delivery of quality vocational education to "high risk" geographic areas.

The Office of Vocational and Adult Education's monitoring plan for the Center includes monthly site visits, review of reports, and two formal evaluations—a mid-contract evaluation and an end-of-contract evaluation. The mid-contract evaluation took place in Columbus, Ohio, during August 4-8, 1980. It was designed to provide information about the Center's first two and one-half years of operation. More specifically, the review was intended to provide the Office of Vocational and Adult Education (OVAE) with information concerning the following:

- (1) the quality of both processes and products of the contracted scope of work;
- (2) the effectiveness and efficiency of the organization's management; and
- (3) the degree of contractual compliance.

The evaluation focused on the Center's management operations and on the six functions, described above, around which the Center's congressionally mandated responsibilities are organized. The evaluation assessed the Center's operations by examining the strengths and weaknesses of its

processes, activities, and products. This evaluation will assist the Center by identifying areas where improvements can be made and recognizing areas of exceptional performance. The data and results of this mid-contract_review will enable the Center to serve the vocational education community more effectively.

The following are the findings and recommendations from the mid-contract evaluation and from OVAE's monitoring of the Center.

A. Findings

1. Quality

- o The quality of the Center's products is high.
- o Extensive field involvement in the development of products contributes significantly to the relevancy of the products developed.
- o The product development process is systematic, efficient, and productive.
- o Product impact and usefulness appear to be good.
- o Product dissimination could be extended to a greater diversity of judiences.
- o The staff appears to be highly qualified, and to bring diverse areas of expertise to the Center.
- o The Center is underfunded in terms of the outcomes desired and potential of the organization.

2. <u>Management</u>

- o The management system is well organized to efficiently and effectively develop numerous products on a tight schedule.
- o Management has established, and is maintaining, both an internal evaluation system and a product review and evaluation system to insure quality in the products developed and in the services provided.
- An effective communication system is maintained among, the staff.
- o Staff morale appears to be high.
- o Management has implemented and is maintaining a staff development plan.

- o Management is using both its staff and fiscal resources effectively.
- o Management is able to obtain and maintain both financial and programmatic support from the Ohio State University.

3. Compliance

- o The Center is complying with both the letter and the intent of the scope of work of the contract.
 - o The Center has excellent accountability for both performance and financial areas.
 - o. The Center's operations are restricted by operating under a contract with the accompanying requirements.
 - o A grant is a more appropriate funding mechanism for the Center than a contract.



B. Recommendations

1., Quality

- o Consideration should be given to funding longer term projects and efforts.
- o Consideration should be given to allowing the Center more flexibility for determining both study topics and research procedures.
- o Consideration should be given to continuing the extensive field involvement which the Center now maintains in the development of its products.
- o Consideration should be given to expanding the attention given to targeted and diverse audiences.
- o Consideration should be given to increasing the funding level of the Center.

2. Management

- o Consideration should be given to continuing the productive sponsor-contractor relationship.
- o Consideration should be given to developing procedures which would allow the Center greater flexibility, given the past performance and maturity of the organization.

- o Consideration should be given to continuing the staff development efforts.
- o Consideration should be given to continuing the product review and evaluation system.

3. Compliance

o Consideration should be given to using a grant rather than a contract during the next award cycle.

CURRICULUM COORDINATION CENTERS

There are six regional Curriculum Coordination Centers (CCC's) funded by contracts according to Section 171(a)(1). They provide an orderly system for sharing interstate development and dissemination of curriculum and instructional materials. The Centers focus on national priority areas as an integral part of their services, and respond to the needs of their respective consortium of States. Information sharing through dissemination and diffusion, technical assistance, and inservice training are emphasized. In fiscal year 1980, the Centers received approximately \$500,000 Federal funding to accomplish their goals:

During 1980, each Center reported dollars saved by the adoption/adaptation of CCC-identified materials. In total, 765 curriculum-related products developed by other States were adopted/adapted at a savings of \$3,973,200 for the entire network.

CCC services have also resulted in increased interstate development activities. These usually concern jointly-needed curriculum which States develop and share. A total of 84 interstate development activities were implemented in 1980 throughout the 57 States and Territories.

Inservice training is another feature of the CCC Network. Training sessions were conducted for a cross section of clients involved in vocational education including teachers, counselors, supervisors, CETA staff, business, industry, labor, and others from both public and private schools. Workshops covered topics such as energy education, sex equity, productivity, special needs curriculum, and others. A total of 349 workshops involving 14,499 participants were conducted throughout the CCC Network during 1980.

Conducting searches is another valuable function of the CCC's. Many teachers, administrators, and others use this service to identify vocational materials to be used in the classroom, at workshops, or as a basis for curriculum development efforts. Approximately 3,000 searches were conducted by all six Centers in 1980.

Disseminating curriculum materials and information to the vocational education community is an ongoing service of the CCC Network. Materials such as curriculum guides, resource guides, special bibliographies, newsletters, catalogs, brochures, and films are disseminated on a regular basis. A total of 391,442 items were disseminated by the entire Network reaching approximately 224,000 constituents.

Requests for CCC consultation or technical assistance have more than doubled in the last year. There were 3,950 such requests in 1980. Although most of these requests were handled by telephone or mail, 48 technical assistance visits were made to States and Territories by CCC staff in 1980.

As can be seen by the many activities listed and the increasing use of the Curriculum Coordination Centers' services, this Network is a primary point of access for vocational education materials and information.

PROJECTS OF NATIONAL SIGNIFICANCE

The Federal discretionary funding of the Programs of National Significance includes the funding of projects. The projects can include the same six areas as the State Program Improvement and Supportive Services: research, exemplary and innovative programs, curriculum development, vocational guidance and counseling, personnel training, and sex equity. Contracts for these projects are awarded competitively and range from one to three years in duration.

Federally contracted projects of national significance provide a basis for leadership needed to improve the quality of vocational education programs. These projects produce information for decisionmaking and policy concerning national problems. They also develop materials for occupational areas that are changing. The methods, practices, strategies, and products developed by these projects are specifically designed to improve the quality of instruction and administration. Students are thus better prepared to enter the job market or proceed to the next educational level required before job entry. Each project must have a dissemination plan which assures that vocational educators are kept informed of the progress and the outcomes of the project.

This program finances projects that improve access to and quality of vocational education for all persons, and specifically for minorities, females, disabled, and disadvantaged persons. Projects are funded to do the following: develop curricular materials for new and changing occupations, demonstrate new vocational education techniques and services for students, disseminate information about particular problems of special populations in vocational education, distribute new information

and materials to vocational educators, and develop policies for more effective and efficient vocational education systems.

In fiscal year 1980, there were 41 ongoing projects of national significance in addition to the National Center for Research in Vocational Education contract and the six Curriculum Coordination Center contracts. There were 7 new contracts awarded in fiscal year 1980 totaling approximately \$1,642,000. Examples of these funded projects include the following: field tests of vocational education curriculum materials, media presentations on mainstreaming the disabled, individual education plans for disabled students in vocational education, methods for credentialing women's life experiences, and effective mechanisms for foordinating vocational education programs. A complete list of all contracts follows.



PROJECTS OF_NATIONAL SIGNIFICANÇE

Ongoing Projects in Fiscal Year 1980

Project Title	. Contractor	Funding Cycle
Vocational Needs of Adult Women Offenders	One America, Inc. > Washington, D. C.	10/01/78- 03/31/80
Study of Vocational Education Research and Development Systems and Utilization of Products	The Network Andover, Massachusetts	10/01/78- 03/30/80
Effective Mechanisms for Facilitating Coordination of Vocational Education Programs with the Youth Employment and Demonstration Projects Act of 1977	Conserva, Inc. Raleigh, North Carolina	10/01/78 - 03/30/80
State Planming for Delivery of Vocational Education to Special Populations	Conserva, Inc. Raleigh, North Carolina	10/01/78 - 06/30/80
Assessment of Quality Vocational Education in State Prisons	System Sciences, Inc. Chapel Hill, North Carolina	10/01/78 - 03/30/80
Legislative Provisions for the Improvement of Guidance Programs and Personnel Development	The Ohio State University Research Foundation Columbus, Ohio	10/01/78 - 03/30/80
Development and Criteria and Procedures to Measure the Extent of Implementation and the Effectiveness of Demonstration Projects in Vocational Education	Development Associates Arlington, Virginia	10/01/78 - 03/30/80
Modified Vocational Curriculum for the Handicapped	University of Wisconsin System Madison, Wisconsin	10/01/78 - 05/31/80



Project Title	Contractor	Cycle
Armed Services Materials Conversion (Dental Assistant and Medical Assistant)	Development Associates, Inc. Austin, Texas	10/01/78- 03/31/81
Accessibility to Vocational Education Facilities and Programs for Handicapped Persons	System Sciences, Inc. Chapel Hill, North Carolina.	10/01/78- 02/28/81
Field Testing Vocational Education Curriculum Specialist Materials	American Institutes for Research Palo Alto, California	10/01/78- 09/30/81
Modularized Curriculum for Energy Conservation Technical Programs	Technical Education Research Center Waco, Texas	10/01/78 - ′0 9 /30/81
Standards for Industrial Arts Education Programs	Virginia Polytechnic Institute and State University Blacksburg, Virginia	10/01/78- 09/30/81
Individual Education Plans for Handicapped Students in Vocational Education	CRC Education & Human Development, Inc. Belmont, Massachusetts	10/01/78- 09/30/81
Credentialing Women's Life Experiences	Educational Testing Service Princeton, New Jersey	10/01/78- 09/30/81
Preparing for Occupations	Family Training Center Glasgow AFB, Montana	03/12/79- 03/11/80
Revision and Updating of Listing of Vocational Instructional Materials Available from Federal Agencies	Human Resources Management, Inc. Washington, D. C.	08/01/79- 07/31/80
Develop a Policy Paper on Vocational Education Utilizing Known National and International Models	Coordinating Council for Interna- tional Issues Washington, D. C.	10/01/79- 11/30/79
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	Contractor	Funding Cycle
Project Title	Contractor	
ssessment of the Effectiveness of the	Kirschner Associates Washington, D. C.	10/01/79- 09/30/80
ional Education on Encouraging the xpenditures of State and Local Funds for he Set-asides Program Purposes		10/01/70
dentification and Development of Proce- dures for Facilitating Access to Acc	Education Development Center Newton, Massachusetts	-10/01/79- 09/30/81
for Displaced Homemakers	**	· · · · · · · · · · · · · · · · · · ·
Implementing Improved Vocational Agricul- ture/Agri-business Programs in Urban	Conserva, Inc. ^Raleigh, North Carolina	10/01/79- 06/30/81
Schools	Foundation	10/01/79-
Media Presentations on Mainstreaming the Handicapped	WGBH Educational Foundation Boston, Massachusetts	09/30/80
Developing Criteria for and Monitoring the Activities of I-E-L Action Councils to	Institute for Urban Affairs and Research, Howard University, Washington, D. C. Huston-Tillotson College,	10/01/79- 12/31/80
Phase as a Research Basis for Immediate and Future Occupational Planning	Austin, Texas Shaw College of Detroit, Detroit, Michigan	, , - 4
	Elizabeth City State University, Elizabeth City, North Carolina	
Youth Employment Program for Out-of-School	National Council of Negro Women Washington, D. C.	10/01/79 02/28/81
Youth The NCNW Factory: A Concept to Develop Jobs, and Business Opportunity in Rural	National Council of Negro Women Washington, D. C.	10/01/79 03/05/81
Mississippi ,		١
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Project Title	Contractor	Funding Cycle
Development of a Catalog of Modifications and Adaptations of Vocational Education Equipment for Serving the Handicapped	University of Wisconsin Mádison, Wisconsin	10/01/79 - 03/31/81
Verification and Implementation of Pro- gram Standards for Vocational Home Economics Education	University of Texas at Austin Austin, Texas	10/01/79- 09/31/81
Evaluation of Industry-Education-Labor (I-E-L) Collaboration in Improving the Quality and Accessibility of Occupational Education	The National Manpower Institute Washington, D. C.	10/01/79- 03/31/81
-Vocational Education Personnel Development ; in the Pacific Basin Territories	University of Hawaii 🔑 🤝 Honolulu, Hawaii	10/01/7 9- 03/31/81
Development of Entrepreneurship Training Components for Vocational Education	American Institutes for Research Palo Alto, California	10/01/79 - 03/30/82
Analysis of the Allotment of Federal Vocational Education Funds	Applied Management Sciences Silver Spring, Maryland	10/01/7 9- 09/30/81
Development of an Outreach Program to Attract Women into Male-Intensive Voca- tional Education Programs	Technical Education Rèsearch Centers, Inc. Cambridge, Massachusetts	10/01/79- 09/30/81
Basic Skill Development Through Vocational Education	Cornell Institute for Occupational Education Ithaca, New York	10/01/79- 09/30/81
Guidance Team Training with Emphasis on Guidance for Vocations and Learners with Special Needs	National Center for Research in Vocational Education Columbus, Ohio	10/01/79- 09/30/81
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Project Title	· Contractor	Cycle
Development of Safety and Health Instruc-	Technical Education Research Center Waco, Texas	10/01/ 79- 09/30/81
Vocational Education Models for Linking Agencies Serving the Handicapped	University of Wisconsin Madison, Wisconsin -	10/01/ 7 9- 09/30/81
Identification of Issues Relating to the Role of Vocational Education in Serving Older Persons	Conserva, Inc. Raleigh, North Carolina ~	10/01/ 79 - 04/30/81
Identification and Dissemination of Model Programs for the Involvement of Vocational	American Vocational Association Arlington, Virginia	10/01/79- 01/31/82

Identification of Issues Relating to the Role of Vocational Education in Serving Older Persons	Conserva, Inc. Raleigh, North Carolina	10/01/ 79 - 04/30/81
Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development .	American Vocational Association Arlington, Virginia	10/01/79- 01/31/82
Procédures for Utilizing Volunteers to Improve Vocational Education in Urban Areas	Conserva, Inc • Raleigh, North Carolina	10/01/ 79- 09/30/82
Development of Competency Measures for Vocational Skill Areas	American Institutes for Research 'Palo Alto, California	10/0 1/79- 09/30/82
Development of Model Methods of Admini- stration (MOA) for Office for Civil Rights Guidelines for Vocational Education	CRC Education and Human Development, Inc. Belmont, Massachusetts	11/01/79- 07/31/80

01/16/78-The Ohio State University The National Center for Research in Vocational Education 02/01/83 Columbus, Ohio

01/01/77-12/31/79 03/01/80-12/31/82 University of Hawaii Honolulu, Hawaii Western Curriculum Coordination Center

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Project Title	Contractor	Cycle
East Central Curriculum Coordination Center	East Central Network/Illinois Vocational Curriculum Center Sangamon State University Springfield, Illinois	01/01/78- 12/31/80 04/27/81- 12/31/83
Southeast Curriculum Coordination Center	Mississippi State University Mississippi State, Mississippi	01/01/77- 12/31/79 03/01/80- 12/31/82
Midwest Curriculum Coordination Center	Oklahoma State Department of Vocational and Technical Education Stillwater, Oklahoma	01/01/78- 12/31/80 04/27/81- 12/31/83
Northeast Curriculum Coordination Center	New Jersey Bureau of Occupational and Career Research Development Trenton, New Jersey	03/01/79# 12/31/81
Northwestern Curriculum Coordination _ Center	Washington State Commission for Vocational Education Olympia, Washington Y	03/01/79- 12/31/81

PROJECTS OF NATIONAL SIGNIFICANCE

.Contracts Awarded in Fiscal Year 1980

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Project Title	Contractor	 Funding Cycle
Conversion of Armed Services Environmental, Health Specialist Instructional Materials for Use in Vocational Education	Consumer Dynamics, Inc. Rock∉ille, Maryland	01/01/80- 06/30/81
Development of a Support Service System Sex Equity Services in Vocational Education	Far West Laboratory for Education San Francisco, California	06/15/80- 02/14/82
Design of a National Cost Benefit Study of Vocational Education at the Secondary, Post-Secondary, and Adult Levels	Rehab Group, Inc. Falls Church, Virginia	09/15/80- 09/14/81
Linking Education and Economic Development in Middle America	National Institute for Work and Learning • Washington, D. C.	10/01/80 - 06/30/81
Vocational Education Personnel Development Needs for Working with the Handicapped	Educational Innovators, Inc. Richardson, Texas	10/01/80 - 09/30/81



tional Materials

Apprenticeship Programs

Energy Conservation Vocational Instruc-

Improvement of Related Instruction in

American Institutes for Research Palo Alto, California

Conserva, Inc.

Raleigh, -North Carolina

10/01/80-

03/31/82

10/01/80-

09/30/82

TRAINING AND PERSONNEL DEVELOPMENT

There are two authorized national programs concerned with personnel development: the Graduate Leadership Development Program, and the Teacher Certification Fellowship Program. The Graduate Leadership Development Program provides opportunities for experienced vocational educators to study full time in an advanced study program for up to 3 years. Awards are made to selected individuals to attend an approved institution of their choice. The Teacher Certification Fellowship Program provides opportunities for unemployed, previously certified teachers, and persons from business, industry, and agriculture to seek certification in vocational instructional areas in which a need for teachers has been identified.

For fiscal year 1980, the Leadership Development Program was funded at \$1,652,082 and 146 persons received awards to study at 18 institutions. This was the second year of the 3-year program. The Teacher Certification Fellowship Program was funded at approximately \$1,399,868 and 118 fellows received awards. This was the final year of the 2-year program. Both of these programs are forward funded, so the fiscal year 1979 appropriations were spent in fiscal year 1980.

The Leadership Development Program has provided opportunities for over 2,000 persons to participate in advanced studies. These persons have since assumed positions of leadership in vocational education throughout the Nation: State directors of vocational education, university and college administrators, university department chairpersons, executive directors of State advisory councils on vocational education, regional, area, and local coordinators for vocational education, curriculum developers, researchers, professionals in related agencies such as CETA, special education, and adult education, and members of legislative bodies.

The Teacher Certification Fellowship Program enabled undergraduate vocational teacher educators to improve programs at their institutions. The Fellowship Program also enabled individuals to become certified vocational teachers to fill positions in areas where there are teacher shortages. The quality of instruction in vocational education has thus been improved. The program even encouraged two States to develop a system for recruiting new teachers to vocational education.

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COORDINATING COMMITTEE FOR RESEARCH IN VOCATIONAL EDUCATION

Another important aspect of the Federal role in vocational education is the Coordinating Committee for Research in Vocational Education (CCRVE) which was established by Section 171. Representatives from the National Institute of Education, the Office of Vocational and Adult Education, the Fund for the Improvement of Postsecondary Education, the Office of Career Education, and the Office of Special Education and Rehabilitative Services meet bimonthly. By sharing program information, publications, and releases among themselves, the Committee members have coordinated program efforts and reduced duplication. The exchange of information is which takes place at the Committee meetings and through the biweekly informational mailings affects program planning at the member agencies. In addition, program briefings and seminars about the program efforts of the various agencies have been sponsored by the Coordinating Committee.

The Goordinating Committee has developed an information system which includes a publication entitled <u>Projects in Progress</u>. This publication contains data about current vocational education projects supported by agencies which are represented on the Coordinating Committee. It is collated and produced every year for CCRVE by the National Center for Research in Vocational Education. The total information system allows close monitoring and evaluation of each project, assists in the widest possible dissemination of project results and products, and provides a basis for more systematic planning. In fiscal year 1980, 375 copies of Projects in Progress were distributed to the Coordinating Committee agencies, vocational education leaders, and Congressional members and staff.

In addition, the Coordinating Committee publishes and disseminates a Guide to Federal Funding in Career Education, Education and Work and Vocation Education. This Guide is updated annually and provides general information about programs and funding sources in these subject areas. In fiscal year 1980, over 4,000 copies of the Guide were distributed.

ADAPTATION OF ARMED SERVICES' CURRICULA FOR CIVILIAN USE

Section 171(b)(3) authorizes contracts for converting curriculum materials prepared by the armed services for use in civilian vocational / education programs. The Departments of Defense and Education have ' cooperated to implement this section and have signed a "Joint Memorandum of Understanding."

This formal agreement is continuing and has improved the availability of curriculum and instructional materials produced by the armed services.

The Department of Education, with the assistance of the National Center for Research in Vocational Education, identifies and selects appropriate military curricula to be converted for civilian use. Three curriculum projects have been completed so far: dental assistant, physician assistant, and environmental health specialist.

A contract was awarded to Organization and Human Resource Development Associates, Inc., of Austin, Texas, to convert existing armed forces training materials for dental assistant and physician assistant into competency-based modules for use in the civilian sector. The dental assistant curriculum contains 28 separate modules. The physician's assistant curriculum contains 23 separate modules. The Department of Education awarded a contract to Consumer Dynamics of Rockville, Maryland, to convert curriculum for environmental health specialist for use in civilian programs. This project has been completed and will be available in September 1981.

Because the curricula for these three areas had already been developed and was available from the military, it was possible to produce civilian programs at a fraction of the cost of developing such curricula "from scratch."

SUBPART 3. BILINGUAL VÓCATIONAL TRAINING

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BILINGUAL VOCATIONAL TRAINING

Section 183 authorizes Federal funds for bilingual vocational training, bilingual vocational instructor training, and development of bilingual vocational instructional materials, methods, and techniques. These programs were transferred from the Office of Vocational and Adult Education to the Office of Bilingual Education and Minority Languages Affairs in May 1980. The fiscal year 1979 appropriation for these programs for use in program year 1979-80 was \$2.8 million. Sixty-five percent (\$1,820,000) of the appropriation was allocated for bilingual vocational training projects, 25 percent (\$700,000) was allocated for bilingual vocational instructor training projects, and 10 percent (\$280,000) for the development of instructional materials.

The purpose of the bilingual vocational training program is to prepare persons with limited English proficiency to perform adequately in a work environment which requires English language skills. Trainees acquire both vocational and English skills which enable them to compete in the job market. The program also fills the critical need for more and better trained persons in occupational categories which are vital to the Nation's economy.

Since the bilingual vocational training program began in 1975, eighty-seven 1-year projects have received grant awards. During school year 1979-80, 10 projects were funded which served Hispanic, Chinese, and Indo-Chinese adults with limited English proficiency. A total of 637 persons received training in such fields as electronics, accounting, banking and finance, clerical, food preparation, housing maintenance and repair, restaurant industries, basic office practices, bookkeeping, key punch computer operations; and as dental assistants.

The purpose of the bilingual vocational instructor training program is to meet the critical shortage of instructors who have both the job skills and the dual language proficiency necessary to teach persons with limited English proficiency. During school year 1979-80, three instructor training programs were funded: one each in Chinese and Spanish, and one combination for both Chinese and Spanish. A total of 90 persons received training to be bilingual vocational instructors in accounting, banking and finance, as chef instructors, and as instructor aides. These persons can be employed as aides, counselors, placement coordinators, or class-room teachers.

For the development of bilingual vocational instructional materials, one 18-month contract was awarded in program year 1979-80. The project "Assessing Successful Strategies in Bilingual Vocational Training Programs" will be completed in June 1981.

SUBPART 4. EMERGENCY ASSISTANCE FOR REMODELING AND RENOVATION OF VOCATIONAL EDUCATION FACILITIES

OF VOCATIONAL EDUCATION FACILITIES

Section 191 provides for emergency assistance for remodeling and renovating vocational education facilities. Local educational agencies in urban and rural areas may apply for funds if they are unable to provide education designed to meet current employment needs because of the age of their facilities or equipment.

Although Congress authorized funds for this program, no funds have ever been appropriated.

APPALACHIAN REGIONAL DEVELOPMENT COMMISSION PROGRAM

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APPALACHIAN REGIONAL DEVELOPMENT COMMISSION PROGRAM

The Appalachian Regional Commission (ARC) was established by the Appalachian Regional Development Act of 1965 to help build a better economy and a better quality of life for Appalachia and its inhabitants. The Commission has concentrated its education program in the field of vocational and technical training. The goal is to provide the people of Appalachia with the skills needed to participate productively in society and to compete effectively in the labor market.

This vocational program is administered by the Education Department, but distributes Federal funds that are transferred from the Appalachian Regional Commission. Grants are made for planning, constructing, and operating area vocational schools, and for educational projects which demonstrate area-wide planning, services, and programs. Projects that focus on vocational-technical, career, cooperative education, and guidance receive special emphasis.

Many ARC-assisted projects provide completely new vocational training opportunities for students in the Appalachian Region. Secondary and postsecondary vocational education facilities are built where none existed before, or occupational programs are upgraded and expanded to provide more training opportunities in both traditional and newly-emerging occupations.

Generally, an adequate network of vocational education facilities has now been constructed in Appalachia. Selected additional construction is still needed in some areas, including expanding existing facilities and renovating dilapidated or cramped quarters. A more common need in the region is replacing obsolete equipment.

Since the Appalachian Regional Development Commission Program began operating in fiscal year 1966, 715 area vocational education construction/equipment projects have been funded. We estimate that, when all of these projects are fully operational, over 400,000 students will be enrolled in the regular day school program. Adult programs in the evening add 'substantially to the number of students served by this program.

In addition to construction projects, the ARC program includes demonstration/operation type projects. The ARC has adopted these priorities for demonstration projects: effective ways to fully use vocational education facilities, career education, adult inservice professional development, home-based multi-media individual programs, self-paced programs, and innovative facility and equipment projects such as mobile classrooms or guidance facilities. These demonstration projects provide innovative learning experiences for both adults and youth.

Additional learning opportunities are also being created by the recent development of close cooperation between vocational education providers and State industrial development planners. Intensive industry-specific programs are being initiated. The programs frequently use existing vocational facilities and train a skilled labor pool for new, relocated, and growing industries in the region. This cooperative venture brings industry into closer contact with vocational education, a juxtaposition that benefits both, and insures that current state-of-the-art skills are provided to students.

During fiscal year 1980, 115 projects were funded with \$12.5 million ARC transferred funds and \$7.7 million State and local funds. This included both construction and demonstration projects. However, since fiscal year 1972 when Congress amended the Act to include demonstration projects, the trend has been a decrease in construction and an increase in demonstration projects. Since the Federal funds for this program are steadily decreasing, and since demonstration projects are less costly than construction, it is likely that this trend will continue.

APPENDIXES

APPENDIX 1. Enrollment Tables

- E- 1. Number of Teacher's and Staff (Unduplicated) by Program Area by State
- E- 2. Number of Teachers and Staff (Full-Time Equivalents) by Program and State
- E- 3. Number of Enrollments by Instructional Program Areas by State
- E- 4. Number of Enrollments by Racial/Ethnic Designation and Sex by State
- E- 5. Number of Enrollments by Program Level by State
- E- 6. Number of Enrollments by Program Level by Program
- E-7. Number of Enrollments in Occupationally Specific Programs by Level by State
- E- 8. Number of Enrollments in Occupationally Specific Programs by Racial/Ethnic Designation and Sex by State
- E- 9. Number of Enrollments in Cooperative Education Programs by State
- E-10. Number of Enrollments in Occupationally Specific Programs by Level by Instructional Program
- E-11. Number of Enrollments in Occupationally Specific Programs by Racial/Ethnic Designation and Sex by Program
- E-12. Number of Enrollments in Cooperative Education Programs by Program
- E-13. Number of Program Completers by Level and Transfers by State
- E-14. Number of Program Completers by Instructional Program by State
- E-15. Number of Program Completers by Level and Transfers by Instructional Program
- E-16. Number of Leavers by Program Level and Percent of Completion by
- E-17. Number of Program Leavers by Instructional Program by State
- E-18. Number of Leavers by Program Level and Percent of Completion

 by Instructional Program
- E-19. Number of Female Enrollees and Percent of Total Enrollment by Instructional Program
- E-20. Number of Students Benefiting from Vocational Education Programs by Specific Conditions by State

TARLE E-1. -- NUMBER OF TEACHERS AND STAFF (UNDUPLICATED) BY PROGRAM AREA BY STATE: UNITED STATES, OUTLYING AREAS 1978-79

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TABLE E-1. -- MINISTER OF TEACHERS AND STAFF (UNDUPLICATED) BY PROGRAM AREA BY STATES UNITED STATES, HUTLYING AREAS 1978-79

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	•		٦	1						. 0. 7	•		**	•	
VERMINT '	634	49.	11	114	140	24	0	130	U	183	0	48	35	Ů.	
VIRGINT A	9,269	un o	440	655	900	500	1,100	2,994	()	12,449	0	f · 40]	้ #1	. , 0	
WASHINGTUN	11,124	442	877	909	1,059	1,219	130	1,926	639	(3,179	89	1 364	241	ॐ 0	
WEST VIRGINIA	2,052	114	60	102	257	57	0	5 3,1	38	5,05	167	117	104	Q	
WISCONSIA	11,782	552	612	719	1,821	379	1,160	2,553	559	2,264	91	. 197	875	0	
WYUMTHG.	562	37	5.0	6	109	1	149	150,	1	61	28	.0	, 0	0.,	
TOTAL U.S.	368,897	17,056	20,132	26,721	36,309	12,967	19,440	74,493	17,550	87,015	12,570	16,704	14,942	12,993	
AMERICAN SAHOA-	44	0	• 1	4	, 6	υ	5	12	1	`11	v	0	4	0`	
NUMBERN MARIANAS	23	ű	ò	0	6	Ö	0	. 2	0	10	. 0'	0	. 1	U	
GUAN	127	- 7	, š.	o	. 18	ü	18	20	10	~ 33	5	11	' (9)	U	
PUERTU RICO	. 2,640	119	79	77	681	2Š	545	375	. 94	589	U	40	16	0	
TRUST TERRITURY	144	. 51	0	1	30	5	0	10	U	72	0	٩ 1	7	0	
CHITLYING AREAS -	2,978	145	82	85	741	. 27	568	419	<i>j</i> ·105	715	5	, 52	37	- 0	
U.S. R'DUTLYING AREAS	371,875	17,201	20,214	26,803	37,050	12,994	20,008	74,912	177655	87,730	12,575	16,761	14,979	12,993	

TARLE F-2. -- HUMBER OF TEACHERS, AND STAFF (FULL-TILE ERVIVALERIS) BY PROGRAM AND STATES
UNITED STATES, DUTLYING AREAS 1978-79

	•		•						1			•	
	4		AGPI-	011101		เกละ.	ULCUP.			.	THVUE		
	STATE	710141	CULTURE	oistat-		8	HOME	INO.	UFF 1Cf	TECH-	K	434111	SPECIAL
	SIRIT	1111 41,	Cartakt	HUTTUH	HEALTH	HIMKG	FCNM	AHTS	nccup.	MICAL	Inhus	. 50	NEC
					,								
	ALAHAMA	4534.4	. 449.3 *	159.2	405.1	559.3	134.2	34.0	676.1	144.3	1431.7	45.1	0.0
	ALASKA	584.2	9.3	9 4ج	33.6	52.0	31.6	26.0	169.4	24.9	197.6	14.7	
	ARIZINA	1.0	6.0	0.0	3.0	0.0	0.0	0.0	^δ ΰ . i)	0.0		-	0.0
	ARKANSAS	2307.1	263.5	60.2	319.5	393.3	35.6	43.9		-	0.0	0.0	o.h
	CALIFORNIA	19232.6	944.5	116615	1984.5	1973.1			307.1	0.0	684,3	199.7	البو
	COLORADO	3163.1	155.5	228.31	286.0		549.1	1461.7	5116.2	1145.6	4851.4	9.0	0.0
	CUNNECTICAT	4401.5		107.03		335.8	141.0	0.0	'843.A	394.6	761.5	0.0	0.0
	DELAKARE		62.0		4		35.0	1323.0	112A.0	11.5	684.0	168.0	~ 0.0
	DISTRICT OF COLUMBIA	1952.9	50.1	33.6	47.0	98.0	43.0	139.0	189.3	37.6	296.3	119.0	0 • v
	FLURIDA	0 8 0	0.0	7 0 0	. 0.0	, 0.0	0.0	0.5	0.0	0.0	4.)	0.0	0.0
		11.0	W • U •	• "•"	0.0	0.0	0.0	0.0	0.0	0°•0	(1.1)	(·•0	0.0
	GENRGIA A	12804.9		884.3	1224.9	158342	631.8	445.3	2873.1	642.1	4239.6	0.0	0.0
	HAMATI ×	534.6	. 55.0.	38.9	39.7	0.0	H.4	0.0	147.4	20.3	260.3	0.0	0.0
	IDAHII .		109.6	_28.7	79.8	146.8	14.1	10.3	138.8	36.0	384.7	52.9	0.0
	TLLINOTS	13333.5	663.4	564.4	1161.1	495.5	1188.6	0.0	3529.1	692.5	4180.6	85213.	V. U
	INDIANA,	3587.2	361.7	149.1	279.7	66.7 . ħ į	106.4	0.0	435.7	144.9	1205.10	8.425	y. U
•	TUKA	2149.9	385.5	127.0	349.1	344.1	64.B	6.5	263.8	118.2	515.1	1.55	9.0
l L	KANSAS	1427.6	\$19.9	60.8	152.5	283.4	8.05	57.8	136.9	15.6	446.1	33.8	0.0
	KENTLICKY	3919.2	311,4	153.4	436.5	555.9	772.9	79.4	752.1	55.1	1212.2	270.3	0.0
	LUUISIANA	4582.6	362.6	119.9	402.1	513.5	_87 . 8	312.7	1316.2	99.1	1329.6	39.0	0.0
	MAINE	1623.5	46.0	44.00	220.5	_ 144.0	41.0	0.0	255.0	88.0	696.0	89.0	0.0
	MARYL AND	3578.6	99.6	110.6	255.1	693.4	53.6	0.0	981.3	158.6	755.5	471.9	0.0
	MASSACHUSETTS	6936.0	156.0	219.0	538.0	493.0	121.0	798.0	1817.0	290.0	2544.0	0.0	กังผู้
	MICHIGAN 3	5677.4	177.3	266.5	810.5	540.4	224.9	0.0	900.7	572.3	1682.5	496.7	0.0
	MINNESOTA	5562.3	532.8	475.6	744.5	38.0	484.7	0.0	501.3	692.3	2093.2	0.0	0.0
	M1331351PP1	3545.9	325.9	134.1	265.8	536.9	87.3	261.9	27A.H	443.3	1330.1	0.0	102.2
	MISSOURI	3136.0	380.0	297.0	370.0	586.0	92.0	U .1	404.0	0.0	1003.0	U.0	0.0
	NEHRASKA	0.0	6.9	0.0	. 0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
	NEVADA	721.7	34.4	27.5	°35.1	75.3	10.5	13.5	194.2	50.54	204.7	75.4	. 0.0
	NEW HAMPSHIRE	1022.5	52.8	19.5	68.4	187.4	22.7	229.4	• •	* 0.0	184.7	43.1	0.0
	NEW JERSEY	751A.5	52.3	167.3	159.6	1457.4	41.0	2274.6	2183.9	90.0	1092.3	0.0	
	MEN WEXIGN)	A05.1	76.4	42.7	24.4	289.5	8.65	% 78.∕ì	99.8		155.4		9.0
	NEW YORK	0.0	0.0	, 0.0	3.0	0.0	0.0			13.5	-	7.6	0.0
	NURTH CAROLINA	5067.0	429.0	295.0		758.0		0.0	0.0	0.0	9.0	0.0	6.6
	NURTH DAKOTA	875.6	156.5		143.0		134.0	138 80	314.0	0.0	1402.0	1454.0	0.0
	OHIO,	11899.0		3H.9	56.0	,130.2	17.9	61.5	107.0	65.0	190.0	55.6	0.0
	OKLAHUMA .		724.8	768.3	696.6	1285.7	425.1	0.0	1422.7	10085	3148.0	404.0	2925.3
	OREGON	3646.0	513.0	94.0	387.0	395+0	63.0	0.1	944.0	396.0	667 0	167.0	0.0
		2433.0	121.0	41.7	21.0	620.0	26.0	735.0	412.0	13.0	377.U.	h7.0.	₩ (F, ()
	PENNSYLVANIA	7730.9	365.5	261.9	753.84	757.0	* 258.1	36.7		796.9	2247.4	0.0	V • "
	RHIDE ISLAND	966.0	7.0	18.0	95°Ü.	142.0	25.0	206.0	183.0	47.0 €	196.0	A 11 • ()	(1.0
	SUUTH CAROLINA	3850.8	179.5	113.1	1,46.7	357.7	57.4	63.6	709.5	130.6	908.6	1144.1	0.0
	SUUTH DAKOTA	347.2	71.9	28.6	6.8	149.B	7.4	0.0	₹ 26.0	0.0	56.6	6.6	v.ti
·	TEMMESSEE	0.0	0.0	0.0	0.0	· 1.0	0.0	0.0°	6.6	0.0	0.0	. 0.0	0.0
	TEXAS	13574.0	1631.7	699.0	1134.9	2424.5	773.5	264.11	1706.3	597.6	4662.8	279.7	0.0
	HATU	4557.4	145.3	247.8	135.1	1661.0	140.3	a 309.1	551.2	55.8	1124.1	186.4	0.0
					•			***			14		



TABLE E-2. -- NUMBER OF TEACHERS AND STAFF (FULL-TIME ENUIVALEGES) BY PERSHAM AND STATES UNTITED STATES, DUTLYING AREAS 1978-79

STATE		AGRI-	DISTRI~	HEALTH	COMS. R HMMKG	000UP. HOME ECON	140. AHTS	OFFICE OCCUP.	TECH- HICAL	THADE 8 Inuus	UTHER NEC	SPECIAL NEC
	•						0.0	67 . 9	, 0. U	140.2	+ 0.0	0.0 *
VERMONT	414.9	45.3	9.43	13.7	119.7	18.8		-	0.0	0.0	(· . U	0.0
VIRGÍNIA	0.0	0.0.	0.0	v.0	0.0	0.0	0.0	0.0	-	-	62.4	0.0
HASHINGTUN	4281.9.	* 325.4	: _2A7.A	3A5.0	515.4	300.9	42.4	91A.A	227.8	1216.1		
WEST VINGINIA	1711.9.	111.3	\$ 50.3	97.8	224.4	57.0	0.0	503.0	36.9	505.0	117.2	~ 0.0 5 0.0
HISCUNSIN	1734.R	64.8	160.1	277.6	153.0	16.4	0.0	524.3	359.6	179.0	. 4.0	
WOMING	511.A	34.4	19,6.	4.4	99.8	1.0	135.4	138.0	1.0	56.4	21.4	. 0.0
MTAL U.S.	182411.2	•	•	15145.0	23588.40	6751.3	958n.7	36620.6	8505.3	51417.1	7336.6	3107.5
<i>C</i>					6.0	0.6	5.5	12.0	1.3	11.3	0.0	0.0
AMERICAN SAMDA .	41.6	0.5	1.0	4.0		_	0.0	1.2	0.0	8.0	0.0	4.0
NURTHERW MARIANAS	17.0	-3.1	0.0	0.0_		0.0			6.7	20.0	5.0	0.0
GUAN	81.2	1.0	2.0	0.0	16.5	0.0	16.3	13.7	94.0	589.0	0.0	0.0
. คบัยสาก ครอง	2585.5	119.0	_ 79.U	77.5	681.0	25.5	· 545.0	375.5		62.9	0.0	0.0
TRUST TERRITURY	117.3	16.8	0.0	1.0	24.8	1.7	0.0	10.1	0.0	06.4	V • V	•••
· OUTLYING AREAS	2843.2	140.4	82.0	82.5	733.6	27.2	5.66.8	412.5	102.0	691.2	5.0	0.0
U.S. & QUILYING AREAS	185254.4	11647.4	8934.0	15227.5	24321.6	6778.5	10147.5	37033.2	8607.3	52108.4	7341.6	3107.5

TABLE E-3. -- NUMBER OF ENROLLMENTS BY INSTRUCTIONAL PROGRAM AREAS, BY STATE: . UNITED STATES, OUTLYING AREAS 1978-79

					CONS.	OCCUP.				TRADE	-
STATE	TOTAL	AGRI- Culture	DISTRI- BUTION	HEALTH	E HMMKG	HOME ECON	IND. Arts	OFFICE OCCUP.	TECH- N1CAL	INDUS	UTHER NEC
;				***	. , !				•		
tca .		•			(•			•		
AL ABAMA	221,486	35,655	7,952	9,642	54,128	6,512	/ 3,249	35,291	1,850	65,511	4,729
ALASKA	39,620	476	2,667	1,136	5,096	890	1,041	13,238	1,438	10,621	3,017
ARIZONA	1617,540	. 6,009	16,385	4,507	60,243	4,706	127010	20,061	362	14,465	22,792
ARKANSAS	130,735	21,395	5,212	8,562	42,129	5,260	2,053	19,424-	588	26,045	11,067
CALIFURNIA	1,869,684	77,479	138,832	70,575	274,100	61,941	193,093	582,414	79,833	76,763	14,654
COLORADO	145,132	4,159	5,757	7,960	35,514	- 7,022	0	38,604	10,035	25,543	11,138
CONNECTICUT	209,316	1,999	4,778	4,210	87,402	.1,950	24,784	43,615	1,981	32,733	5,664
DELAHARÉ	65,796	2,720	1,563	2,341	3,367	4,990	11,352	14,086	2,219	17,715	5,443
DISTRICT OF COLUMBIA	23,248	129	876	333	803	8,342	6,349	3,950	0	2,466	0
FLORIDA	1,152,424	55,184	71,313	74,365	111,002	142,676	45,296	281,156	26,593	264,123	80,716
GEORGIA	432,287	25,038	11,762	13,888	101,800	8,440	47,209	98,218	4,215	70,955	50,762
MAWAII	57,726	2,765	3,713	857	16,745	2,067	1,593	14,950	1,272	12,256	1,506
IDAHO	44,211	4,974	2,396	1,795	15,200	291	816	7,813	304	9,309	1,313
ILLINOIS	. 802,153	35,868	58,857	39,960	40,800	61,466	Ō	254,827	23,276	249,028	18,071
_ INDIANA	223,079	27,148	7,695	10,223	48,640	3,265	Ó	23,615	13,558	74,438	14,497
o IONA '	328,223	36,004	14,008	72,765	100,133	12,196	48	34,562	4,289	44,118	10,100
u Kansas	111,598	10,545	5,347	9,009	36,008	3,574	3,723	12,023	982	30,291	96
KENTUCKY	292,546	22,295	12,432	6,869	78,422	3,326	9,135	30,870	* 605	79,131	49,461
LOUISIANA	246,576	20,854	8,136	9,737	54,996	3,026	29,505	76,973	1,146	41,525	678
MAINE	43,359	790	2,054	6,469	9,749	839	0	5,782	1,453	15,875	348
MARYLAND ,	277,904	4,997	9,345	10,852	101,433	1.723	Ó	84,649	15,140	36,506	13,259
MASSACHUSETTS	311,404	3,561	10,590	8,210	43,036	4,070	73,107	95,449	6,775	55,094	11,512
HICH1GAN	361,036	15,003	31,807	. 22,241	89,090	13,439	0	71,464	23,449	86,339	8,204
MINNESOTA	462,214	56,147	25,937	29,951	110,288	20,407	ŏ	48,860	19,267	160,357	0
HISSIGSIPPI	. 164,372	22,147	8,125	4,482	40,704	3,224	25,007	14,386	2,263	42,681	1,353
MISSOURI	242,543	22,339	15,406	9,408	86,715	5,382	0	28,884	7,738	52,305	14,366
NEBRASKA	99,591	9,363	5,681	6,648	31,312	1,840	0	17,221	. 0	22,137	5,389
NEVADÃ	35,150	1,270	1,178	636	3,677	314	1,288	10,520	1,435	11,898	. 2,934
NEW HAMPSHIRE	48,698	2,545	1,986	1,945	10,615	1,281	13,515	7,064	987	8,130	630
NEW JERSEY	820,068	3,680	21,245	17,101	144,687	5,285	340,054	144,316	19,601	121,947	2,152
NEW MEXICO	56,353	4,778	3,028	1,831 -	13,845	3,844	9,005	7,005	568	10,573	1,676
NEW YORK	1,521,940	16,824	37,665	41,215	479,038	12,716	386,059	357.012	40,453	150,958	0
NORTH CAROLINA	631,903	31,069	41,844	67,595	91,977	23,644	15,638	76,221	20,910	152,953	110,052
NORTH DAKOTA	46,772	7,,627	2,759	1,345	14,975	936	3,099	6,426	1,016	8,589	. 0
OIHO	825,487	44,421	63,886	36,722	150,555	15,194	0	58,422	5,665	124,842	315,780
OKLAHUHA	202,973	30,680	7,538	8,055	34,057	3,699	1,015	28,339	9,481	56,401	23,708
OREGON	217,904	7,976	12,055	7,865	48,971	2,579	50,646	43,061	5,756	38,877	98
PENNSYLVÁNIA	441,687	21,091	16,374	26,758	73,562	-10,530	1,226	101,670	19,309	152,138	18,939
RHODE ISLAND	43,318	648	765	1,297	5,887	967	8,329	15,410	1,053	6,653	2,289
SOUTH CAROLINA	296,453	16,623	8,083	6,996	55,615	3,056	7,175	49,064	9,741	45,880	94,000
SOUTH DAKOTA .	28,801	4,890	1,280	1,203	14,411	561	· •••	1,529	,,,,,	4,667	560
TENNESSEE	285,110.	16,752	11,290	12,780	49,462	7,806	30,516	45,166	15,526	64,336	11,476
TEXAS	1,074,022	116,234	78,778	40,454	350,604	32,702	55,620	106,082	37,176	179,984	76,388
t ward	., ,	,	10,110		3307004	361.46	331050	1001005	3,11,0	. / / / / / /	, 0 , 3 0 0



TABLE E-3.--NUMBER OF ENROLLMENTS BY INSTRUCTIONAL PROGRAM AREAS BY STATE: UNITED STATES, OUTLYING AREAS 1976-79

									3		
STATE	TOTAL	AGRI- CULTURE	DISTRI- BUTION	HEALTH	CONS.	OCCUP, HOME ECON	INĎ. Arts	OFFICE OCCUP.	TECH-	TRADE & INDUS	UTHER
٠.	>:		Ċ			,	,			. ·	
UTAH VERHONT VIRGINIA WASHINGTON WEST VIRGINIA HISCONSIN	85,792 29,736 450,969 404,066 130,812 601,272	4,284 1,785 35,504 22,389 5,213 38,821	6,544 866 41,710 30,954 4,494 29,563	3,411 611 7,368 16,825 12,908 24,458	131,291	2,805 512 6,585 16,568 1,901 13,928	7,180 0 55,010 4,635 0 125,027	18,582 5,183 93,592 75,450 33,563 159,388	1,051 7,315 15,171 4,052 9,006	27,207 12,037 -71,807 99,650 36,343 60,764	2,238 625 43,661 20,224 10,526 9,026 338
HYDHING TOTAL U.S.	20,045	2,091 959,205	1,134	,456 788,830	3,426	. 577,032	4,524	6,663	86 469,383	1,292	-
AMERICAN SAHDA NORTHERN MARIANAS GUAH PUERTO RICO TRUST TERRITORY	2,175 1,671 5,922 191,458 4,660	15 401 49 4,168 614	57 0 89 14,138	85 0 0 2,240	513 371 1,866 59,735	0 0 0 780	492 269 1,734 70,274 207	654 50,	67 0 272 2,478	292 565 960 21,783	,
OUTLYING AREAS	205,886	5,247	14,284	2, 325	64,03\$	786	72,976	17,490	2,817	~ 25,538	300
U.S. & OUTLYING AREA	AS 17,033,620	964,452	927,929	791,155	3,658,475	577,818	1,681,927	3,439,623	472,200	3,411,796	1,100,245

TABLE E-4. -- NUMBER OF EMPOLLMENTS BY RACIAL/ETHILC DESIGNATION AND SEX BY STATES. UNITED STATES, OUTLYING AREAS 1978-79

` {		VHEB1CV	N INDIANI	ASIAN A	HEPICAN/	bL	ACK,	· ·		HH	116,
,		ALASKA	N NATIVE	PACIFIC	ISLAMUER	NUT H	13PANIC	H13P	AHIL	HIUM	ISPANIC
3174	ाम स	MALF .	FEMALE	MALE	FENALE	HALE	FLMALE	MALE	FEMALE	MALE	FEMALE
	• \				•		•				
1		•			•			•			
ALARAMA .	206,193	71 .	45	121	81	35,657	36,108	278	187	70,308	47 - 44
ALASKA	37,984	5,008	5,891	282	- 272	528	705	204	153 2 3 0	12,834	63,336
AR I ZUNA	115,148	5,328	5,495	502	433	1,044	-	9,091	12,432	26,953	11,370 51,440
ARK ANSAS	.108,482	152		85	322	13,152	19,472	153	909	38,651	
CALIFORNIA	1,676,506	10,251	9,621	43,095	39,914	78,219	92,314	126,248	139,672	576,415	35,527 558,557
CULUPADU	115,262	590	685	636	647	2,395	3,619	6,219	8,383	41,624	50,227
CUNNECTICUT	200,379	263	216	, 338	385	11,058	15,602	4,161	5,049	71,676	91,251
DELAWARE	54,849	143	179	130	152	5,218	7,223	252	302	21,565	19,685
DISTRICT HE CHEHMHIA	22,436	. 0	U	1.50	. 0	11,870	10,402	5.5	, 14	51,303	82
FLORIDA	855,567	1,222	17253	3,678	3, 348	89,767	107,944	31,384	35,221	245,974.	285,776
GEURGIA .	341,609	743	522	544	510	57,175	67,400	494	423.	124,404	129,484
HAHATI	49,601	40	, 66	16,586	21,062	176	265	782	637	4,241	5,546
IDAHO	33,540	198	282	120	127	. 50	39	382	533	14,223	. 17,626
ILL INUIS	731,417	557	542	2,459	2,421	54,579	60,748	11,353	10,514	297,978	290,646
INDIANA	153,874	148	114	238	173	6,590	6,751		1-098	67,949	69,668
JUHA	123,322	54	iòì	150	. 222	617	1,420	1,125	301	53,371	66,677
KANSAS	87,202	472	688	2,702	3,952	460	417	872	1,092	33,564	45,049
KENTUCKY	206,991	43	50	116	116	8,563	11,679	معرج ه	38	\$0,759	~\$45,565
LUUISIAHA	208,975	222	329	502	410	33,980	46,297	7 3 7	503	40,423	65,572
HAINE	28,162	77	46	16	6	19	10	iż	17	9,925	12,004
HARYLAND	229,766	782	1,095	1,443	2,529	22,728	40,974	802 4	. 1,171	58,963	99,279
HASSACHUSETTS '	281,243	76	120	692 /	759	5,184	3,959	2,460	2,449	138,395	- 127,129
MICHIGAN	310,560	1.271	1,240	562	604	13,646	19,887	1,719	2,491	117,847	151,323
MINNESHIA	204,534	1,165	654	· 5A9	451	1,577	2,151	747	561	92,922	103,417
HISSISSIPPI · '	121,620	35	49	98	165	29,045	27,147	62	124	36,103	28,792
MISSIURI ·	203,498	, 458	549	` 2 2 8	289	11,331	20,748	37.3	490	73,201.	95,791
NEHFASKA	71,972	348	327	84	22 2	1,625	1,893	483	_637_		34,766
NEVADA	31,222	372	339	231	186	1,260	1,255	715	577	14,676	11,585
NEW HAMPSHIRE .	48,112	38	65	32	35	90	48	31	55	27,012	20,739
NEM JERSEY	679,858	312	277	3,978	3,536	62,596-	52,465	25,403	¥9,975	281,588	229,726
HEM MEXICU	53,437	1,855	1,703	91	81	539	706	11,406	12,589	12,428	12,034
NE# YURK	1,224,819	2,748	2,167	4,534	5,777	106,938	143,385	29,332	43,648	482,423	403,867
NURTH CAPULINA	379, 277	2,710	2,556	305	211	57,144	60,316.	590	414	348,309	106,618
NURTH DAKHTA	35,760	632	544	9	31	18	85	7 44	· 30	17,974	16,450
OHIO .	612,517	392	- 440	713	698	57,786	63,972	4/218	4,135	222,025	256,135
OKEAHUHA	139,350	4,708	5,643	696	609	4,770	5,863	770	704	60,649	54,938
CIREGIN	187,133	584	474	741	549	966	728	857	. 640	93,543	88,051
PERMBYLVANTA	323,592	3/17	318	437	455	17,557	23,010	1,559	1,480	123,886	154,583
RHUDF ISLANJ	35,949	9	16	S1 -	32	726	1,098	47	77	14,367	14,596
SHITH CAPULINA	214,161	1,812	375	269	249	44,729	54,578	242	146	56,400	55,361
SUUTH DAKLITA	25,75u	4110	. 39 H	16	34	16	40	27	72	10,254	141484
TENVESSEE	222,414	485	330	264	162	26,171	27,477	213	110	93,554	73,648
TEXAS	~777,45 🕈	1,379	1,969	2,813	2,606	6L/525	76,753	75,362	81,812	235,561	237,671



/				INDIAN/		AMERICAM/ ISLANDER		ACH,	11 31	ANIC		HITF, HISPANIC	
	STATE	101AL	MALE	FEMALE .	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	HALE	FEMALE	
		,						•					
	a HTAH	83,58 3	637	555	660	457	154	127	1,075	904	43,134	35,880	
	- VF-R1111N1 - '	17,667			4_	. 8	1 U	13	4	. 8	7,154	10,443	
	VIRGINTA '+	330,494	201	34.0	1,119	1,105	36,063	45,802	771	€ 66%	156,486	118,035	
	WASHINGTINE	238,852	2-015	2,700	1,644	2,043	1,858	2/186	3,392	4,460	97,654	121,000	
	AEST VIRGILIA	81,167	341	287	88	112	2,226	2,368	29	34	35,265	40,417	
	MISCHASIA	469,523	872	1,013	341	328	3,974	5,818	1,907	1,309	239,615	214,346	
	MAIDWINI.	19,022	 5	p	1	. 5	58	چره	237	444	9,647	8,619	4
•	THIAL U.S.	13,046,269	53,197	52,728	45,003	98,898	983,623	1,175,782	360,914	400,400	4,915,849	4,909,870	
	AMERICAN SAMUA	2,175	0,	0	1,021	. 1,151	0	0	0 1	0	0	, 3	
	HUPTHERN MARIANAS	1,071		• 0	873	796	. 0	U	0	0	. 0	2	
	GIJAH	5,461	0	΄ υ	2,885	1,975	13	11	. 0	U	535	242	
	PUERTU RICO	168,313	Ö	0	0	0	0	ø	92,546	75,767	0	Ú	
	TRUST TERRITORY	4,660-	Ü	Ô	2,716	1,943	U	0	U	0	ŋ	1	
30	DUTLY LIG AREAS	042,54L	. 0	ı)	7,495	5,865	13	11	92,546	75,767	335	248	
	U.S. & DUTLYING AFFAS	13,228,549	53,197	52,728	102,498	104,763	983,636	1,175,793	453,465	476,167	4,916,184	4,910,118	

TABLE E-5. -- WUMBER OF ENPOLLMENTS BY PROGRAM LEVEL BY STATE:
UNITED STATES, DUTLYING AREAS 1978-79

•			LMENT BY PROGRA	1 LfvtL		•
STATE	TOTAL	UE1 () W GPADF 11	GHALES 11#12	PUST- SECUNDARY	ADULT (LING-TERM)	ADULT (SHURT-TERM)
•				•	· · · · · · · · · · · · · · · · · · ·	•
AL Abaha	200,193	83,110	75,787	17,616	29,680	15,293
ALASKA	37,984	12,112	12,170	10,884	2,818	1,636
APIZONA	115,148	55,806	59,342	0	0	46,392
AHKANSAS	108,482	34,983	64,503	527	8,469	30,253
CALIFORNIA +	1,670,506	367,484	570,A08	540,695	197,519	193,178
CULURADU	115,262	19,778	49,396	19,275	26,813	30,470
CHANECTICHT	200,379	120,810	02,762	10,153	> 6,634	8,937
DELAWARE	543849	31,108	12,586	6,491	4.664	10,947
DISTRICT OF CULUMBIA	22,436	9,494	11,37.4	598	970	812
FLURIDA	855,567	4/15,276	247,329	62,840	100,122	296,657
GEUNGIA	381,699	221,184	121,901	36,702	1,912	50,588
HAWAII	49,601	10,426	25,775	9,398	4,002	H, 125
TUANIT	33,580	1-2,078	16,657	4,627	218	10,631
	731,817	250,014	305,596	140,199	\$ 36,008	70, 136
ILLINDIS	153,874	44,818	64,712	38,154	6,190	69,205
INDIANA		27,133	62,728	9,487	623,974	204,901
ITIWA	123,322	201707	37,348	91366	13,781	24,396
KANSAS	47,202	92 ,5 03	91,584	4,372	18,532	85,555
KENTHCKY	206,991		* 88,004		25,796	37,601
LUUISIANA	208,975	45,175		1,110	2,322	21,197
MATHE	22,102	5,219	13,505	43,707	()	48,138
MARY(AND	229,766	106,033	80,026	21,155	5,526	30,161
MASSACHUSETIS	281,243	48,701	209,161			50,476
HICHIGAN	310,560	47,149	168,470	83,826 .	11,115	257,680
MINNE SUT A	. 204,534	> 0	163,353	41,181	10,316	42,752
MISSI391/PI .	121,620	60,452	44,344	6,508		39,045.
MISSOUM/	203,498	O	160,749	22,759	14,990	
NEHPASKA	71,972	10,669	35,560	. 15,527	4,216	27,619
NE AUN	31,222	12,499	13,309	3,841	1,573	'3,928
NEW HAMPSHIRF	48,112	14,911	26,841	5,875	485	586
NEW JÉRSEY	6 79 ,858	449,524	192,597	36,329	10,408	1/10,210
NEW MEXICO	53,437	21,422	20,728	5-36	10,351	2,416
NEW YITHK	1,224,819	305,789	685,748	147,364	85,918	297,121
NURTH CAPILINA	379,177	186,270	96,746 .	66,727	29,504	252,720
NORTH DAKUTA	35,760	A,735	21,663	3,144	2,219	11,012
0H10	612,514	372,924	¥ 197,094	18,933	23,563	212,973
OKLAHUMA	139,350	51, 80A	43,944	40,122	4,476	63,623
OREGUN	187,133	33,272	106,442	36,002	4,367	30,771
PENNSYL VANIA	323,592	A1,475	181,113	43,557	~ 17,447	118,095
RHUDE TSLAND	35,949	10,717	21,768	3,504	o	7,329
	- 214,161	` 68,3#7	84,854	39,615	17,305	82,292
SUITH CAPULINA	25,1750	11,073	11,034	5	3,043	3,051
SUUTH DAMUTA	621110	11,073	117034	"	2.042	2.00



TABLE E-S. -- JULIER DE EDMILLME ITS BY PROGRAM LEVEL BY STATES, JULIET BY AFFAS 1978-79

		3		E::P	CILLPENT BY PPICE	AM LEVEL		,.
7	STATE	•	THAL	S SELUA GRADE 11	Lival ES	PUST = 5ELIU(1)ARY	(LUNG-IERH)	(Showl-1EMM)
•	IFHUFS9EF IEXAS UTAH VERMENT VIRGINIA MASHINGTH MEST VIRGINIA MISCHNSIN MYUMING	•	272,414 777,451 83,583 17,667 330,494 238,852 81,167 469,523 19,022	101,244 520,339 32,630 5,895 77,229 0 21,790 378,639 8,160	73,106 253,576 30,848 11,598 195,905 134,692 43,535 14,365 10,374	26,734 154,223 19,354 0 35,864 46,596 12,004 44,918 3435	19,275 49,313 751 174 21,496 57,564 3,827 51,601 145	. 62,646 296,571 2,209 12,069 120,475 165,214 49,645 131,749 1,023
3	AMERICAN SAMUA NORTHER MARIANAS GUAD PUERTO PICO TRUST WELVIOURY UNITETIAL AFFAS U.S. & HUTTYLOG ARI		2,175 1,671 5,461 168,313 4,660 182,280	1,427 3,136 115,799 2,863 124,197	754 244 1,527 39,742 1,542 43,814	292 1,839 255 2,800	30 506 10, 433 0 11, 469	23,145 . 0 . 23,606 . 3,845,071

TABLE E-A. -- HUMBER OF ENROLLMENTS BY PROGRAM LEVEL BY PROGRAMS UNITED STATES, OUTLYING APEAS 1978-79

		ENRI)L	LHELL PY PROGRAM	LEVEL		
' PRUGRAM	THTAL	HELLIM GRADE 11	GRADES 11812	PUST = SECURDARY	ADULT (LUNG-TERM)	ADULT (SHURF-TERM)
,				*	0	•
	•			٠ .		
AGRICULTURE	763,697	354,644	337,954	49,038	22,061	200,755
UISTRIBUTION	644,177	68,706	300,086	216,365	57,020	283,752
HEALTH OCCUPATIONS	436,249	30,201	90,799	216,722	94,527	354,406
PREP. FUR UCCUP. UF HUMEMAKING	Q,838,420	1,363,882	1,396,653	30,095	47,790	820,055
OCCUPATION'AL HOME ECONUMICS	445,979	175,547	182,099	61,177	27,156	131,839
OFFICE OCCUPATIONS	2,887,981	728,353	1,315,080	640,692	2113,856	551,642
TECHNICAL	374,426	· 8.874	18,746	306,126	40,680	97,774
TRADE & INDUSTRIAL OCCUPATIONS	2,253,715	455,385	990,289	378,451	429,590	1,158,081
INDUSTRIAL ARTS	1,665,311	1,113,446	550,53t	1,309	25	16,616
OTHER NEC	918,594	634,499	193,657	يهندن 47,583	. 42,855	189,651
ŢUTAL ,	13,224,549	4,933,537	5,375,844	1,449,558	969,560	3,805,071

•	~	ELHOFFWENT HA	PRIIGRAM LEVEL		•
• `		GRADES	3 PHSI-	I Julia	ADJIL 1
STATE	TOTAL	11 % 12	SECUMBARY	(Lub6=16=3)	(Syn#1+1#PP)
•					
** *		F. 11 . 3	11 0.1		
ALABAMA	1017814	58,206	15,491	28,211	14,677
ALASKA	21,011	8,776	19,249	5,5m6	L + 1: 5e-
AH [ZIIII A	24,146	24,146	() ()]	·	211,17h
ARNATISAS	35,870	26,874	527	8,469	
CALIFORNIA	1,076,344	372,787	519,277	1811, HRU 26, 709	164,196 20,138
CULUHADU	81,625	35,910	19,000	· ·	60,130 H,937
CUNNECTICAT	52,287	35,704	16,153	6, (13)	· · · · ·
DELAMARE	17,985	6,833	6,491 1598	4,664	10,947 812
DISTRICT OF COLUMNIA	12,992	11,374			_
FLHKIDA	* *208,572	122,541	62,407	63,624	92,345
'GEURG1 A	113,731	86,651	25,168	1,912	7 407
HAHATI	. 31,991	18,591	9,398	4,002	2,803 3 84503
Трани	14,026	9,558	4,250	218 .	
ILLIMITS	352,263	216,657	104,724	30,682	57,342 28,890
INDIAHA	67,247	34,573	28,374	4,300	- 3,945
IUHA .	58,061	26,736	9,487	21,838	23,209
KANSAS	43,965	20,818	9,366	13,781	62,518
KLNLIICKA	63,793	50,475	1,360	11,958	72,510 34,678
LUUISIANA	- 77,766	54,261	, 0	23,505	21,137
MALIER ~	12,281	8,987	97.2	. 5,355	39,671
MANYLAND	100,113	56,406	43,707	11512	20,141
HANNALHUSE 118	69,816	55,994	11,611	A, 5:15	46,133
HICHIGAN	186,395	114,434	63,356 41,181	.,,,,,,	210,789
MINHE SULA	141,137			10,316	42,752
MISSISSIPPI	41,734	24,910	6,50B 21,671	17,911	34,39H
M1550UP1 .	107,064	67,482 18,925	13,997	4,216	19,350
MEBRASKA	37,138		3,841	1,391	3,752
ribycian Acceptance	11,188	5,956	2,758	2)7	541
NEW HAMPSHIKE	11/133	8,168 14,854	30,329		0
NEW JEHSEY	91,591 : 23,727	12,840	536	10,351	1,046
NEW HEXILLI		329,511	146,511	A5,608	27,192
HEW YORK	561/630 166/718	70,487	66,727,	29,504	213,695
NURTH CARULINA	19,036	13,668	3,144	2,21A	6,10h
NORTH DAKITA	181,588	139,092	18,933	23,563	176,937
UNIO	- 67,573	30,199	32,498	4,476	20,760
UREAHUMA	. 78,571	31,202	38,402,	9,367	6,931
UREGIN	195,543	134,308	40,962	16,273	27,543
PENNSYL VA 11 A	177/343 18,087	14,583	. 3,504	(1.72.73	7,329
KHUDE ISLAND	~ 105,020	57,280	33,795	13,945	,,,,,,
SUITH CARILLINA	9,723	6,680	()	3,043	2,465
SUITH DARULA	98,965	51,088	28,681	19,196	55,970
TFNIH SSEE	337,310	135,928	154,223	49,159	139,810
IEXAS		24,738	, 19,142	340	1,066
UTAH	44,220	F. 11 1 30	, 1,,,,,,	J. 1. 17	1,000

ERIC

TABLE 6-7.-- PUSHER OF EURULUSESTS IN OCCUPATIONALLY SPECIFIC PROGRAMS BY LEVEL BY STATES UPITED STATES, OUTLYING AREAS 1978-79.

#	•					
•	v		- FURTIL MENT BY GRADES	PRIIGRAM LEVEL	ا بالأناب	- ADUL1
SIAIC		TUTAL	11 8 12	SECUNLARY	(LUHG-TERM)	(SHURT-TERM)
		~ ~				•
VEH-MINT 1		9,030	8,856	0	174	. 5,762
VIRGINIA	•	154,257	96,934	35,804	21,459	65,344
HASHINGIII.		151,349	77,568	46,596	27,185	143,434
WEST VINGTHIA	*	50,152	34,355	12,09	. 3,788	
W1SCHWS11		65,629	14, 365	27,142	21,122	21,177 7,415
WYIM I NG	•	3,491	3,003	343	145	416
••						
1111AL 11.5.	•	5,646,8119	3, 218, 228	1,791,379	837,242	1,934,455
AMERICAN SAMUA	•	1,170	726	414	30	ŋ
MURTHERY MAKTAHAS		178 -	178	٠0	0	a
GUAK		1,382	. 584	292	- 506	. 461
PUERTO RICO	_	31,239	18,467	1,839	10,933	, A,324
TRUST TENRITURY		1,479	1,224	255	Ü	Q
CHITLYING AREAS		35,448	· 4 · 21,179	2,800	11,469	A,785
H.S. AND HUTLYING AREAS	, ·	5,682,297	3,039,407	1,794,179	848,711	1,943,640

TABLE 1 -- - THOUSE IS ECHOLOMENTS TO OCCUPATIONALLY SPECIFIC PROGRAMS BY RACIAL/ETHAIC DESIGNATION AND SEX BY STATES OUTLYING AFFAS 1978-79.

				I INDIAUZ I GATIVE		AMERIT AUZ		KCK, ISPALIC	H[9F	WHIT .	ня 9 чітн	11E, 15PAHIL -
	STATE	HOTAL	MALF	FEMALE	LALA	FEMALL	MALE	FEMALF,	- HALE	FEHALE	- nale	FEMALE
	•							•	٠		Á	,
	AL AIJAMA	101,818	46	19	94	41 .	19,446	13,432	256	156	40,525	21,333
	ALASKA	21,611	1,841	1,827	1/80	°, ∠?3	339	449	149	172	h,897	7,534
	AR 1 ZITEA	21,146	2,631	1,347	2.15	119	201	428	1,466	2,647	6,356	8,291
	ARKANSAS	35,870	78	2.3	. 59.	. 19	4,269	3,090	79	48.	17,242	10,983
	&CALIFICHNIA	1,075,940	7,147	6,548	31, 194	28,157	56,800	61,950	78,274	. 80,553	364,243	358,028
	CULURADO	41,625	466	387	541	470	1,915	2,480	4,5116	4,623	33,478	32,/39
	CIVINE CALCUT	52,247	39	37	7(.	105	3,088	4,053	450	1,045	20,461	22,527
	DELAMARE.	17,948	30	51	am 17	17	1,422	2,245	. 41	61	· 7,677	6,417
	DISTRICT OF COLUMBIA	12,942	C.	i,	. 4	(t	4,534	' 8,395	<i>J</i> _0	, 3		3
	FLURIDA	248,572	261	* 306	1,031	903	50,048.	-22,949	7,876	9,081	99,210	86,791
	- GFORGIA	1113,731	505	40	165	126	16,319	16,969	187	1 34	40,875	36,655
	HANAII	~\\ 31,991	56	2 2 .	12,189	15,690-	. 15/1	98	954	457	6,00,0	2,844
	f (+A)+()	14,426	31 -	112	` 68	52	23	15	147	. 149	, 6,732	6,637
	16614018	352,263	317	364	1,364	1,438	25,775	33,589	5,480	5,841	140,709	137,354
	1 (4)] [A () A	67,247 .	108	50	166	. 70	3,056	5,199	742	253	44,245	10,302
	Itina	50,061	36	35	195	54	291	2311	149	1.031	32,2115	24,750
,	KAUSAS	113,965	302	245	1,680	. 1,546	376	, 256	583.	. 428	211,512	17,990
	KFYTHCKY	h3,743	, ' 5	7. 40	37	. 29	2,681	2,862	34	13	31,041	27,087
	LUUISIAMA	77,766	73		261	196	13,711	14,711	308	227	24,657 4,201	3,435 3,435
	MATHE :	18,281	69	20	. 15	4	18		15	<i>1</i> 375	32,446	39,645
	MARYLAND	100,143	-270	248	533	562	10,100	15,468	366		42,785	22,755
	MASSACHUSETTS	69,816	65	33	109	73	1,698	G 1,440	765	1,464	45,445	79,163
	HICHIGAN	146, 395	800	542	335	311	7,778	\$ 9,324	1,115	486	74,363	57, 843
	MINIESUIA /	141,137	1,109	528	521	505	1,283	. 99#	604 23	16	16,313	9,160
	M1881881PP1	41,734	14	17	1.31	33	10,098	6,029		300	56,815	357570
	MISSUUHI	107,064	379	363	190	180	5,633	7,326	30H 209	243	14,534	14,948
	NEBRASKA	37,138	174	- 0	, 64	47	1,032	780	207	219	5,442	3,412
1	NEVADA .	11,188	155	101	68	6,3	\$14	, 460	9	3	5,467	5,034
	и и напреплет 😼	11,133	16	26	, •	10	¥ 5,916	5,643 .	1 645 1	1,561	42,434	33,106
	MEM JEPSEY	91,591	102	76	433	369 37	224	227	5,117-	5,023	6,407	5,197-
	HEN MEXICO	23,121 7		945			34,302	64,683	15,927	30,116	178,567	221, 117
	NEM AFIRK -	551,630	PSR	1.208	3,000	4,111 \$ 139	22,176	19,455	505	305	70,261	51,060
	NURTH CAPILINA	166,718	1,212	1,003	7 202	13	15	1,,,,,,	20	15	10,946	7,276
	NUMBH PAKUTA	19,630	430	273		43	13,884	14,721	959	646	79,151	71,665
	OHIU	141,548	155	155	119 395	. 500 43	2,964	3/151	454	295	.32,435	23,465
	IJKL AHIJMA		J- 5.141			475	561	549	560	6 2 0	39,745	34,707
	DREGUE .	74,571	464	` 415	563 338	265	9,7912	12,346	742	t 500	92,169	88,734
4	PE PISYL VA 11 A	195,543	. 177	1 40	21	55 502	320	551	خ 4	45	5,101	11,980
	RHIDE TSLAND	18,687		13 324	234	132	22,517	14,308 .	195	چۋ	35,754	26,457
	SOUTH CAROLINA	145,420	588 ብክአ •	1 19	14	3.		4	13	11	6,189	3,041
	SIUTH DAKITA	9,723 94,965	189	1,00	167	105	11,059	11,885	147	75	43,150	37,059 .
	TENNESSEE	334, 510	629	551	1,999	1,537	22,742	25,676	32,532	24,466	123,447	100,631
	, TF x 4 S	3377310	Ur '	J	٠,٠	, ,, , , , ,		\$		2	34	

ERIC
Full Text Provided by ERIC

TABLE F-P.-- THIMBER OF FORDELMENTS IN OCCUPATIONALLY SPECIFIC PROGRAMS BY RACIAL/ETHNIC DESIGNATION AND SEX BY STATES. DUTLYING AREAS 1978-79.

STATE .	- 11/7 AL		I INDIAH/ I NATIVE FEMALI	ASIAN PACIFIC MALF	AMERICAN/ ISLANDER FEMALE		ACK, IISPAMIC FLIMIT	MIS!	PAHIC FEMALE		HITE, HISPANIC FEMALE
	,				, C				•		
			,			•					
UTAH	44,220	1 376	259	524	297	116	76	4.0.2	411		
. VERMONT	9, 11 311	0 .	1,6	ų.	3		′ 0	643	405	24,743	16,030
VIHI-INIA	154,257	96	SH9	489	441	17,449	14 122	""		4,796	4,821
#ASHTHGTON	151,349	1,548	1.546	1,273	1,168	1,533	16,133	403	272	63,321	55,424
WEST VIRGINIA	50,152	214	155	72	95		1,316	2,559	2,532	71,008	46,424
WISCUMSIN '	65,629	108	/ 147	_	_	1,539	1,537	19	53	23,016	23,462
WYOM FAIL	3,491	1 0	/ 14 <i>7</i>	124	54	936	1,146	227	154	36,390	23,343
*	3/471	* /	. "	1	2	3	7	13	17	1,714	1.734
TUTAL U.S.	5,646,849	27,045	23,136	61,296	57,458	380,857	431,357	169,007	141,622	2,279,253	· · ·
AMERICAN SAMUA	1,170.	/ n	n	521	646	0	0	•			_
NURTHERN TARTADAS	178	/ 0	Q	193	73	ŏ	ű	n n	0	Ų	Ş
GUAH '	1,382	/ j-	0	818	414		·	.,	U		
PUERTO RTCO	31,239	/ ŭ	Ŏ		0	Ň				45	57
TRUST TEHRITORY	1,479	/ 0	ň	1,107	312	0	Ü	10,703	14,476	0	U
•	••••	/	• `	111	215	U	U	()	0	Q	° U
JUTLYING AREAS	35,448	U	. ***()	, 2,649	1,445	0	1	16,763	14,476	- 45	62
U.S. & DUTLYING APEAS	5.642.297	27,045	23,136	63,899	58,903	340,857	431.358	1.85,770	196,298	2,279,345	2,035,686

TABLE E-9. -- LUMBER OF FORWELDEDTS TO COMPERATIVE FORCATIONS OF STATES, UNITY AREAS 1978-79.

COMPERATIVE VOCATIONAL EDUCATION ENRULLMENT

2,865

21,195

STATE

NEW MEXICO

NEW YERK

13,183 ALAHAMA £56 , ALASKA 1) **ARTZUNA** 5,950 ARKANSAS 25,352 CALIFURNIA 8,708 COLURADO 5,444 CUNNFUTLLUT 2,540 DELAWARE 1,121 DISTRICT OF CULUMNIA 33,46R FLURIDA 19,855 GEHRGIA 2,240LI AWAH... 4,026

| IDAHI| | 35,412 | 35,412 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1011 | 1

MARYLAND 4,320 MASSACHUSE118 22,410 HICHIGAN 14,636 MINNESHIA 4,383 MISSISSIPPI MISSOURI 2,727 NEBRASKA 431 NEVALA 1,008 NEW HAMPSHIRE 15,947 NEW JERSFY

20,205 NURTH CAPULINA 2,163 NURTH DAKTITA 41,041 UHIU 6,729 UKLAHUMA 8,587 UREGIN 22,241 · PENNSYL VÁNIA 1,124 RHIDE ISLAND 7,540 SUUTH CAPULINA

SUUTH DAKUTA

TENNESSEE

TEXAS

1,794

87,784

TABLE F-9. -- NUMBER OF ENRULLMENTS IN COMPERATIVE EDUCATION PROGRAMS BY STATES, UNITARING AREAS 1978-79.

CHUPERATIVE
VUCATIONAL
EDUCATION
ENPHILLMENT

UTAH

VERMONT

VIRGINIA

MASHINGTON

MEST VIRGINIA

WISCONSIN

WYUMING:

TOTAL U.S.

7,374

1,083

1,083

10,304

3,369

3,270

WYUMING:

6

STATE

AMERICAN SAMUA
MINTHERN MARFANAS

528,820

27

MINTHERN MARFANAS

61

GUAN 91
PUERTO FICE 7,802
THUST TERRITORY 160
UNITAYING AREAS 8,141

U.S. AND HUTLYING AREAS \$36,961

TABLE F-18.2- DESIR OF ENRULLMENTS IN DECOPATIONALLY SPECIFIC PROGRAMS BY LEVEL BY INSTRUCTIONAL PROGRAMS - DELIFE STATES, OUTLYING AREAS 1978-79.

	,		PROGRAM LEVEL .		ADUL T
	3		PUST-	AUUL T	
PROGRAM	LOTAL	11 % 12	SECH DARY	(FAMC-1FKA)	(Simk !- TERM)
•		•		-	,
AGRICULTURAL PROBERTION	. 170,687	146,045	14,408	10,234	64,818
AGRICULTURAL SUPPLIES/SUPVICES	19,604	14,016	4,342	1,246	3,204
* AGRICUETURAL DECHANICS	71,071	65,975	5, 161 1	1,635	11,117
AGRICULTURAL PRINCICTS	5, 317	3,913	1,242	155	3, 381
HIRT FOIL TURE	74,438	52,778	14,902	6,758	12,011
HINEWARLE MATURAL RESIDENCES	15,497	11,397	4,088	512	1,356
FURESTRY	12,501	9,220	2,933	348	620
OTHER AGHICULTURE	20,224	17,245	2,418	561	2,030
ANVERTISTER SERVICES		4,5+1	47410-	- -42 3	-4,691
APPAREL & ACCESSIFIES	25,604	10,372	8,437^	795	2,671
AUTUMUT I VF	6,591	5,568	520	. ,497	* 567
FINANCE & CREUIT	25,398	3,048	20,386	1,964	15,895
FLURTSTRY	2,495	1,571	616	708	3,873
FUND DISTRIBUTION	25,322	20,574	2,119	5,629	4,363
FUUD SERVICES	24,251	25,169	5,862	1,226	16,554
GENERAL HERCHAHUISE	195,507 .	153,460	33,848	8,199	37,533
HARDMANE, MUIL) TUG MATERIALS, ETC.	3,434	3,586	83	65	1,470
HUME FURILISHINGS	2,304	1,387	790	127	586
HOTEL & LONGING	11,752	1,985	8,922	845	6,199
INDUSTRIAL MAPRETING	17,602	1,909	14,600	^," 1,093	6,654 10,838
INSURANCE	6,472	886	3,031	2,555	10,132
PERSUNAL SERVILLS	5,435	4,878	519	38 25 A2H	60,780
HEAL ESTATE	99,173	1,084	72,461	- 25,628 2,709	3,305
RECHEATION & TOURISM	14,154	2,865	8,580	1,363	5,786
· TRANSPORTATION	10,606	2,805	6,438	542	2,993
OTHER RETAIL TRADES	15,273	11,124	3,607 16,360	4,739	13,245
OTHER DISTRIBUTIVE COUCATION	4 7,7 84 16,025	5,809	4,823	5, 393	2,259
DENTAL ASSISTING .	6,496	5,007	6,445	45	66
DENTAL HYRIERE (ASSICIATE DEGREE)	3,252	572	2,144	536	371
DENTAL LAHIRATING TECHNOLOGY	w 13,143	2,505	9,739	899	1,225
MEDICAL LABORATORY ASSISTING	4,026	104	3,633	2119	699
OTHER MEDICAL LARIPATURY TECHNOLOGY	91,733	122	88,180	2,431	10,082
NURSING(ASSUCIATE PEGREE) PRACTICAL(VUCATIONAL)NURSIO	71,366	6,453	18,643	46,270	9,505
HURSING ASSISTANCE (AIGE)	4/1, 319	26,859	5,650	11,610	66,546
UTHER NURSING	12,191	2,544	4,712	4,845	7,481
REHAHILITATIUN	5,775	354	5,096	325	753
RADIOLOGIC TECHNOLOGY(X-RAY)	10,789	53	9,984	· 752	348
MENTAL HEALTH TECHNOLUGY	10,526	5/15	9,333	991	862
INHALATION THEPAPY			7,787-4	- 2,1,14-	
MEDICAL ASSISTANT	18,214	8,632	5,742	3, 440	9,812
CUMBUNITY HEALTH SIDE	7,716	6,177	1,142	357	2,345
MEDICAL EMERGENCY TICHNICIAN	14,478	394	7,51.9	6,975	60,285
OTHER HEALTH SICEUPATIONS LOUGATION	47,795	. 24,953	15,077	·	32,461
		•		•	

TAPLE 1-10. -- THE BER DESERBLEETS IN DECEMPATIONALLY SPECIFIC PROGRAMS BY LEVEL BY INSTRUCTIONAL PROGRAMS OF THE STATES, OFFICE PROGRAMS OF THE STATES, OF

		EINCULLIENT BY	PRIIGHAM LEVEL .		
•		GRADES	PUS1 -	"ADOLT	ADULT 🦥
PROBEA	TOTAL	11 % 12	SE CUMDAH Y	(LING-TERM)	(SmiR1=1£RH)
					• •
CARE & GUIDAUCH HE CHILDREN	101,553	50,243	37,723	13,581	30,611
CLUTHING THE PUBLICATION, & SERVICES	31,463	5111150	4,237	5 '80' F	15,3KU
FUND MG1., PRUMICTION, & SERVICES	80,60 0	67,535	8,324	4,737	20,327
HDAE_BURA., LUUTPMEUT, & SCAVICES	9,268	· 3,276	4,000	1,935	8,784
INSTRUTTOUAL & ORDER OFF. TO SUP.	5,794	4,968	344	487	2.077
DIMER DECOP. PREP. FOR HU EMAKING	16,073	11,659	3,344	1,070	2,443
ACCOUNTING & COMPOSING OCCUPATIONS	402,904	254,644	141,563	30,497	76,807
CHMPHILE & CHASHLE OPERATORS	25,763	7,269	14,798	3,646	7,320
PRIIGRAMMEUS =	- 62,359	11,181	46,718	4,460	5,092
OTHER MUSINESS DATA PROCESSING	79,111	33,507	32,371	13,233	19,300
FILING, OFFICE WACHINGS, & WELL DEF.	419,972	337,578	41,625.	40,769	55,639
INFORMATION, COMMUNICATION NECUP.	. 21,997.	6,891	16,101	5,005	7,321
HATERIALS SUPPORT OCCUPATIONS	2,846 `	1,714	, 800	252	245
PERSONNEL, TRAINING, & FELATED	10,639	2,494	12,226	3,514	55,401
STENNIGRAPHIC, SECRETARIAL, & RELATED	428,656	240,656	138,515	49,485.	69,584
SHPERVISHRY & AND ILISTRATIVE HGT.	155,540	10,487	134,926	10,127,	24,054
TYPING & PELATED OCCUPATIONS	197,308	106,836	11,302	19,170	45.510
UTHER OFFICE OCCUPATIONS	52,9 5 0 .	37,968	12,124	3,258	11,830
APCHITECTURAL TECHNOLOGY	25,100	1,664	21,507	1,929	5,545
AUTUMUTIVE TECHNOLOGY	4,908	559	7,737	612	e 570
CIVIL TECHNOLOGY	15,551	454	13,476	150,1	4,565
ELECTRICAL TECHNILINGY	15, 335	. 1,679	12,827	V / H29	7,200
ELECTRONIC IFCHROLOGY	78, 195.	5,810	61,634	11,351	15,142
ENVIRONMENTAL-CONTROL TECHNOLOGY	6,036	218	5,1)7	746	978
INDUSTRIAL TECHNOLOGY	11,649	119	11,164	/ 366	7,112
MECHANICAL FECHNILINY	23,540	729	19,342	3,469	2,914
SCIENTIFIC LATA PROCESSING	14,967	2,732	9,645	2,550	1,794
COMMERCIAL PILOT THAINING	8,328	59	7,650	' 649 `	1,358
FIRE & FIRE SAFETY IFCHINGLOGY	11, 185	14	10,145	926	6,858
POLICE SCIFFICE FELMOLOGY	.57,894	225	52,951	4,718	3,803
WHER TECHNICAL FORCATION	6310275	4,096	50,946	`B,585	12,803
MATER & WASTE HATER TECHNOLOGY	2.738	3	2,299	436	2,667. 4
VIE COUDITIONING	48,917	16,030	13,243	19,644	19,160
APPLIANCE REPAIR	12,736	7,975	1,380	3,301	1,633
BODY & FENNER REPAIR	65,761	111,660	9,723	14,378	14,653
AUTU MECHANICS	£ 232,059	101,378	32,651	34,030	49,752
AUTURUTIVE SPECIALIZATION	24.626	17,478	2,374	4,774	5,025
	727,360	6,511	9,552	6,247	6,441
AVIATION OCCUPATIONS,	44,253	16,517	24,119	3,615	4,90
COMMERCIAL ART OF COPATIONS	22,031	6,523	12,071	3,437	7,51
COMMERCIAL PHININGRAPHY POCHP.	114,002	70,438,	13,240	30,384	25,179
CARPENTHY	36,815	17,748	2,936	10,089	20,031
ELECTRICITY		19,559	1,500	8,442	10,967
HABUHRY	29,201		1,383	14,376	14,447
PLUMBING & PIPFFIITING	22,443	7,464	1/303	14/3.0	1.41.4.4.1

TABLE E-19. -- PURBLE DE FREDLEMENTS IN OCCUPATIONALLY SPECIFIC PROGRAMS BY LEVEL BY INSTRUCTIONAL PROGRAMS BUTTLE STATES, OUTLYING AREAS 1978-79.

PRIKAL	PHTAL	GRAUES 11 % 12	PHIGHAM LEVEL POST+ SECUMDARY	AUULT (LUNG-TERM)	ADDL1 (SHIRT-TERN)
. OTHER CONSTRUCTION & MAINTENANCE	· 84,352	50,322	10,891	٠ 1 ، 1 ، 3 ح	7. 71.4
CHSTODIAL SPRVILES	9,475	5,791	1,377	2,327	311,756
DIESFL_MFCHAHIC	22,255	6,470	7,785	8,000	. 4,265
DRAFTING OCCUPATIONS	96,773	54,352	22,947	15,474	4,037 18,203
LELECTRICAL MICCHPATIONS "	39,036	18,268	4,985	16,043	37,541
ELECTRINITY SECUPATIONS	H3,775	46,916	16,438	19,921	24,192
FURE MATISHIP ANSWER & MICH. DEVEL.	18,740	1,419	12,972	4,359	42,711
GRAPHIC AUTS OCCUPATIONS	69,162	51,515	10,083	7,564	~ H,580
INSTRUCEOT CATOTENANCE & REPAIR	2,510	630	764	1,110	1,407
TARRETUE OCCUPATIONS	4,522	1,207	1,245	1,490	3,274
MACHT IF SIMP	72,902	40,284	12,643	19,835	29,755
MACHINE TORIC PROPRIETOR	6,891	2,594	5,203	2,030	11,142
SHELT HETAL	16,906	н, 337	1,297	7,272	5,858
arentales entrine	109,299	45,033	26,860	3,7,401	63,639
THILL K DIT MAKING	4,718	747	4 859	3,114	₹ 4,918
THER METAL HORS LUG LECCHPATIONS	27,691	22,162	2,037	3,462	6,007
METAL LANCERY "MELLIFFAT LEHES	1,209	891	205	53	424 .
CUSHETHLINGY	47,684	54,191	9,646	18,847	4,916
HTHER PERSONAL SERVICES	5,416	3,088	1,314	1,014	2,996
PLASTICS ACCUPATIONS	\$ 2,504	2,25"	426	558	2,329 '
FIRE TAN TRAITMING	12,717	1,015	9,232	2,470	164,014
LAW ENFORCEMENT TENTALLIG	52,462	3,927	,44,681	4,254	30,508
HTHER PURLIC SERVICE OCCUPATIONS	19,944	3,636	13,241	≈ 3, 467	45,565
MUANTITY FUND HECCTIPATIONS	34,674	25,474	5,874	6,176	7,635
REFETIFRATION	7 2,748	946	803	893	2,674
SMALL FIGGIN HEFAIN	\22,495	14,694	1,973	, 6,328	10,884
STATIONARY FULL GY SHIRE ES HECTOP	1,493	558	131	804	5,076
TEXTILE FROMETON & FAMBLEAN !	21,119	419917	3,974	5,524	12,762
- UPHOLOTERING	7,145	3,007	, hh7	5,251	6,450
MINIOWORK FOR MICHIPATTORS	32,4117	. 25,730	1,440	- 3,771 ~	16,382
OTHER TRADE & THE PETHIAL MICHIGATIONS	90,931	53,402	13,157	- 24,372	511,740
DIMER PHUNKANS, GREATER THAN IX HE THITAL	124,324	94,322	21,442	17,560	3H,490 '
DIMER PROGRAMS, LESS THAT 12 OF THIAL	31,019	24,314	5 · H3H	462	7,948
1111AL }	5,642,297	3,039,407	1,794,174	848,714	1,943,640
			•	•	4

TABLE E-11.0- JUMBER OF ENROLLOPATS IN OCCUPATIONALLY SPECIFIC PROGRAMS BY RACIALLY 1991C DESIGNATION AND SEX BY PROGRAMS
UNITED STATES, DUTLYING AREAS 1978-79.

		ALLASE AL	NATIVE	PALIFIL	ANTRICAN/	-	LALK, IISPAHIL		PAHIC	#H]] H() +13	
PRIN,RAM .	/ TUTAL	47 L F	FEMALE	MALE	FEMALE	MALL	FEMALF	MALE	FEMALE	MALE	FEMALE
		Çı ,			•		,			•	
AGRICULTURAL PRIDUCTION	170,687	1,327	318	1,193	319	7,600	1,309	5,424	947	126,746	25,434
- AGRICULTHMAL SHPPLIF 3/51 4 VILES	19,504	117	37	82	. 41	656	87	568	117	13,421	3,474
AGRICULTHEAL MECHANICS	70,671	635	1 36	224	90	6,554	497	1,615	249	54,574	6,034
AGRICULTURAL PRODUCTS	5,317	57	7	48	11	437	95	129	_ 39	3,442	1.022
HURTICULTURE	74,43H	560	246	PRH	403	4,394	1,425	2,041	454	37,023	25,944
RENEWABLE NATURAL RESIDENCES	15,997	167	95		41	506	146	391	136	10,944	3,414
FURESTRY	12,501	147	51	62	25	455	156	231	83	4,470	1,451
OTHER AGPICULTURF	20,824	201	75:	104	31	702	167	461	156	13,441	4,426
ADVEPTIBING BEHVICES	9,344	26	26	76	73	667	572	18 8 -	1#9	3,573	3,954
APPAREL & ACCESSIRIES	25,604	25	76	70	167	1,006	3,153	277	7.51	4,337	15,762
AUTOMUTIVE	6,591	13	15	' 17	6	537	253	135	36	4,277	1,302
FINANCE & CREDIT	25, 398	79	143	207	596	466	1,151	502	857	6,944	14,536
FLURISTRY	2,495	А	11	24	20	123	1 164	47	84	843	1.571
FOUR DISTRIBUTION	25, 322	` 67	148	133		1,714	12501	745	633	11,275	H, 975
FOUR SERVICES	29,257	58	76	314	165,	2,023	2,897	. 348	445	A, 453 .	13,944
GUNERAL MERCHANDISF	195,507	539	646	2,240	2,098	11,244	14,423	4,944	6,518	69,162	83,293
HARDWARE, RUILBING MATERIALS, FTC. "	3,434	5.	4	6	3	189	, 124	83	35	2,173	612
HUME FURNISHINGS	2,304	g 4	5	6	11	105	115	19	37	A33	-1,169
MITEL & LINGTHA	11,752	34	29	, 277	298	886	667	321	247	5,277	3,716
INDUSTRIAL MARKETING.	17,602	41 -	36"	1 35	110°	1 / 329	1,186	1,039	650	7,725**	5,351 "
INSUPANCE	6,472	24	· 25	108	85	471	.1 565	, 195	2.57	2,3711	2,392
PERSHINAL SERVICES	5,4 3 5.	9	* 26	10	· 15	325	534	" ~ 9u	111	# 1,69A	2,617
REAL ESTATE	99,173	477	467	v 1,827	1,461 .	3,967	3,415	3,575	4,208	39,642	59,774
RECREATION & TUPPISH	14,154	85	7 A	243	211	780	714	485	572	5,124	5,862
TRANSPURTATION .	10,606	44	35	136	109	780	510	289	3.34	5,183	3,186
UTHER RETAIL THANES	15,273	36	36	57	44	863	1,155	191	227	185,5	. 7,313
UTHER DISTP'THUTIVE EDUCATION	47,784	97	137	217	294	2,765	3,495	1,357	1,772	18,545	19,105
DENIAL ASSISTING	16,025	۶5 ۰	47	47	· 238 ,	219	1,621	1 37	800	1,159	11,682
DENTAL HYGTENE (ASSILIATE LIEGHEE)	6,496	3 j	. 27	7	50	59	425	22	2 37	212'	5.474
DENTAL LABORATION TECHNOLOGY	3,252	н	9	20	32	234	281	110	* An	964	1,514
MEDICAL LABORATURY ASSISTING	13,143	511	, 64	50	134	649	2,079	242	544	1,702.	7,650
OTHER MEDICAL LABORATURY LECHIOLOGY	4,026	1427	· 31	24	48	93	312	84	5116	745	2,461
NURSING (ASSUCTATE (DEGREE)	90,733		56A	256	1,329	1,082	9,867	666	3,745	7,337	65,761
PRACTICAL (VUCATIONAL) DURSING	71,366	75	480	118	711	749	9,045	411	2,405	4,107	52,715
NURSING ASSISTANCE (AIDE)	44,319	85	5,21	151	752	541	6,155	468 ~	2,415	3, 149	29,442
OTHER NURSING	12,101	1.9	76	51	143	563	1,609	253	728	1,241	7,708
HEHAHILITATION S.	5,775	7	27	15_	_56	- 178	- 641	63	-237	574	3,919
RADIOLOGIC (ECHNOLOGY (X-RAY)	10,789	. 53	54	1 3 H	125 ,	491	417	301	516	2,340	5,869
MENTAL HEALTH TECHNOLLIGY	10,526	10	115	34	120	515	1,638	146	425	1,467	6.040
INHALATION THERAPY	10,121	۱۱ح	51	56	156	443	985	. 556	344	5,224	5, 5 5H
MEDICAL ASSISTANT	14,214	24	175	51	247 .	367	2,723	145	467	1,4411	12,215
CUMMUNITY HEALTH AIDE	7,, 7% 6	3	55	6	42	154	958	44	437	454	5,618
MEDICAL FMERGENCY FICHNICIAN S	14,474	1113	195	45	247	546	79H	3HA	613	. 5,745/	6,108

TABLE E-11. -- HUMBER OF ENROLLIBRITS IN OCCUPATIONALLY SPECIFIC PROGRAMS BY RACIAL/ETHNIC DESIGNATION AND SEX BY PROGRAMS UNILYING AREAS 1978-79.

PROBLEM 1011 A SERVICES 101 101 101 101 101 101 101 101 101 10	•		•						-			
UTHER HEALTH DECUPATIONS CONTRIBUTED TO THE PRINCE WALL FEMALE MALE FEMALE PALE FEMALE PALE FEMALE PALE FEMALE PALE FEMALE PALE PALE FEMALE PALE FEMAL	4		'AMERICAN	TPE TANY	MAJCA	VP-ENICVHY	' BL	ACK,				
UTHER HEALTH UCCUPATIONS EDUCATION 47,705 74 268 245 449 1,764 7,024 775 1,833 6,330 29,016 CARE & GUITANCE DE CULLOMEN 101,753 1,24 M55 3.7 1,336 2,792 16,961 1,063 7,285 1,076 0,725 CLIMITION ORTHOGONE CULTURES 31,463 32 139 8,73 379 2,943 10,000 21,55 1,651 1,651 1,755 FUDO MAIL, PRINCIPLY ORTHOGONE CONTROLL OR SHAPE CONTROLL OR SH	•	•	ALABKAN	HATIVE	PACIFIL	1 SLANDEN	: JUT H	1SPANIC	HIS	PANIC	- ufit H1	SPANIC
UTHER HEALTH DECEMPATIONS EDUCATIONS 17,705 170 171,705 170 170 170 170 170 170 170	PROGRAH	TOTAL	MALF	FFIALE	MALE	FFMALE	MALE	FEMALE	MALE .	FFMALE	MALE	FFMAILE
CAMPER LAUTHANCE OF CUILDMEN 1 31,453 4 270 MSS 307 1,536 2,793 10,000 213 7,283 6,721 02,791 10,000 213 1,418 1,550 11,000 MGT., PRUDICTIME, & SIRVICES 81,403 32 139 70 379 2,943 10,000 213 1,418 1,550 11,000 MGT., PRUDICTIME, & SIRVICES 81,403 144 380 620 620 6300 149 940 11,95 2,825 17,500 35,013 10,000 11,000 MGT., PRUDICTIME, & SIRVICES 81,400 144 380 620 630 14,940 11,95 2,825 17,500 35,013 10,000 11,000 1	· strip at				• • • • • • • • • • • • • • • • • • • •				4			
CAMPER LAUTHANCE OF CUILDMEN 1 31,453 4 270 MSS 307 1,536 2,793 10,000 213 7,283 6,721 02,791 10,000 213 1,418 1,550 11,000 MGT., PRUDICTIME, & SIRVICES 81,403 32 139 70 379 2,943 10,000 213 1,418 1,550 11,000 MGT., PRUDICTIME, & SIRVICES 81,403 144 380 620 620 6300 149 940 11,95 2,825 17,500 35,013 10,000 11,000 MGT., PRUDICTIME, & SIRVICES 81,400 144 380 620 630 14,940 11,95 2,825 17,500 35,013 10,000 11,000 1	,			•								
CAMPER LAUTHANCE OF CUILDMEN 1 31,453 4 270 MSS 307 1,536 2,793 10,000 213 7,283 6,721 02,791 10,000 213 1,418 1,550 11,000 MGT., PRUDICTIME, & SIRVICES 81,403 32 139 70 379 2,943 10,000 213 1,418 1,550 11,000 MGT., PRUDICTIME, & SIRVICES 81,403 144 380 620 620 6300 149 940 11,95 2,825 17,500 35,013 10,000 11,000 MGT., PRUDICTIME, & SIRVICES 81,400 144 380 620 630 14,940 11,95 2,825 17,500 35,013 10,000 11,000 1	~									4		
CAMPER LAUTHANCE OF CUILDMEN 1 31,453 4 270 MSS 307 1,536 2,793 10,000 213 7,283 6,721 02,791 10,000 213 1,418 1,550 11,000 MGT., PRUDICTIME, & SIRVICES 81,403 32 139 70 379 2,943 10,000 213 1,418 1,550 11,000 MGT., PRUDICTIME, & SIRVICES 81,403 144 380 620 620 6300 149 940 11,95 2,825 17,500 35,013 10,000 11,000 MGT., PRUDICTIME, & SIRVICES 81,400 144 380 620 630 14,940 11,95 2,825 17,500 35,013 10,000 11,000 1		.7 705	7.4	244	2 4 5	""0	1 744	7 0.28	775	1.811	4.110	A10.05.
CLINITING WIGT., PROUPT. & SEVUTLES 31,455 32 139 70 379 2,943 0,960 213 1,418 1,550 14,855 14,8												
Filip agt	• • • • • •				* -				•	•		
Holy Furnit, Furnit Portit, A. Structus 9,288 20 94 90 107 257 940 151 902 900 5,788 1081 118			-	-	•	-		•				
THIS IT	FUOD MGT., PRODUCTION, & SERVICES	•	-		_	=					•	
UTINE OFFICE OCCUPATIONS 25.703 38. 180 27.004 4.758 4.768 4.775 4.775	HUME FURN., EMMIPMENT, & SERVICES		ا اح				-			. –		-,
ACCIDITING & EURPHING UCCEPATIONS 02,100	INSTITUTIONAL & HOME MGT. & SUP.	5,799	4	34	23	48	243	•		_		
CUMPUTE & CUISPUE OPENATIONS 257.03 0.0 195 363 547 1.502 3.252 502 1.358, 6.452 11.478 PHUGRAMMENS 62,359 178 273 985 994 4.773 6.4823 2.384 2.989 211.29 2.301 PHUGESSING 79,111 172 397 1.096 1.723 4.8848 9,132 2.010 4.286 21.949 34,451 11.00 11	OTHER OCCUP. PREP. FOR HOMEMAKING	16,073	, 3H	140	√5.8	101	1,445	2,756				, .
CHMPRUFE & CUMPUTE & CUMPUTES PRUGRAMMENS / COMPUTES OTHER MUSITESS DATA PROCESSING 79,111 172 397 1,096 1,723 4,844 9,132 2,010 4,286 20,994 31,495 1 INFORMATICAL COMPUTES, & GETT, OFF. 419,972 817 3,721 2,997 61 173 332 571 950 2,083 701 1,683 4,814 10,629 1 INFORMATICAL COMPUTES, & GETT, OFF. 419,972 817 3,722 2,997 802 805 1,672 510 1,313 4,814 10,629 1 INFORMATICAL SUPPINT COLUPATIONS PERSIGNATE, TRAILITINE, & RELATED 18,539 1.00 183 277 492 895 1,672 510 1,313 4,840 10,629 1 STERNIGHMANHICA, & RELATED 18,539 1.00 183 277 492 895 1,672 510 1,313 4,800 18,392 2848 15,013 12,009 34,009 34,980 57,524 2,148 4 6 10 17 141 147 51 177 1,197 1,210 18,220	ACCOUNTING & CUMPUTING OCCUPATIONS	492,004	. 1,028	2,108	4,768	H, 475	21,351	40,671	9,462	`23, ASA	96,786	
PRIGNEMARRIES 62,359 1/8 273 045 904 4,703 6,423 2,980 20,129 23,301				145	` 363	547	1,502	3,252	542	1,35A	6,452	•
Commercial Hubsiness Data Processing 79.111 172 397 1,096 1,723 4,848 9,132 2,010 4,286 20,948 34,451 11,675			178	273	985	994	4,703	6,423	2,384_	2,449	20,129	23,301
Filing, Use Machines, a Gen, User, 119, 219, 27 61 73,221 2,997 8,208 15,013 61,503 6,369 28,960 57,283 2357,501 Matriany, Combining Atlant Occupations 7,219,97 61 173 332 571 950 2,083 701 1,663 4,814 119,221 119,					1,096	1.723	4,848	9,132	2,010	4,286	20,446	34,451
INFOUNATION, CUMMENTIATION CICLUP. 21,997 61 173 1332 571 950 2,983 701 1,083 4,814 10,629 MATLETAKS SUPPINT CICLUPATIONS 2,886 4 6 17 141 147 51 177 1797 1,210 1,131 4,860 1,397 31EMIGNAPHIC, SECRETARIAL, RELATED 18,639 1,00 183 2,777 492 895 1,672 510 1,313 4,860 8,397 3,980 8,755 3,983 3,980 8,755 3,983 3,980			_				15,013		6,369	28,960	57,243	235,561
MATERIALS SUPPINT DECUPATIONS 7,806 4 6 17 141 147 51 77 1,197 1,210 PERSIGNEL, THAILITHC, & RELATED 18/039 1.00 183 277 492 895 1,672 510 1,313 4,810 8,197 PERSIGNEL, THAILITHC, & RELATED 228/056 446 2,474 2,148 6,166 6,203 54,639 3,958 28,076 33,923 288,623 SUPERVISORY & ADMINISTRATIVE 461. 155,540 403 648 1,299 1,0678 12,003 25,016 3,154 12,282 30,000 TYPING & RELATED UCCUPATIONS 52,950 87 188 252 563 1,346 5,494 729 5,066 6,603 32,486 ACHITECHIPAL IECHNOLOGY 25,100 159 45 878 221 2,097 618 1,761 553 15,169 3,644 AUTUBUTIVE TECHNOLOGY 8,908 143 8 143 8 145 20 720 68 257 43 6,911 593 AUTUBUTIVE TECHNOLOGY 15,335 96 10 233 65 1,231 215 729 60 2,119 593 ELECTRICAL IECHNOLOGY 15,335 96 10 233 65 1,351 123 729 60 1,119 593 ELECTRICAL IECHNOLOGY 78,705 593 116 2,282 740 6,005 1,247 48,534 612 55,715 6,351 ENDISTRIAL TECHNOLOGY 23,590 141 8 69 9 361 44 288 493 4,651 406 ELECTRICAL IECHNOLOGY 23,590 175 27 391 55 1,999 331 635 129 17,526 2,122 SIGNATIFIC DATA PROCESSING 14,667 173 33 416 179 1,133 725 775 223 7,710 3,742 SIGNATIFIC DATA PROCESSING 14,667 77 447 196 493 152 5,356 1,295 ELECTRICAL PILLIT PRAINING 8,362 65 19 268 77 447 196 493 152 5,356 1,295 ELECTRICAL PILLIT PRAINING 8,367 77 47 47 196 493 152 5,356 1,295 ELECTRICAL PILLIT PRAINING 8,367 77 47 477 196 493 152 5,356 1,295 ELECTRICAL PILLIT PRAINING 8,367 77 47 47 196 493 152 5,356 1,295 ELECTRICAL PILLIT PRAINING 8,367 77 47 47 196 493 152 5,356 1,295 ELECTRICAL PILLIT PRAINING 8,367 77 47 47 196 493 152 5,356 1,295 ELECTRICAL PILLIT PRAINING 8,367 77 47 47 196 493 152 5,356 1,295 ELECTRICAL PILLIT PRAINING 8,367 77 47 47 197 572 275 4,659 3,297 2,473 1,024 344 464 464 464 464 464 464 464 464 46	INCOMATION . COMMUNITATION OF THE		•							1,683	4,814	10,629
PERSIMPLE, TRAILITME, & RELATED 18,639 1.00 18,639 18,630 18,						- •			51	• 77	1,197	1,210
STERIIGRAPHIC, SECRFIANTAL, R NELATED 428,555 446 2,474 2,148 6,165 6,203 54,039 3,958 28,075 3,958 3,968 5,558 403 55,540 403 648 1,299 1,678 1,705 1,706 1		•	-					-		1.313	4,860	H, 397
SUPERVISIONY & ADMINISTRATIVE MCI. 155,540											33,423	288,623
TYPING & PELATED UCCUPATIONS 197/308 577 1,953 1,663 4.078 6,939 25,916 3,154 12,282 30.000 110,740 UTHER UFFICC UCCUPATIONS 52,950 87 188 252 503 1,346 5,494 729 5,060 6,Ans 32,486 ARCHITECTUPAL TECHNOLOGY 25,100 159 45 878 221 2,097 618 1,761 503 15,169 3,649 AUTUMOTIVE TECHNOLOGY 15,551 118 24 356 45 1,233 215 814 106 11,104 193 ELECTRICAL TECHNOLOGY 15,551 118 24 356 45 1,233 215 814 106 11,104 193 ELECTRICAL TECHNOLOGY 15,535 96 10 253 65 1,351 123 729 60 11,973 695 ELECTRICAL TECHNOLOGY 15,535 96 10 253 65 1,351 123 729 60 11,973 695 ELECTRICAL TECHNOLOGY 15,535 96 10 253 65 1,351 123 729 60 11,973 695 ELECTRICAL TECHNOLOGY 15,535 96 10 253 65 1,351 123 729 60 11,973 695 ELECTRICAL TECHNOLOGY 15,535 96 10 253 65 1,351 123 729 60 11,973 695 ELECTRICAL TECHNOLOGY 11,649 66 17 138 32 1,082 300 291 111 8,074 408 170 170 170 170 170 170 170 170 170 170					-				•			58.450
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FIRE & FIRE SAFE TY TECHNOLOGY POLICE SCIENCE TECHNOLOGY OTHER TECHNOLOGY DITHER TECHNOLOGY FIRE & FIRE SAFE TY TO THE TY TO T	SCIENTIFIC DATA PRUCESSING			_	_					**		
PULICE SCIENCE TECHNILINGY 57,494 500 183 1,539 369 5,462 2,412 2,492 807 34,242 9,448 UTHER TECHNICAL EDUCATION 63,627 274 97 872 275 4,659 3,297 2,473 1,024 354410 15,246 17 105 62 150 31 1,729 404 17 17 105 62 150 31 1,729 404 17 105 62 150 31 1,729 404 17 105 62 150 31 1,729 404 17 105 62 150 31 1,729 404 17 105 62 150 31 1,729 404 17 105 62 150	COMMERCIAL PILOT THAINING	H, 32A			_			•				
OTHER TECHNICAL EDUCATION OFFICE SCIENCE TECHNICAT OTHER TECHNICAL EDUCATION OFFICE SCIENCE TECHNICATION OFFICE SCIE	FIRE & FIRE SAFETY TECHNOLOGY	11,085	97	_	-			-				
WATER & BASTE MATER TECHNOLOGY AIR CONDITIONING ASTROPHIANCE MEPAIR 12,736 BIDLY & FENDER HEPAIR AUTH MECHANICS 232,059 2,591 308 5,350 5,360 5,360 5,360 6,460 6,360 6,4	POLICE SCIENCE TECHNOLOGY	57,894	500			₩ <u>'</u>			5,445			
AIR CUNDITIONING 48,917 256 24 516 50 6,460 436 3,147 163 36,080 1,788 APPLIANCE MEPAIR 12,736 98 14 127 25 2,427 257 852 89 7,983 864 800 8 FNDER HEPAIR 65,761 527 60 886 126 8,826 610 4,773 408 46,200 3,345 600 8 60 8 60 8,826 610 4,773 408 46,200 3,345 600 8 60 8,826 610 4,773 408 46,200 3,345 600 8 60 8,826 610 4,773 408 46,200 3,345 600 8 60 8,826 610 4,773 408 46,200 3,345 600 8 60 8 60 8,826 610 4,773 408 46,200 3,345 600 8 60 8 60 8 60 8 60 8 60 8 60 8 60	OTHER TECHNICAL EDUCATION	, 63,627	. 274	97								
AIR CUNDITIONING APPLIANCE HEPAIR 12,736 98 14 127 25 2427 257 852 89 7,943 864 8010	WATER & MASTE HATER TECHNOLOGY	2,738	102	13	65	17	165	62				
AFPLIANCE REPAIR 12,736 98 14 127 25 2,427 257 852 89 7,983 884 8007 800 886 120 887 887 887 888 888 888 888 8		43,917	256	24	516	50		•				
BUDY & FENDER HEPATR 65,761 527 60 886 126 8,826 610 4,773 408 46,200 3,343 AUTO MECHANICS 252,059 2,391 3/8 5,330 547 26,898 2,540 14,463 1,779 162,913 14,890 AUTOMOTIVE SPECIALIZATION 24,626 167 39 489 116 2,393 427 1,948 352 16,205 2,420 AVIATION OCCUPATIONS 22,300 192 45 353 119 1,889 347 1,749 358 144,966 2,342 COMMERCIAL ART: FCOPATIONS 44,253 357 154 512 280 3,150 2,269 2,002 1,202 16,934 17,345 COMMERCIAL ART: FCOPATIONS 44,253 357 154 512 280 3,150 2,269 2,002 1,202 16,934 17,345 COMMERCIAL FROM TORRAPHY OCCUP. 27,031 179 52 468 152 1,457 709 1,782 576 11,119 5,507 CARPENTRY 114,062 1,319 127 1,699 214 11,037 1,248 5,067 631 85,030 7,046	APPLIANCE MEPAIR	12,736	48	14	127	25	2,427	257		· A	•	
AUTO MECHANICS 252,059 2,391 308 5,330 547 26,898 2,540 14,463 1,779 102,713 14,790 AUTOMOTIVE SPECIALIZATION 27,626 167 39 489 116 2,393 427 1,948 352 16,205 2,420 AVIATION OCCUPATIONS 22,300 192 45 353 119 1,889 347 1,749 358 144,966 2,342 COMMERCIAL ART: PCOPATIONS 44,253 357 154 512 280 3,150 2,269 2,002 1,202 16,954 17,345 COMMERCIAL ART: PCOPATIONS 44,253 357 154 512 280 3,150 2,269 2,002 1,202 16,954 17,345 COMMERCIAL FRONTOGRAPHY OCCUP. 27,031 179 52 468 152 1,457 709 1,782 576 11,119 5,507 CARPENTRY 114,062 1,319 127 1,699 214 11,037 1,248 5,067 631 85,030 7,046		65,761	527	60	886	126		610	,4,773			
AUTUMUTIVE SPECIALIZATION 20,626 187 39 489 116 2,393 427 1,998 357 16,205 7,420 AVIATION OCCUPATIONS 22,300 197 45 353 119 1,889 347 1,749 354 14,966 2,342 COMMERCIAL ART OCCUPATIONS 44,753 357 154 512 280 3,150 2,269 2,002 1,202 16,934 17,393 COMMERCIAL ART OCCUPATIONS 44,753 357 154 512 280 3,150 2,269 2,002 1,202 16,934 17,393 COMMERCIAL FRONTOGRAPHY OCCUP. 27,031 179 52 468 152 1,457 709 1,782 576 11,109 5,507 CARPENTRY 114,062 1,319 127 1,699 214 11,037 1,248 5,007 631 85,030 7,096		2 12, 059	2,391	3/18	5,350	547	26,898	2,5411	14,463			
AVIATION OCCUPATIONS 22,300 192 45 353 119 1,889 347 1,749 358 14,966 2,342 COMMERCIAL ART OCCUPATIONS 40,253 357 154 512 280 3,150 2,269 2,002 1,202 16,934 17,343 COMMERCIAL ART OCCUPATIONS 40,253 357 154 512 280 3,150 2,269 2,002 1,202 16,934 17,343 COMMERCIAL FRONTOGRAPHY OCCUP. 27,031 179 52 468 152 1,457 709 1,782 576 11,189 5,507 CARPENTRY 114,462 1,319 127 1,669 214 11,037 1,248 5,067 631 85,034 7,046 2,342 1,348 1,062 1,348 1,062 1,348 1,062 1,348 1,062 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,069 1,348 1,348 1,069 1,				39	489	116	2,393	421	1,948	357		
CUMMERCIAL ART. FICHPAITURS 11,753 357 154 512 280 3,150 2,269 2,002 1,202 16,934 17,393 CUMMERCIAL FRUITUGRAPHY UCCUP. 27,031 179 52 168 152 1,457 709 1,782 576 11,119 5,507 CARPFRITY 111,062 1,319 127 1,699 214 11,037 1,248 5,067 631 85,034 7,096			• 12 =		353	119	1,889	347	1,749	354≯	214,966	
CUMMERCIAL FHUTUGRAPHY UCCUP. 27,031 . 179 52 468 152 1,457 709 1,782 576 11,149 5,507 CARPENTRY 114,062 1,319 127 1,699 214 11,037 1,248 5,007 631 65,034 7,096							3,150	2,264	5,002	1,202	16,934	17,343
CARPENTRY 114,062 1,319 127 1,697 214 11,637 1,248 5,067 631 85,030 7,096							1,457		1,782	576		
CARPENIAL 1 000 185 28.897 1.496								1,248		631	45,034	
* Continue of the second of th										165	26,497	
	Ceretin terri	307.17	, . , .	• '		• •		/	• •		•	

TABLE E-11.-- NUMBER OF EUROCCHENTS IN OCCUPATIONALLY SPECIFIC PROGRAMS BY RACIAL/ETHNIC DESIGNATION AND SEX BY PROGRAMS OUTLYING AREAS 1978-79.

	*	,	AMERTCAN ALASHAN			AMERICAN/		ACK,	нīs	PANIC	TIHW BIH TUM		
	PRIIGRAM	LATOT	MALF	FEMALE		FEMALE	MALE	FEHALE	MALE	FEMALE .	HALE	FENALE	
	PRIIGRAM	····~ţ									•		
		_ \			7				6				
		•	٠			20	8,699	479	779	, 63	17,547	1,179	
)	HASIINRY -	29,201	217	13 - 15	205 300	20 15	2,486	132	1,833-	45	16,455	886	
	PLIMBING & PIPFFIITING	22,843	176	87	1,376	198	10,692	1,073	5,902	-, 581	58,505	5,097	
	OTHER COMSTRUCTION & MAINTENANCE	.84,352	641 145	23	1,3/4	16	1,613	273	343	61	5,993	951	
	CUSTINIAL SERVICES	-9,495	768	19	213	26	2,055	177	1,104	75	17,318	1,000	
	DIESEL MECHANIC	22,25 ⁵ - 96,773	689	154	1,590		10,095	2,052	4,646	A68	62,/34	13,615	
	DRAFTING OCCUPATIONS	39,036	216	26	#329	33	4,533	303	1,882	164	30,002	1,548	
	ELECTRICAL OCCUPATIONS	83,775	- 586	103	1,240	255	9,512	1,190	5,739	800	57,653	6 ,645 5	
	ELECTRUNICS OCCUPATIONS	18,740	136	41	451	138	1,340		1,506	37,3	10,449	3,796	
	FOREMANSHIP, SUPEP., & MGT. DEVEL.	69,162	529	196	1,147	424	7,015	2,536	3,323	1,159	37,496	15,337	
	GRAPHIE ARTS DECUPATIONS INSTRUMENT MAINTENANCE & REPAIR	2,510	, ,	1	15	7	415	85	85,	56	1,510	332	
	HARITIME OCCUPATIONS	4,522	37	9	75	19	333	67	268	60	3,074	580	
	MACHINE SHUP	72,802	434	68	1,065	151	6,698	848	3,301	479	55,077	4,671	
	MACHINE, TOUL DECUPATION .	6,891	50	11	87	15	1,029	196	223	106	4,826	548	
	SHEET NETAL	16,906	141	26	333	78	1,695	211	976	191	11,830	1,425	
	WELDING & CUTTING	109,299	1,144	135	1,470	217	13,693	1,521	6,272	658	78,489	5,700	
	TOUL & DIE MAKTIG	4,718	17	1	32	2 ·	306	, 61	196	7	3,812	7 284	
	UTHER METAL FURKING OCCUPATIONS	27,601	224	40	493	73	2,372	° 297	1,243	204	20,361	2,290	
	METALLUNGY DECUPATIONS	1,209	4	2	9	2	42	12	35	9	911,	163	
	CUSHE TULUGY	- 82,684	342	353	647		2,759	9,574	2,321	3,401	13,726	48,975	
	UTHEN PENSIMAL SERVICES	5,416	20	12	40		371	558	175	159	11,774	2,285 411	
	PLASTICS OCCUPATIONS	2,904	24	5	73		596	70	250	59 3#5	1,696 7,840	1,409	
	FIREMAN TRAINING	12,717	115	24	487		1,022	217	1,276	245	30,049	9,524	
	LAW ENFIRCEMENT TRAINING	52,862	333	94	1,066		3,739		4,685	1,437	6,857	1,007	
	DITHER PUBLIC SERVICE OCCUPATIONS	19,944	122	8.0	450		1,524		1,085	. 548 783	15,342	9,814	
	QUANTITY FUUD OCCUPATIONS	34,874	520	93	905	_	3,525	., 5,661	1,491	18	1,820	154	
	REFRIGERATTIN	2,748	25	3	550		353	32	118	123	16,284	1,108	
	SMALL ENGINE REPAIR	22,935		. 56	255		3,730		1,026	19	1,046		٨
	STATIONARY EMPRGY SHURLES HECHP.	1,493	1.4	3	25		82			2,132	6,364	6,715	
	TEXTILE PRODUCTION & FARRICATION	21,419	⁷ 96	44	168		2,823		60H 734	145	2,805	. 1,166	
1	UPHOLSTEPING	7,145		34	92		1,435		_	3480	20,347	3,088	
	HUDDHURKING OCCUPATIONS	32,447		67.			3,934		2,858 4,044	1,429	55,365	16,540	
	OTHER TRANSSTRINGSTRIAL OCCUPATIONS	- 90 <u>,431</u>	627	148	963		7,913		2,224	1,871	56,443	41,692	
	OTHER PROGS, GPTP THAN 13 UF TOTAL	124,324		482			11,753	10,900 3,777	1,174	988	11,988	9,772	
	THER PRINS, LESS THAT IX UF THTAL	31,619	64	48	95	66	. 3,647	21111	1/1/4	******	,		_
												-	

5,682,247 27,045 23,136 63,899 58,903 380,857 431,358 185,770 196,298 2,279,305 2,035,686

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TIME F-12. -- NUMBER OF FORDLEMENTS IT COMPERATIVE LONGATION PROBRATS BY PROBRAMS OF DIVITED STATES, UNITABLE AFEAS 1978-79.

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· ·	Climbthvilaf	
* \ .	A.BC VILLINYF	
•	ELANCATION .	
Statistiv,	Enth-Officer (c)	
,		
AGRICULTURAL PRODUCTION	F,147	
AGRICULTO AL SUPPLIENTERVICES	3,679	•
ABUTCHETHAL WEHAUTCS	3,271	
AGRICULTURAL PRODUCTS	1,054	
+III II	3,754	
REMEMBRE MATTHEM MESON ELS	269	
FORFSTRY	468	
OTHER MARICULTURE	5,912	
ADVENTISING SERVICES	1,894	
APPAREL & ALCESSIKIES	9,844	
AUTOMUT EVE	3,418	
FINANCE & COUNTY	2,213	
FLURISTRY	580	
FOOD DISTRIBUTION	14,622	
FUIDU SERVICES	17,315	
GENERAL DERLINAPOICE	69,702	
HARDWARE, BUILDING PATERIALS, FTC.	2,344	
HUME FURD PROTUGS	936	
THUTEL A LINGING	1,667	*
INDUSTRIAL MARKETILG	6,401	
ENSURATION	452 '	
PERSIMAL SERVICES	3,212	
TREAL ESTATE	3,566	
RECREATION X TIMBLES	2,023	
THAMSPORTATION	1,353	
OTHER RETAIL TRADES	5,843	•
OTHER DISTRIBUTAL FORCATION .	15,796	
MENTAL ABSISTING	1,100	
VENTAL HYGTENETASSICTATE (FORFF)	153	
DEALYP PUMBALINA LECHANILINA	127	
MEDICAL LAB MATHMY ASSISTING	511	
HTHER MEDICAL LAMINHATINY TECH HILLIGY	149	
NURSING (ASSICIATE FEGREE)	861	
PRACTICAL (VOCATIONAL HORSE 16	656	
MURRING ASSTRIANCE (ATME)	3,201	
DIMER MONSEM	411	
REMANILITATION	135	
RADIOLOGIC IFCH RILLIGY (X-1-AY)	113	
, MENTIAL HEALTH TELHBOLINGY	, 97н	
INHALATION THERAPY	, 231	
HEDICAL ASSISTANT	709	
CHMAUNITY HEALTH AINF	9115	
MEDICAL FORGENCY TECHNICIAN	1 34	

MIMBER OF FOMULIMENTS IN COMPERATIVE EDUCATION PROGRAMS BY PROGRAM UNITED STATES, UUTLYING AREAS 1978-79.

CHUPFRATIVE JAMULTA DIIV EUUCATION

PHUGHAN -**EUKULLMENT**

UTHER HEALTH OCCUPATIONS EDUCATION CARE & GHIDANLE OF CHILDREN 8,697 CLUTHING HGT., PRINDUCTION, X SERVICES 2,147

FIRID MGT., PRODUCTION, & SERVICES 15,572 HUME FURN. LUUTPMENT, & SERVICES ----449 INSTITUTIONAL & HIME YET. & SUP.

OTHER OCCUP. PREP. FOR HUMEMAKING ACCUMITING & CHAPITTING OCCUPATIONS

CUMPUTE & CONSULE OPERATORS PHIGRAMMENS

WITHER HUSSINESS DATA PROCESSING FILING, UFFICE MACHINES, & GEN. UFF. INFURMATION, CUMMUNICATION OCCUR.

MATERIALS SUPPLIES HICCUPATIONS 890 PERSINNEL, TRATIFIER, & KELATED 3,641 STENDGRAPHIC, SECRETARIAL, & RELATED 28,418

SUPERVISORY & ADMINISTRATIVE MGT. 2,501 TYPING A RELATED UCCUPATIONS 14,021 13,117

UTHER UFF ET INCOUPATIONS ARCHITECTURAL TECHNOLOGY AUTOMOTIVE . TECHNOLOGY

CIVIL TECHNOLUGY ELECTRICAL TECHNOLOGY ELECTRUMIC TECHNOLOGY ENVIRUNMENTAL-CONTROL TECHNOLOGY INDUSTRIAL TECHNOLOGY

MECHANICAL TECHNOLOGY SCIENTIFIC DATA PROCESSING CHMMFPCIAL PILLY TRAINING FIRE R FIRE SAFETY TECHNULUGY PULICE SCIENCE TECHNULIBY.

MATER & WASTE HATER TECHNULTIGY AIR CUIDITIONING APPLIANCE REPAIR BUDY A FENDER REPAIR AUTU MECHANICS

UTHER TECHNICAL FOUCATION

AUTUMUTIVE SPECIALIZATION AVIATIUN UCCUPATIONS COMMERCIAL ART HECHIPATIONS CUMMERCIAL PHUTOGRAPHY OCCUP. CARPENTRY ELECTRICITY .

6,153

1,659 . 6.306 13,104

999 1,678 2,656

26,800 1,589

355 600 644 38 **H7 #35** 1,421

76 1,193 1,148 3,012 11,317 1,872

279

430

1/139

7,471

1,137

TALLE F-12. -- NUMBER OF FORDLINENTS IN COMPERATIVE EDUCATION PROGRAMS BY PHOGRAMS
UNITED STATES, OUTLYING AREAS 1978-79.

COOPERATIVE

o ·	-	COMPERATIVE
^		VITEATTHIAL
•		EDUCATION
FRIHARAM 1 2		EIRMLEFAIL
		•
MASUNHY		1,264
PLIMATUS & PIPEFITTING .		2,109
OTHER CONSTRUCTION & MAINTENANCE		6,894
CUSTUDIAL SERVICES		2,830
DIESEL MECHANILL		* 480
DHAFTING HELIPATIONS	•	2,296
ELECTRICAL (ICCUPATIONS		2,598
ELECTRUNICS HEGUPATIONS -		2,216
FUREMANSHIP, SUPER., & MGT. DEVEL.	۰	1,796;
GRAPHIC ARTS IN CUPATIONS "		3,484
INSTRUMENT MAINTENANCE & REPAIR		262
MAPITIME UCCUPATIONS		687
MACHINE SHIP		4,532
MACHINE TOOL OCCUPATION.	•	555
SHELT METAL &	•	1,291
WELDING & CUTTING		2,866
TUIL & DIE MAKING		119
UTHER METAL WURKING SCOPPATIONS		1.974
METALLINGY OCCUPATIONS		64
CUSME TULTICY	•	1,720
OTHER PERSIMAL SPRVICES		1,121
PLASTICS OCCUPATIONS		397
FIREMAN THAINING .		337
LAN ENFINCEMENT THETHING		991
OTHER PUBLIC SERVICE OCCUPATIONS		1,393
WUANTITY FUND WCCOPATIONS		8,084
REFRIGERATION		° 145
SMALL ENGINE PEPAIR		H58
STATIUMARY ENEPGY SOUPCES DECUP.	•	68
TEXTILE PRODUCTION & FAURICALIUM		3,050
UPHILSTERING		423
MUDDWORKING OCCUPATIONS		2,730
OTHER TRADE & PROUSTRIAL OCCUPATIONS		25,641
OTHER PHUGRANS, GREATER THAN IN HE TUTAL		, 43,576
OTHER PROGRAMS, LESS THAN IX OF TOTAL	•	19,496
	*	b
TUTAL		536,961
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TABLE E-13.--HUBBER OF PROGRAM COMPLETERS BY LEVEL AND TRANSFERS BY STATES . UNITED SAFES, BUTLYING AFEAS 1978-79.

	COMPLETERS BY	PRUGRAM LEVEL			
· ·	GRAVES	POST- SECINDARY	. ADULT (LUNG-TERM)	TRANSFERS	
•		•	•		
4	•				
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			- •		
-	•				
-				· ·	
8,098	0 ,	7,774			
9,515		1,413			
114,310		12,461		1,954	
10,244	4,525	0			
17,757	9,431	3,292		. 466	
20,666	9,565	5,316	5,785	U	
19,292	16,453	434	2,405	1,661	
42,751	38,871	O	3,880	. 0	
5,582	4,280	318	984		4
38,354	25,712	12,642	0	457	ŧ
47,629	36,110	5,939	. 5,580	U	
A2,794	75,550	6,373	871	5,174	
61,459	42,054	19,405	· 0	0	
18,867	12,579	1,560	4,728	514 /	,
51,299	37,472	4,319	9,508	0	
• • • •	9,369		1,184	Û	
	2,251	1 179	11	38	
	3,495	915	106	મ્ ય ેઇ	
	·	5,800	3,976	1,729	
•	•			360	
	0	, 0	0	Ü	
•		Ö	Ö	377	
			1,100	0	
			•		
				4,091	
		. = 1		0	
				4.924	
				77.77	
				••	
		· · · · · · · · · · · · · · · · · · ·		-	
1010-11	1 101.150	2/437	117.11.51	.,,,,,	
	36,203 11,307 0 14,253 379,673 21,751 22,311 6,578 4,328 51,009 8,098 9,515 4,389 114,310 10,244 17,757 20,666 19,292 42,751 5,585 44,752 36,354 47,629 82,794 61,459	GRADES 11412 36,203 11,307 0 14,253 31,017 379,673 21,751 16,261 22,311 19,138 6,578 2,949 4,328 3,917 51,109 33,888 8,098 0 9,515 7,217 4,389 2,406 114,310 95,707 10,244 17,757 20,666 19,292 16,453 42,751 38,871 5,582 38,354 25,712 47,629 36,110 82,794 61,459 42,654 18,867 12,579 37,472 12,693 2,411 4,516 3,495 29,612 19,820 19,920 19,820 19	36,203 36,203 31,404 30,203 31,407 0 0 14,253 311,017 379,673 21,751 16,261 1,721 22,311 19,136 6,578 2,949 2,454 4,328 3,917 237 51,099 33,888 6,859 8,098 0 7,774 9,515 7,217 1,413 4,389 2,406 11,838 114,310 95,707 12,461 10,244 9,525 17,757 9,931 3,292 20,666 9,565 5,316 19,292 16,453 42,751 38,871 0 15,582 47,629 36,110 5,939 82,794 75,550 63,354 25,712 12,642 47,629 36,110 5,939 82,794 75,550 63,373 61,459 42,654 19,405 18,867 12,579 1,560 318 2,441 2,51 38,871 19,405 18,867 12,579 1,560 316 36,354 25,712 12,642 47,629 36,110 5,939 82,794 75,550 63,373 61,459 42,654 19,405 18,867 12,579 1,560 319,405 18,867 12,579 1,560 39,241 30,271 0 0 39,241 34,271 0 0 39,241 34,274 0 0 39,241 34,771 0 0 74,675 63,177 6,466 22,939 17,094 3,332 6,159 1,709 3,332	THITAL THATE POST- SECUNDARY (LUNG-TERM)	Tital Tital Tital Secundary Clumg-Term Thansfers Tha

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TABLE F-13.--HIMBER OF PROGRAM CHMPLETERS BY LEVEL AND TRANSFERS BY STATES, WILLYING AREAS 1978-79.

• •	(COMPLETERS BY	PROGRAM LEVEL -	****	
· STATE	٠ /	TOTAL	GHADES 11812	PUST- SECTINDARY	ADULT (LUNG=TERM)	THANSFERS
TEXAS		113,956	47,911	35,861	30,184	• 0
VERMIINT VIRGINIA WASHIPIGIDA	ζ	17,218 3,373 34,498 37,843	12,611 3,205 27,072	4,600 U 4,452	7 168 2,974	0 344 . 1,690
WEST VINGINIA WISCINSIA WYUMING		14,088 ° 19,727 1,722	24,800 ° 10,694 11,743 • 1,527	7,839 1,642 3,761 159	5,234 1,752 4,223 30	5,222 61
TOTAL U.S.		1,740,054	1,374,800	203,986	161 ,2 68.	79,465
AHENTCAN SAMUA MURTHERN MARTANAS GUAM PUERTO RICIJ		- 3H7 79 255 12,997	358 79 195 8,013	29 U 0 468	0 0 60	0 16 49
TRUST TERRITORY UNTLYING APEAS	•	14,417	625 9,270	. 74 571	4,516 0 4,576	. 4
U.S. R UNTEYING ARE	£ 4	1,754,471	1,384,070	204,557	165,844	79,534

TABLE E-14. -- NUMBER OF PROGRAM COMPLETERS BY INSTRUCTIONAL PROGRAM BY STATE: UNITED STATES, OUTLYING AREAS 1978-79.

							•		
		AGRI-	014204		OCCUP.	.	•	TRADE	
STATE	70741		DISTRI-		HOME	OFFICE	TECH-	L	UTHER
OTATE	TOTAL	CULTURE	BUTION	HEALTH	ECON	OCCUP.	NICAL	INDUS	NEC
•						•	ř		Ø HEC
ALABAMA	36,203	3,685	3,588	7 485			•		
ALASKA	11,307	144		3,485	1,442	9,184	653	12,733	1,433
ARIZONA	0	.77	9,34	• 769	285	4,026	940	2,935	1,274
ARKANSAS	14,253	3,119	0 1,656	0	0	0	, 0	_ 0	0
CALIFURNIA	379,673	21,055	36,596	1,253	448	3,938	7	16 32	0
CULORADO .	21,751	686	173	24,457	20,131	156,137	14,118	104,665	2,514
CONNECTICUT	22,311	319	1,140	1,993	1,206	8,321	992	4,859	3,521
DELAWARE	6,578	401	369	1,695	526	11,327	101 ,	7,203	0
DISTRICT OF COLUMBIA	4,328	38		503	599	2,812	648	1,579	. 0
FLURIDA	51,099		302 `		2,335	795	0	794	` 0
GEORGIA	8,098	2,151 46	5,106	5,944	2,657	14,325	1,357	11,522	8,037
HAWAII	9,515	610	115 828	1,342	555	1,252	476	3,105	1,540
IDAHO	4,389	7 589		182	513	4,138	313	2,549	382
ILLINOIS	114,310		453	389	33	1,286	, 99	1,449	91
INDIANA		6,243	9,411	7,811	y 13,030	40,797	1,495	34,302	1,221
IOHA	10,244 17,757	3,475	182	138	295	1,186	0	4,968	Ō
KANSAS		4,417	1,848	2,439	448	2,255	418	- 5,932	0.
KENTUCKY	20,666	1,930	1,284	3,407	1,350	4,570	443	~ 7,682	Q
LOUISIANA	19,292	5,626	2,187	, 2,076	1,055	- 5,640	911	5,617	Ò
MAINE	42,751	4,135	3,044	1,549	2,260	24,840	125	6,393	405
HARYLAND	5,582	320	794	680	296	609	190	2,644	49
MASSACHUSE'TTS	38,354	880	21077	3,533	563	15,917	1 3,604	7,309	4,471
MICHIGAN,	47,629	1,696	3,205	3,183	2,528	22,613	1,098	12,621	685
MINNESOTA	82,794	6,374	13,732	5,685	5,756	17,970	1,738	29,929	1,610
MISSISSIPPI	61,459	7,837	8,17.9	4,879	2,762	14,867	1,211	21,724	70
MISSOURI	18,867	2,964	3,258	929	660	2,673	405	7,978	<i>f</i> o
	51,299	5,442	7,746	3,366	1,311	12,451	1,841	19,092	Ō
NEBRABKA NEVADA -	12,693	1,945	1,599	779	134	4,541	6	3,641	48
	2,441	63	2	85	54	1,046	92	1,099	Ō
NEW HAMPSHIRE (NEW JERSEY	4,516	422	371	370	225	1,226	123	1/485	294
	29,602	-= 417 774	4,537	3,717	1,191	6,941	2,717	10,082	_ O-
NEW MEXICO '	8,019	U	1,278	692 -	547	2,406	113	2,107	102
NEW YORK	0	0	0	0	, 0	0	Ō	0	, 0
NORTH CAROLINA North Dakota	39,241	5,211	6,228	2,364	3,071	6,735	0	15,632	ó
JHIO	6,839	1,180	469	1,032	280	1,631	315	1,732	Ó
	121,998	11,162	15,835	8,083	6,998	25,975	1,657	35,046	17,242
OKLAHOMA	17,983	2,893	2,080	1,516	598	3,674	824	5,973	125
PREGON	16,356	1,295	1,098	1,399	323	6,721	571	4,949	
PENNSYLVANIA	74,675	2,935	4,630	4,889	2,413	27,941	3,592	20,152	. 8,123
HODE ISLAND	6,765	287	. 397	529 .	352	3,417	392	1,391	0
BOUTH CARULINA	22,939	2,212	1,921 .	1,809	964	5,657	880	9,496	. 0
OUTH DAKOTA	6,159	856	1,045	710	182 .	801	0	2,296	269
ENNESSEE	26,894	1,499	3,058	2,162	. 1,533	6,918	881	10,819	24
TEXAS	113,956	9,010	23,208	11,789	7,716	25,068	4,248	31,102	1,615
	4	-		-,	.,	,	7/670	3171VE	11013



TABLE E-14.--NUMBER OF PROGRAM COMPLETERS BY INSTRUCTIONAL PROGRAM BY STATE:
UNITED STATES, OUTLYING AREAS 1978-79.

STAŤE .	TOTAL	AGRI- CULTUPE	DISTRI-BUTION	HEALTH	UCCUP. HOME ECON	OFFICE OCCUP.	TECH- NICAL	TRADE 4 Indus	UTHER NEC
UTAH	17,218	599	1,911	1,102	762	4,868	. 264	7,506	206
VERHONT	3,373	288	56		141	1,197	0	1,324	66
VIRGINIA	34,498	2,115	5,787	2,784	-1,378	9,717	- 1,063	11,327	327
HASHINGTON	37,843	4,005	5,345	2,770	894	14,168	897	9,737	27
HEST VIRGINIA	14,088	669	1,231	1,888	520	4,612		- 4,440	131
WISCONSIN	19,727	2,576	1,805	1,536	853	4,497	912	3,708	3,840
MYCHING	1,722	302	299	.221	34	451	24	. 391	0
TOTAL U.S	1,740,054	133,897	192,447	134,578	93,541	554,337	52,531	518,851	59,872
AMERICAN SAMOA	387	15	, 2	9	• 0	297	7	57	0
NURTHERN MARIANAS	79	15 0	Ō	0	Ö	10	0	67	2,
GUAM	255	8	15	0	b	50	0	163	19
PUERTO RICO	12,997	507	1,302	748	508	3,81.3	505	5,614	0
TRUST TERRITORY	699	94	0	0	- 0	27	0	387	191
QUTLYING AREAS	14,417	624	1,319	757	50 8	4,197	512	6,288	212
U.S. & OUTLYING AREAS	1,754,471	134,521	193,766	. 135,335	94,049	558,534	, 53,043	525,139	60,084

TAPLE F-15. -- HUMBER OF PROGRAM COMPLETERS BY LEVEL AND TRANSFERS BY DISTANCE PROGRAMS UNITED STATES, OUTLYING AREAS 1978-79.

		*			
		CUMPLETENS BY	DDOCDAM LEVEL		
		GRALES	PI)ST=	J ADUL T	
PHUDPAN	THTAL	11*12	SECUMBARY	TI UNG-TERM)	######################################
x ⁽	1146	11~16	SECUMENT	S([ONG= EKI!)	THAMSFERS
•		•			•
				·	•
AGRICULTURAL PRODUCTION	56,648	52,409	1,797		
AGRICULTURAL SUPPLIES/SERVICES	8,162	6,653	1,023	2,442	4,130
AGH FOILTURAL HELMANTES	27,376	26,338	475	^ 486	237
AGRICOLIUMAL PRODUCTS	2,294	• 1,762	. 185	563	1,147
HINTICHLIONE	24,317	21,515	1,444	260	79
RENEWABLE MATHRAL RESUMBLES	5,086	4/330		1,358	1,476
FURL 91HY	3,851		611	145	411
HINED VENICALINAL		. 3,264	431	156	185
ADVENTIST IS REPVICES	0,877	, 6,646	134	97	. 45
APPANEL & ALLERSINIS	2,652	2,089	464	109	195
AUTOMOTIVE	9,001	8,092	773	1 36	355 '
FINAUCE & FOR HITE	3,063	2,756	112	195	H 2
FLUM 1811 Y	4,366	2,560	1,351	455	50
FORM OTSTOL FOLLOW	1,435	¥ 1,025	71	339	40
FUHA SERVILER _	- 14,097	12,379	010	1-105	295
GENERAL "ENCHANDIS"	17,665	16,802	342	521	., 560
	75,884	70,696	3,110	2,078	3,020
MARINARE, MITCHING MATERIALS, ETC.	1,787	1,731	45 {	. 11	7.5
MUME FOR ASSISTAGES	940	° 781	158	1	- 21
4016 (\$ 1,500,10)	2,270	1,212	726	332	172
Industrial MARKETING	3,762	1,396	1,800	. 566	62
1 NSTRIANCE COLUMN COLOR	2,959	1,432	158	. 969	23
PLASIMAL SERVICES	2,348	. 2,263	ສາ	, 5	120
PLAC ESTATE	27,174	11,685	6,215	9,274	58
RICHEATINE X I BIRTS!	2,706	2,338	316	. 52	72
THANGPENTATION	3,182	2,216	693	273	. 124
OTHER HETATL THADES	5,741	5,330	31'5	96	305
OTHER DISTRIBUTIVE ELOCATION	12,724	11,093	1,341	. 240	248
CENTAL ASSISTING	7,101	3,794	1,344	1,463	321.
DENTAL AYELEDE (ASPICTATE DEPARTE)	2,130	102	~2,011	17	. 130
DENTAL LANGUATURY OF CONDEEDING	. 934	555	578	1 34	20
MUDICAL LAMORAT IRY ASSISTED	' 2,623	P63	1,511	244	148
OTHER MEDICAL LAMINGATIONY TECHNOLOGY	. 1,078	100	907	7 1	1/45
MINSTER (AUS ICTATE 14 14 14 14 14 14 14 14 14 14 14 14 14	55,109	2,440	18,375	794	1,517
PRACTICALLY OF ATTOMALIMENTAG	24,625	3,911	7,255	18,459	1,161 .
MURSING ASSISTANCE CALDED	22,U9A	17,397	1,539	3,162	533
OTHER NURSION	3,866	2,072	7 3 5	1,059	115
REHAMIN ITATIO	1,271	265	925	81	17
HADIOLOGIC TECHNILIGY (X-PAY)	2,715	51A	1,980	217	. 173
MENTAL HEALTH TECHNOLINGY.	2,245	, 539	1,611	95 🖀	140
INHALATINI THEHAPY	2,425	653	1,484	788	164
MEDICAL ASSISTANT	6,447	4,975	729	743	243
COMMUNITY HEALTH AIDE	3,595	3,271	. 69	1 255	8 6
•		-,	• •	~~~	



TABLE 1-15.--NUMBER OF PROGRAP COMPLETERS BY LEVEL AND TRANSFERS BY INSTRUCTIONAL PROGRAM: OUTTED STATES, UNITABLE APEAS 1978-79.

		CHMPLETERS BY	PRÒGRAM LEVEL		
		GRADES	POST-	ABHILT	
PHLIGHAM	1411AL	11%12	SECUMBARY	(1,1)116=1EKM)	THAMSFERS
			•		
\'				٠	, ,
MEDICAL EMENGENCY INCHMICIAN)	7,762	3,564	450	2,123	ı`
WIHER HEALTH OCCUPATIONS EDUCATION	17,311	12,740	2,508	2,063	712
CARE & BUIDANCE OF CHILDREN	34,735	30,701	2,589	1,045	1,437
CLUTHING MGT., PRIMICTING, & SERVICES	12,698	11,432	369		551
FUND NOT., PRINDICTION, & SERVICES	35,135	32,719	606	17810	1,452
HUME FURN., EQUIPMENTS & SCHVICES	2,840	1,870	325	645	45
INSTITUTIONAL & HOME MG1. & SUP:	2,817	2,520	' 25	272	257
OTHER DECUP. PREP. FOR HOMEMAKING	5,824	4,700	683	,441	214
ACCIDING ING & COMPOSTING OCCUPATIONS	~ 103,240	88,870	11,356	3,014 8	2,971
COMPUTE & COMSTLE OPERATORS	10,326	8,166	1,507	653	270
PRUGRAMME PS P	12,427	7,559	4,158	710	856
OTHER HUSINESS DATA PROCESSING	₹0/112	16,515	2,019	1,578	667
FILING, OFFILE MACHINES, & GEA. OFF.	124,839	117,425	3,752	3,662	6,078
INFURMATION, COMPUNICATION OCCUP.	11,271	10,711	502	58	. 186
MATERIALS SUPPORT OCCUPATIONS	1,421	874	ូ 1 2 6	• 419 .	45
PERSONNEL, TRATHING, & RELATED	, 5,810	4,843	513	. 454	126
STENDIGRAPHIC, SECHFIARIAL, & RELATED	135,844	148,622	18,606 4	8,016	5,531
SUPERVISING & ADMINISTRATIVE MGT.	17,925	8,009	8,281	1,635	408
TYPING & RELATED OCCUPATIONS	102,922	94,735	1,347	2,840	1,177
OTHER OFFICE OCCUPATIONS	12,397	10,985	932	480	156
ARCHITECTURAL TECHNOLOGY	4,113	1,127	2,657	- 329	100
AUTOMOTIVE IFCHNOLOGY	1,194	233	1173	BH *	240
CIVIL TECHNOLINGY		677	1,818	383	919
ELEGIPTEAL TELINULUGY	٠		1,613	. 221	616
ELECTRUATE TECHNOLOGY	12,041	4,355	6,558	1,124	600 93
ENVIPORMENTAL-CONTROL TECHNOLOGY .	427	161	665	81 27	73 21
INDUSTRIAL TECHNOLOGY	192 /		683	407	458
MECHANICAL TECHNOLOGY .	2,474	466	2,105 788	184 -	. 46
SCIENTIFIC DATA PROCESSING	2,491	1,519	776 230	21	, 40
COMMERCIAL PILOT PAINING	1,277	1,026 996	1,155	. 58	'n
FIRE & FIRE SAFETY IFCHMULIGY	5,233	5,210	· 4 , 34 i	70	223
POLICE SCIENCE TECHNOLOGY	9,6211 4,4511	2,080	6,164	1,214	· \$27
MINER TECHNICAL ENGLATION	552	123	359	70	. 8
WATER & WASTE WATER TECHNICITIES	1. 11,699	6,390	2,1130	3,279	630
AIR CONUTTIONING	3,505	2,630	ُ خُوَّدِ أَ	583	` 275
APPLIANCE RIPATH	20,913	16,897	1,450	2,500	1,571
HUDY & FEMDER HEPATH AUTO MECHANICS	77,836	- 96,410	4,470	6,956	4,223
AUTOHOTIVE SPECIALIZATION	9,176	4,485	365	126 . "	17.
AVIATION UCLUPATIONS	54626	1 2,988	465	1,673	216
COMMERCIAL ART DECUPATIONS	8,637.	4 6,653	1,641	303	485
COMMERCIAL PHILLIGRAPHY OCCUP.	4,855	14,1196	416	343	. 44
COUNTRACTAL EMILIE MANAGEMENT AV CAN P	.,.,,)	•		

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,		-CHMPLETERS BY	PHIIGHAM LEVEL		*
		GRADES	P(131-	ADULT ,	
PRIIGRAH	TOTAL	11812	SECUMBARY	(LUNG-TEHM)	THANSFERS
			•		r
CARPENTHY	38,447	31,076	1,509	5,660	. 5,055,
ELECTRICITY	10,584	7,415	439	. 2,730	N06
MASIJNRY	8.748	7,072	251	1,425	607
PLIMMING & PIPEFITTING .	5,519	2,327	349 .	2,843	84 .
UTHER CONSTRUCTION & MAINTENANCE	. 23,005	17,450	1,254	3,401	1,255
CUSTINUTAL SERVICES	2,971	2,405	127	. 445	238 *
DIESEL MECHANIC .	7.412	3,334	1,909	2,169	29.9
DRAFTING LICCUPATIONS	26,807	23,611	2,371	2,425	1,501
ELECTRICAL DECUPATIONS	8,924	5,702	, 955	2,6110	429
ELECTRINICS (ICCUPATIONS -	25,562	20,9n ē	2,165	2,489	1,331
FUREMANSHIP, SHPER., & MGT. HEVEL.	5,153	1,560	946	627	- 11
GRAPHIC ARTS DECUPATIONS	22,576	20,017	1,457	1,102	1,336
INSTRUMENT MAINTENANCE & RERAIR	876	. 426	189	261 -	94
MARITIME UCCOPATIONS	1,116	823	. 143 *	150	46
HACHINE SHOP	23,357	17,947	1,693	3,517	1,503
MACHINE TOUL OCCUPATION	1,873	1,189	224	460	60
SHEET METAL .	3,332	2,200	116	19016.	106
* WELDING & CUTTING	33,635	23,471	3,257	6,907	707734 .
TOOL & DIE HAKING	1,006	· 365	287	354	· · · · · · · · · · · · · · · · · · ·
UTHER METALHURKING UCCUPATIONS	10,071	• 9,087	596	. 688	1,39
HETALLURGY LICCHPATILINS	` 233	191	20	. 55 .	787
COSMETULEIGY	26,986	21,94Z°	1,666	3,350	1,925
UTHER PERSONAL SERVICES	874	, 623	128	' 123	1 •
PLASTICS UCCUPATIONS	1,180	1,104	31	41	4
FIREMAN THAINING	. 6,005	4,74	694	, 563	72
LAW ENFUNCEMENT TRAINING	12,496	6,358	°4,098	2,042	236
OTHER PUBLIC SERVICE UCCUPATIONS	4 / 1 39	3,983	545	511	46
QUANTITY FUOD (ICCUPATIONS	10,774 -	8,248	1,243	1,283	348
REFRIGERATION ,	1,1,88	791	- 169	554	35
SMALL ENGINE REPAIR	8,314	. 6,236	· 480	1,59A	436
STATISTARY ENERGY SHUKCES HECUP.	554	405	· 2v/	129	33
TEXTILE PHOLOCITOR & FARMICATION .	5,911	5,004	234	669	196 .
UPHOLSTERING	2,539	1,661	244	. 634	133
MUUDMURFING OCCUPATIONS	10,575	9,445	S <u>3</u> 6	804	149
OTHER THANE & INDUSTRIAL OCCUPATIONS	30,164	25,145	1,674.	3,345	A 39 °
OTHER PHIGHAMS, GREATER THAN 12 UF TOTAL	: 51,071	44,195	3,793	3,043	6,306
OTHER PRIGRAMS, LESS THAN 14 OF TOTAL	. 9,013	8,163	755	• • 95	, 64
- TOTAL	1,754,471	1,384,670	204,557	. 165,644	74,534

THE E-16. -- NUMBER OF TRAVERS BY PROGRAM LEVEL AND PERCENT OF COMPLETION BY STATES. OUTLYTOG AREAS 1478-79.

•	********		PKI)1-1	AM I Subjection		
,	» LINPLFIE	U MARE THAT S	D PERCEAL		ยม 50 พิยพเร็ญไ (IK L155 - " -
S1/It .	GHADE'S 11 8 12	PUST- SECUNDARY	AUULT (LUHG-TERM)	GRADES 6	PUST-	(LIMG-TEHM)
ALAHAMA	3,042	4,277	4,656	5,592 <	4,416	9,015
ALASKA (ı)	U	´ 0	• 0	0	· v
ARIZUHA	. 0 **	, 0	9	()	, 0	U .
ARKANSAS	1,641	4 14	° 907	1,761	* 87	1,446
&ALIFURNIA	a 68,130		0	Q.	/	
COMPECTION	\$ 984	2,467	2,811	2,507	2,116	4,781
DELAWARE	794 191	602	180	1,274	٠ .	. 528
DISTRICT OF COLUMNIA		0) 0	73)) 1.	, 0
FLORIDA	2,164	Ü	749	, o	\	0
&LURG1A	0	1,808	117	. 0	14,822	1,389
HAWATI *	Ü	3,238	968	. ù	0.	, , , ,
1DAHH *	844	463	15	555, (, ")	₹ 68×	й
ILLINUIS	9,733	5,577	1,795	3,651	3,438	1,42
INDJANA	938	0	, 69	917	` U	. 163
I I I I MA	~\ 7/15	794	1,163	412	1,850	2,155 Tri
* KANSAS .	8,415	3 3,407	3,945	5,923	621	4,051
KENTHCKY	3,677	36	7 459	7,185	142	3,134
LUUISIAMA	U	0-	0	· 0	0	247 ·
MATNE ° MARYLAND	474	172	485	579	51	
HASSACHUSETTS Ø	183	377	1,036	499	, , , , , , , , , , , , , , , , , , ,	° 1) _p
MICHIGAN	5,613	2,741	564	8,444	6,971	641
MINNESUTA	2006 A	6	0	0,444	^	
MISSISSIPPI	3,407	446	414	2,028	1,110	1,648
M199UUK1.	0	, 0	0	0	\$ 0	, (1
NEBPASKA	. 668	734	83 .	1,831	1,083	158
NEVADA	368	53	• 0	441	9 112	0
NEW HAMPSHIRE	367	^ 68	23	757	, 33 4	34 🔨
NEW JERSEY	21750	\ 0	395	1,669	110	. 1,485
NEW MEXICII	996	Ú	1.38	1,575	158	2,451 . "
NEW YORK	0	; 9	·Q	Ü	n	· · · · · · · · · · · · · · · · · · ·
NURTH CAPOLINA	455		0	* , 1,284		• 0
THURTH DAKUTA UHTU	794	343	569	, , , , , , ,	1)	1)
ON THE	44, 51.7	* 80 t _a	1,452 357	6,494 1,972	2,764 H,846	3,124
DREGIN	e 2,417	5,3/14 ()	357	11472 of 15,946	77.04B	##5^.
PF-IIISYL VA! 1A	3,487	3,105	50.3	5,441,	1,359	2, 143
RHODE ISLAND	28-S		0	21	()	()
SHUTH CARRELINA	2,473	ţ,	17 ,	5,595	0	56
SINUTH DAKIITA	123	0	. 69	446	(1)	. 302
	•	•	•	→	•	•

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TABLE F-16. -- NUMBER OF LEAVERS BY PROGRAM LEVEL AND PERCENT OF COMPLETION BY STATES. UNILYING AREAS 1978-79.

	CUMPLETE	CUMPLETED MURE THAN 50 PERCENT TO THE TOTAL THE LESS								
STATE	GHAUE3	PUST- SECUNDARY	ADULT (LUNG-TERM)	GFAUES 11 & 12	PUST- SECUMDARY	AUULT (LONG-TERM)	,			
TENNESSEE TEXAS UTAH VERHÜNT VIRLINIA ** WASHINGTU** WEST VIRGITIA HISCONSIN HYDMING TOTAL U.S.	3,078 4,144 1,751 477 2,663 2,935 2,136 569 769	2,301 0 852 0 0 2,829 2,199 0 131	488 0 2 0 85 0 331 0 = 34 1	3,199 2,455 2,166 514 2,814 0 2,867 433 686	5,025 0 2,590 0 11 0 4,326 0 73	4,693 0 1 27 333 12,312 562 0 75				
AMERICAN SANDA NURTHERN, MARTANAS GHAN < PUERTH RICH THUST TERRETHRY UNITLYS IG ARFAS	0 0 28 367 55	23 17 40	0 0 1 251 0	0 30 . 16 4 . 0	0 0 110 136	0 0 178 53 	_			
U.S. AND DUTLYING AREAS	150,455	45,403	25,075	98,020	63,575	60,360				

TABLE E-17.--NUMBER OF PROGRAM LEAVERS BY INSTRUCTIONAL PROGRAM BY STATE:
UNITED STATES, NUTLYING AREAS 1978-79.

						•				
					HCCUP.			THADE		•
•		AGRI-	DISTRI-		HUME	UFFICE	TECH-	ĸ	UTHER	
STATE	TOTAL	CHLTURE	HUTION	HEALTH	ECON	HCCUP.	HICAL	INDUS	HEC	•
		,				•				
		•								
ALABAMA	32,032	1,566	1,477	3,088	83 0	6,196	1,067	17,098	710	
ALASKA	321132	1,300	., -, ,	9,009		071.70	° 0	0	Ò	
	Ú	0	0	_ 0	i,	ŏ	ű	o o	. 0	٠ ,
ARIZONA	6,436		<u> </u>	-345	. 98	1,370	ž	3,032	ò	
ARKANSAS Califurnia	58,130	4,873	5,773	2,922	2,316	29,030	767	21,762	687	
CULURADON	15,626	242	725	1,005	395	6,123	2,059	3,721	1,356	
CONTROL	3,381	54	115	238	114	1,207	87	1,566	0	
DELAHARE	264	źi	- 24	51	17	106	4	65	Ö	
DISTRICT OF CULUMBIA	0	0	. 0	- 0	Ü		Ú	* 0	0	
FLORIDA	2,913	107	448	105	96	605	4 Ž	989	521	
GEORGIA	18,136	57	685	1,696	. 450	3,802	1,395	6,884	3,167	
HAWAII	4,206	70	658	180	Ó	1,311	131	1,856	0	
DAHO	-3,231	422	365	100	64	1,195	64	965	56	
ILLINUIS ,	25,618	1,054	1,864	2,039	2,607	8,009	1,523	7,950	572	•
INDIANA	2,987	301	66	22	157	41	0	1,500	ō	•
IUHA	7,119	624	1,057	1,127	155	1,418	461	2,277	0	
KANSAS	23,362	4,305	1,305	3,649	1,489	4,127	365	8,122	n	
KENTUCKY '	15,100	840	736	814	427	5,142	147	6,994	0	ų
LUUISIAHA	13,100	0	. , 50	0	0	ō	0	0	0	\
MAINE .	2,008	140	229	128	66	101 °	197	1,120	27	. \
HARYEARD	682		24	20	11	196	0	325	65	
MASSACHUSETTS -	1,957	216	147	259	75	U	175	1,046	39	
MICHIGAN .	24,714	901	3,174	2,094	1,595	6,209	2,040	8,452	249	
MINNESIITA	0	. 0	U	U	Ú	. 0	· 0	.0	0	
MISSTSSIPPT	7,053	915	651	401	194	1,123	40,5	3,364	0 _	
MISSOURI	0	0	e	Ú	0	0	0	0	0	
NEHRASKA	4,788	574	692	286	19	1,178	0	2,001	18	
NEVADA	974	35	a 24	9	9 44	414	, 36	412	0	
NEW HAMPSHIRE	1,592	95	185	109	⁹ 148	285	7 49	, 648	48	
NEH JERSEY	5,603	110	557	244	202°	833	. 118	3,539	. 0	,
NEH MEXICII	5,518	263	736	242	171	2,040	207	1,783	. 76	
NEW YURK	. 0	, ,	n	Ú	(1	A	0	0	0	
NORTH CARULINA	2,209	401	176	90	169	181	.0	1,192	v	
NURTH DAKUTA	1,356	177	68	51	39	264 -	48	649	. 0	
UHIU	19,362	1,153	1,263	1,873	£1,362	3,237	1,218	5,329	3,921	
UKLAHUMA	. 19,414	611	1,154	1,090	935	5,296	4,247	5,158	.0 23	
OREGON	18,003	1,663	1,148	292 .	608	8,992	244	5,456	_ 0	
PENNSYLVANIA	16,108		1,329	1,175	837	3,973	985 .	5,564	1,544	
RHUDE ISLAND	347	4	28	23	6	111	14	161	0	
SOUTH CAROLINA	8,141	719	863	272	276	3,521	n	2,490	U	
- SUUTH DAKUTA	812	137	57	105	24	64	U ,	338	90	
TENNE SSEE	18,784	471	986	1.427	1,051	5,528	2,624	6,613	. 84	
TEXAS	6,599	755	1,245	• 191	7940	672	₩.	2,790	, 0	•
*				•						

ERIC Full text Provided by ERIC

MALE E-17. -- NUMBER OF PROGRAM LEAVERS BY INSTRUCTIONAL PROGRAM BY STATES UNITED STATES, OUTLYING AREAS 1978-79.

STATE	THTAL	AGRI- CÚLTURE	DISTRI= BUTION	HEALTH .	OCCUP.	OFFICE UCCUP.	1ECH- NICAL	TRADE L Indus	UTHER NEC
		·		•	•		Þ		. `
			r.0 _			7			
UTAH	7,362	. 146	, 656	296 .	29/1	2,701	74	3,103 .	92
VERMONT	1,018	114	. 8	48	42	409	0	381	. 16
VIRGINIA	5,906	- 512	455	314	342	1,809	Ú	2,425	118
WASHINGTON:	18,076	889	1,159	437	. 1,876	3,758	1,142.	8,701	114
WEST VIRGINIA	12,421.	380	619	1,745	454	4,616	1,540	2,465	902
WISCHNSIN	1,002	145	55	0	, 79	112	0	151	460
HYDMING .	4 740		, 579	235	. 0	410	62 °	. 142 🦃	0
TOTAL U.S.	441,618	28,387	33,920	31,214	217074	127,435	23,620	160,579	14,689
AMERICAN SANDA	ο .	· • a	o	0	0.		O	U	0
	36	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	, 0	ň	0	16	.0	• 17	٠ ٥
NURTHERN HARIANAS	333	3,	Š	ő	ŏ	° 120	107	93	5
GUAM	834	1.5	306,	` 45	Ü	223	159	89	, 0
PUERTU RICU	73	10	0		ō	2	O	55	6
TRUST TERRITORY	, ,		**	,	•	_			
" OUTLYTHE AREAS	1,276	85	· 311	45	0	361	. 266	254	11
U.S. & OUTLYING APEAS	. 402;894	28,415	34,231	31,259	21,074	128,296	23,866	160,833	14,900

TABLE E-18. -- NUMBER OF LEAVERS BY PROGRAM LEVEL AND PERCENT OF CHIPLETTON BY INSTRUCTIONAL PROGRAMS ... UNITED STATES, HUTLYING AREAS 1978-79.

	einbreien	NUHE THAN S	BB PERCENT		FD 50 RENCENT OR	LESS '
PH-JERA 1	64ADES	POST- SELUNDARY	ADULT (LUNG-TERM)	GRADÉS 11 & 12	PUST- SECUMBARY	ADULT (LING-TERM)
			•		Ar .	, ,
AGRICULTURAL PRODUCTION	7,719	519	. 203	2,454	439	. HE Š
AGRICULTURAL SUPPLIES/SURVICES	1 663	506	43	36.0	90	- 27
AGRICULTURAL MELHATATOS	2,747	93	67	1,414	. ` 72	61.
AGRICULTURAL PRODUCTS	130	7	37	· 243'	• • •	19
HURTICULTURE	3,410	282	. 143	2,437	` 250	362
ARENEMANLE NATURAL MESIGURCES	4 368	117	24	135	173	Š
FORESTRY &	341 °	114	35 .	239	106	' + 31
OTHER AGRICULTURE	855	34	17	207	, 59	13,
ADVENTIST IN SERVILES	้ 8 8	- 21	5	118	46	36
APPAHEL, X ALCESSIBLES "	. 551	137	33	° 292	218	224
AUTUMITIVE 🦫	193	41	- 34	213	16#	. 45
FINANCE & CAFFIT	159	258	24	133	1,231 -	156
FEUPISTRY 👞	°154	٠ .	23	. 3≥	0	1.3
FU06 0151-c1-011104	1,340	36	56 \	566	11	76
FUMD SERVICES	156	-130	35	985	71	116
GENERAL MERCHAT DISE	8,149	1,550	2 316	4,285	~ 935	615
HARDWARE, BUILDING MATERIALS, ETC.	1,08	⋄ 0 ~	0,	80	()	7
HOME FURNISHINGS	83	67	4	42	75	. 23
HOTEL ** LINGING	500	378	_ 17	75	189	24
INDUSTRIAL MARKETIMA	48	o 50 e4	, 12 ,	72 •		100.
INSURA ICE	3 3 6	7 3	2 -	, 56	٤4 ,	1.3
PERSURAL SERVICES	。 1,05	9	3	153	. 15	15
REAL ESTATE	363	669	168	21	482	, 233
RECPEATION & TOUPISM	190	60	4	101	`33	19
TRANSPORTATION "	. 351	160	13	, NS	1 37	5
OTHER RETAIL THADES	502	97 4	<u>, 6</u>	526.	75 `	116
OTHER DISTRIBUTIVE EDUCATION	783	358	° 25	1,507	361	28
DENTAL ASSISTING .	444	99	, 143 '	1 4 H	147	- 290
DENTAL HYGICHE (ASSUCTATE DEGREE)	0	199	3	1	78	
DENTAL LANDRATURY TECHNULLIGY	11	, 33	. 6	13	132	79
MEDICAL LAHDRATORY ASSISTING	127	328	14	. 64	594	\$8 1 M
WITHER MEDICAL LAHURATURY TECHNOLOGY	16	148	8	° °6.	. 315 2,279	. 19 H
NURSING (ASSUCTATE THE GREE)	53	2,937	135 .	17	=	3,277
PRACTICAL (VOCATIONAL) NORSIA G	183	* 129	1,606	151 1,078	1,462 29 ·	586
HURSING ASSISTANCE (AIDE)	2491	8,	604		.30	184
UTHER HURSING	177	133	191	30	.3" 83	. 113
REHABILITATION .	54	5H	יי יי	7	312	ုံ့ခိုရီ
RADIOLOGIC TECHNOLOGY (X-RAY)		336		1 2	422 .	,e ,
MENTAL HEALTH TECHNILLUGY	. 20	413 240	` 50	1	273	101
INHALATION THERAPY	53 ·.	109	62 .	195 *	و برج 34 °	209
MEDICAL ASSISTANT	9 ™ /	, 11.7	`4E '	.,,	F 27	¥ * *



TROUT F-16. - TO THER OF LEAVERS OF PROPERTY OF LEAVES AND PRICE OF LOWELFIELD OF LOSTROCTIONS PLOUBANT.
OUTTO GRATES, OUTERING AREAS 1978-79.

	20,
TIX 12 - SECUUDARY (LUID-TERM) - 11 X 12 - SECUUDARY (LUID-TERM) - 11 X 12 - SECUUDARY (LUID-TERM)	20,
CHHOMPTTY HEALTH ATDE	120
#EDICAL F 16PGEOLY 11 CONTC [목가 ~ 157 507 229 4 345	
WINER MEALT FOR OPATION 5 EDUCATION 17875 530 273 1,205 399	207
	1131
Children of the brond with the services of the	97
FIRID M61., PHOROCATOR, & SERVICES 5,029 345 293 2,912 392	141)
- MUME FUMBLE FUMBLENT, & SERVICES 185	14
- INSTITUTIONAL KINOMETIGS, A SUP. 251 3 49 24 265 45 UTHEN LICEUP, PARP, FOR MINISTRANING 557 -62 33 573 277	73
	203
CONTROLE & COLUMN FOR THE STATUS 329 404 166 344 667	105
PRODURANTEUS 845 1,093 569 785 2,059	314 .
0100 F DOS10535 DATA PROCESSING 1,892 867 316 512 562	7 H H
	167
INFORMATION, COMMUNICATION OF COPY. Sug 65 5 657 67 67 68 484 684 684 684 684 684 684 684 684	25
	3 11
PERSONNEL, FRATILIDE, & RILEATED 650 455 18 . 54 57)	95 643
STEINIGHAPHIC, GECHETARIAL, & RELATED	142 159
	161
HTHER HEFICE HE CHEAT LINES 1,495 - 188 63 404 459	232
ARCHITECTURAL TECHNIQUIST 42 429 27 16 MAII	248
AUTIMUTTYL (F.C.)	46.
CÍVIL TEFTURALANY 25 608 ,54 80 535	2116
ELECTRICAL TECHNILIBEY 1 1 20 52 299 33 174 768	49
	103
ENVIRORESTAL -CONTROL TECHNOLOGY 9 589 23 5 747 1	. 55
TNDUSTRIAL IFORMUNEY 1 186 11 0 371 4CCHA (ICAL 180 180 180 180 180 180 180 180 180 180	48 28 2
- MCCHA II CAL 1F1 에 HILLINGY 37 565 5 39 로슨 1호276 - BC IF II T IF I M TA PRINCE SSTUC 153 26 0 12 등 5년 5년	144
COMMERCIAL PILOT TRAINING O 21	41
FIRE & FIRE SAFETY OF CHANGE HAY 1	224
POLICE 3(1) at 1, 111 57 < 4 15 564	95
OTHER LECHULCAL FORGATION 90 816 150 26 17961	عباء
* HATTER 4 HASTE HATTER TECHNOLOGY - H2 137, 5 19 0 224	133
	442
APPLIANCE MEPATP 485 25 ' 84 357 75	35/
	424
	14.
AUTOMOTIVE SPECIALIZATION	199' .
AVIABIUM (ICCUITATION). 311) 120 269 10	. , ,

ERÍC

ביושות של בול במודר באלה או ביושות היה בולוב את היה בולוב אורה ביל בישות בולוב בילום בילום בילום בילום בילום ב ביושות של בול בולום בילום ב

•		•	The state of the s			
*	(1) () ()	to the test			1, 20 PERCENT	11H 1155
PPHIIIA	11 % 12	POST= ↑SECO@OXRY	ADULF (LIMG=1EMM)	*644DE3	P4141 = \$44 1111 3 38	Applit (a (Lingellan)) (
		•	4			
		4. 4	8			
CHIMBLE CLAL® ART TIC CHRATTING	7 311	410	97	464	· 724	244
COMMERCIAL PROTOGRAPHY OCCUP.	525	106	1,4	117	554	
CARPINITY , ,	3,105	425	. 762	.3,104	551 530	1,714
FLECTRICITY '	553	121	386	914	224	714
MASHRIEY	K57	46	243	· 414 .	274	. 715 545
PLIMETER & PIPEFITTER	461	31	71ج 242	2,447	45 25°5	951
CONTRACTOR A MAINTENAICE	* 2,525 347	. 150	85	. 285	ار . د د ک	491
DIESTE MECHANIC		@21) @457	." 529	407	672	N43
DESCRIPTION OCCUPATIONS	346 2,186	725	- 327 593	1,401	1,032	1,644
FEFCTHICAL OCCUPATIONS	. 669	785 85 .	481	790	550	1,4115
ELECTRICAL OCCUPATIONS	2,507	• 479	446	1,469	1,214	1,669
FUNEHANSHIP, SUPER., & MER. DEVEL.	16	143	/ 82	17404 . H	350	1,053
GRAPHIL APTS OCCUPATIONS	2,565	206		1,610 =	381	562
INSTRUMENT MATHEMANCE & REPAIR	54	7	5H	47	5012 322	15
	. 24	. 7	. 53	30	9	tis
MARTITHE VICTORATIONS MACHINE SHOP	1,843	400	768	1,613	970	2,221
HACHTHE THIL OLCUPATION.	149	9	73	241	17	209
SHEET METAL	214	16	121	223	70	160
WELDING & CUITING	3,066	8 54	1.682	2,696	1,236	4,494
TENER DIE MAKING	37	• ";	1 144	51	0	101
OTHER PETAL MINK THE OCCUPATIONS	1,026	9	41	618	•	184
METALLURGY UCCUPATIONS	34	4	i	1		7.0
CURMETILLIGY	3,484	255	614	1,657	A7H	1,544
OTHER PERSONAL SERVICES	118	18	21	21	26	34
PLASTICS OCCUPATIONS	235	1	16	. 51	2	7 1
FIREMAN INAINING	496	327	19	- 26	65	74 -
LAN FREHHCEHFRE THATHING	522	1,557	ŽI	. 150	673	≜ ∪
OTHER PURCIC SERVICE OCCUPATIONS	- 5/11	420	37	94	515	₹ •0
QUANTITY FORD OCCUPATIONS	1,776	225	278	1,926 -	101	654
REFHIGERALIUM .	75	34	26	80	, 41	75
SMALL ENGINE MEDATE	1,195	#3	254	700	. A3	446
STATIONARY ENFORMY SHORLES OCCUP.	35	11	0 _	116	9	42
TEXTILE PRODUCTION & FABRICATION	473	118	J 15	5112	hM	¥48 .
OPHOLATERING	Suo	49	1 40	145	41	11.17
WINDOWNINK FOR OCCUPATIONS .	1 + 417'	168	• • •) 6444	101	167
OTHER TRADE & INDUSTRIAL PEROPATIONS	2,800	259	1,059	1.750	545	1.612
OTHER PHOGRAPIS, SIVENTER THAN LX HE TUTAL	31604	401	674	4,656	2,153	544
TINHER PROGRAMS, LESS DIAG 12 DE TOTAL	\$4 <i>2</i>	164	ς,	25	1.518	301
TOTAL	15 .,455	45 , 411 3	25,075	3H, 1126	h3,575	`hu, 3hu

TABLE E-19. -- NUMBER OF FEHALE ENROLLES AND PERCENT OF TOTAL ENROLLMENT BY INSTRUCTIONAL PROGRAMS UNITED STATES, OUTLYING AREAS 1978-79

* PROGRAH	TOTAL Enrollhent	FEMALES	•	FEMALES AS A PERCENT OF TOTAL	8	•
1.				,		
AGRICULTURE DISTRIBUTION HEALTH QCCUPATIONS PREP, FOR OCCUP, OF HUMEMAKING OCCUPATIONAL MOME ECONOMICS OFFICE OCCUPATIONS TECHNICAL TRADE & INDUSTRIAL OCCUPATIONS INDUSTRIAL ARTS OTHER NEC	763,697 644,177 436,249 2,838,420 445,979 2,887,981 374,426 2,253,715 1,665,311 918,594	146,303 345,066 367,758, 2,254,063 347,207 2,121,342 72,684 393,864 248,851 422,391		19.16 53.57 84.30 79.41 77.67 73.45 19.41 17.48 14.94		
TOTAL	13,228,549	6,719,569		. 50.80 '	• •	

TABLE E-20.-- HUMBER OF STUDENTS BENEFITTING FROM VUCATIONAL EDUCATION PROGRAMS-WY SPECIFIC CONDITIONS BY STATE:
- UNITED STATES, OUTLYING AREAS 1978-79.

	STAFE	HANDICAPPED	DISADVANTAGED	ε	IMITEN NGLISH PEAKING		WURK STUDY	SPECIAL . DISADVANTAGED	ECUM) DEPRESSED AREAS		
			•						° ° °	•	
/	ALABAMA	3,881	39,089				374	576	48,906	æ	
	AL ASKA.	. 3,001 45	8,697	4	6A		3/4	56	40,700	-	
	AR I Z()NA	2,725	4,880	•	305		355	1,374	8,235		
^	ARKAHSAS	4,125	18,688	•	62		0	4,095	38,677		
	CALIFURNIA	24,689	155,347	•	15,966		4,385	34,191	146,892	•	
	CULURADU	2,097	• 5,865		218		225	119	3,926		
	CONNECTION	3,673	13,143				374	617	28,505		
	DELAWARE		1,639		15	•	58	367	1,182		
	DISTRICT OF CULUMBIA	1,011 , 514	1,150	•	83		20	637	7,360 ~		•
	*				1,045		1,009	12,465	23,498	•	
	FLORIDA	, 6,828 (7,0-3	30,155		1,1745		0	0	37,945		•
	GEURGIA	3,962	16,145				581	41.4	10,418		
	HAWAII	2,152 403	16,262	•	201 15	•	115	145	7,283		
	IDAHO	27,561	1,566 115,357		2,472		1,925	2,185	59,851.		
	ILLINUIS	_ · ·			2, 1, 1		689	3,841	27,882		
	INDIANA	4,420	5,478		7		904	1,250	31,149	*	
	, IUWA	3,285	19,866		1/34		19	2,302	5,993	,	
	KANSAS	2,121	3,904		/23		-	° 2,553	53,060		
	KENTUCKY -	6,332	24,763		, 3A	Δ.	• 966 414		24,890		•
	LDUISIANA	4,870	67,300		0	Ş	147	7,629	7,630		
	MAINE	325	1,957		0	1		3,246	48,296		•
	MARYLAND	5,020	11,572		27	1	382	741	28,243 ·		
	MASSACHUSETTS .	3,874	8,679		501	•	0			2	
	MICHIGAN	4,077	11,877		258		0	. 1,399	4,309 16,811		
	MINNESUTA '	5,741	8,553		225		O O	2,074			
	MISSISSIPPI	3,0/9	7,957		0		0	1,304	2,372		
	MISSOURI	89,9 7 5 =	7,884		142		363	2,139	47,032	•	
	NEBRASKA	1,343	5,293		58		141	158	11,003		
	NEVADA .	78	1,354		35		65	786′	800 5 304		
	NEW HAMPSHIRE	498	1,113		ņ			. 864	5,391		
	NEW JERSEY	2,5 ≰ 7	12,216		9		4,663	8,681	23,252		
	NEW MEXICO	1,1/47	6,917		1,660		0	186	10,972	•	
	NEW YUHK	13,686	73,433		5,473		2,388	9,100	122,111		
	NURTH CAFULINA	19,065	40,559	•	1,982		1,119	3,296	19,886	. (
	NORTH PAKUTA	39A	3,1198		18		150	• 112	4,242		
	UHIO	9,004	34,362		92		1,053	1,436	104,454		
	OKLAHUMA	3,014	5,35A		1		332	2,598	29,696	,	
	UREGON	2,723	410,472		141	•	_ 18	898	3,270		
	PENNSYL VAII [A '	A,832	14,071		143		516.	3,662	93,644		
	RHUDE ISLAND	1,782	4,618		• 430		116	122	1,789		
	SOUTH CARULINA	3,955	15,180	٠- ، -	9	*	251	70 <u>1</u>	, 35,503		
	SUUTH DAKHTA	234	-tr629	•	ŋ		. 88	• 65	1,872		
	TENNESSEE	4,838	19,187		631		4 904	. 1,925	44,499		
	TEXAS	7 , 878	34,358		794		1,151	1,467	143,393	1400	
		•			عمِ .					192	•
					**					200	
					•				•		

TABLE E-20. -- NUMBER OF STUDENTS BENEFITTING FROM VUCATIONAL FOUCATION PROGRAMS BY SPECIFIC CONDITIONS BY STATES UNITED STATES, COULTYING AREAS 1978-79.

STATE	HANDICAPPED () I SADVANTAGED	LIMITED ENGLISH SPEAKING	HURK STUDY	SPECIAL Disadvantagēd	FCIIN DEPRESSED AREAS
			•	•		•
UTAH , & VERMUNT VIRGINIA ,	1,626 530 9,107	3,898 1,749 18,737	602 96 515	1,002	3,857 18 1,808	5,679 2,303
MASHINGTOR MEST VIRGINIA MISCONSIN	6,810 2,533 5,651	25,133 7,310 24,360	93 19 7,321	219 . 336 . 722	1,708 1,708 824 5,718	24,878 16,058 16,782 18,561
MÝIJMING	808	625	• 0	0	976	2,382
filtal U.S.	234,341	972,438	41,590	27,632	136,804	1,42,9,744
AMERICAN SAHUA STAN GUAM PUERTU RICU	58 1,573	1,957 0 24,570	1,435 449 647	35 - 191 - 216	38 356 15,772	513 954 20,518
UNILYING APFAS	1,647	26,527	2,517	` 352	16,166	21,985
.U.S. & OUTLYING AREAS	235,988	998,965	44,107	27,984	- 152,970	1,451,729

APPENDIX 2. Funding Tables

- F- 1. Federal Authorization of Funds (VEA) by Legislative Section by State
- F- 2. Federal and State/Local (VEA) Expenditures (Including Carryover)
 by Legislative Section by State
- F- 3. Vocational Education (VEA) Expenditures (Including Unliquidated Obligations) by Source of Funds by State
- F- 4. Vocational Education (VEA) Section 120 Expenditures (Including Unliquidated Obligations) by Source of Funds by State
- F- 5. Vocational Education (VEA) Section 130 Expenditures (Including Unliquidated Obligations) by Source of Funds by State
- F- 6. Vocational Education (VEA) Section 140 Expenditures (Including Unliquidated Obligations) by Source of Funds by State
- F-.7. Vocational Education (VEA) Section 150 Expenditures (Including Unliquidated Obligations) by Source of Funds by State
- F- 8. Outlays by Authorization Year and Source of Funds by Section 110
 Programs
- F- 9. Outlays for Programs for Handicapped Enrollees Under Section 110 (Including Carryover) by Source of Funds, Percent, Ratio, and by State
- F-10. Outlays for Programs for Disadvantaged Enrollees Under Section 110 (Including Carryover) by Source of Funds, Percent, Ratio, and by State
- F-11. Outlays for Programs for Enrollees with Limited English Proficiency Under Section 110 (Including Carryover) by Source of Funds, Percent, Ratio, and by State
- F-12. Outlays for Adult and Postsecondary Education Under Section 110 (Including Carryover) by Source of Funds, Percent, Ratio, and by State

TABLE F-1. -- ALLUCATION OF FEDERAL (VEA) FUNDS BY LEGISLATIVE SECTION BY STATES UNITED STATES, OUTLYING AREAS FISCAL YEAR, 1979.

		1		CHILLS CHAILOF CO.	C/1/10 MILENO / 100				-
		•	,	,	•				STATE
				BASIC	PROGRAM		CONSUMER AND		ADVISURY
		. •	•	GRANTS	IMPROVEMENT	DISADVANTAGED	HOMEHAKING'		COUNCILS
	STATE	,	· TOTAL *	(SEC 120)	(SEC, 130)	(SEC 140)	(SEC 150)		(SEC 105)
	SIAIE	•	- IUIAL	(350 150)	(366, 130)	(020 140)	,020	•	••
	41 40 444		, , , , , , , , , , , , , , , , , , , ,	0 (67 477	2 440 240	401,392	822,734		76,888
	ALABAMA	,	12,122,355	8,657,073	2,164,268		72,408		75,000
	ALASKA		1,135,111	761,901	190,476	35,326	456,536		75,000
	ARIZUNA		6,759,043	4,803,819	1,200,955	222,733	451,587		75,000
	ARKANSAS		6,686,580	4)751,740	1,187,935	220,318			150,689
	CALIFORNIA	•	,52,371,540	37,531,105	9,382,776	1,740,161	3,566,809 507,204.		75,000
	COLORADO		7,500,859	5, 336, 962	1,334,240	. 247,453	475,826		78,931
	CONNECTICUT	¥.	7,045,393	5,006,194	1,251,698	. 232,144	103,376	٠,	,0,,31
	DELAHARE		1,513,507	1.087,757	271,939	50,435 57,545	117,950	•	75,000
	DISTRICT OF COLUMBI	I A	1,801,881	1,241,109	310,277		1,489,219		, 5,000
	FLORIDA		21,803,320	15,670,037	3,917,509	726,555 ,521,970	1,069,882		ŏ
	GEORGIA"		15,663,906	11,257,643	2,814,411	76,659	157,128		75,000
	HAWAII	<u>,</u> ₹	2,375,471	1,653,347	413,337	86,032	176,337		75,000
	IDAHO ILLINOIS		2,656,718	1,855,479	463,870 - 4,643,170	861,138	1,765,075		150,689
			25,992,754	18,572,682 10,909,702	2,727,426	505,838	1,036,815	_:	
•	INDIANA Ioha	.	15,276,676		1,420,690	* 263,485	540,067	3	75,000
J	KANSAS	•	7,982,000	5,682,758.	1,132,099	209,963	430,361	•	75,000
5	KENTUCKY	•	6,375,820	4,528,397	1,969,285	365,230	748,612	•	75,000
		_ '	11,035,265	7,877,138	2,327,113	431,594	. 884,639		82,672
	LOUISIANA ^		13,034,471	9,308,453	608,626	112,877	. 231,366		75,000
	MAINE MARYLAND	•	3,462,373	.2,434,504 7,691,570	1,922,893	356,625	730,977		75,000
	· • ·		10,777,065	10,998,255	2,749,564	509,943~	1,045,231		103,234
	MASSACHUSETTS		15,406,227	17,739,086	4,434,771	822,488	1,685,854		1507689
	HICHIGAN HINNESOTA		24,832,888 11,486,090	8,201,160	. 2,050,270	380,254	779,406		75,000
,	' MISSISSIPPI .	•			1,421,865	263,704	540,514		75,000
	MISSOURI		7,988,544 . 13,953,638	9,964,866	2,491,217	462,029	947,022	•	88,504
	HONTANA -		2,425,715	1,689,458	422,364	. 78,334	160,559	•	75,000 🧐
	NEBRASKA		4,503,736	3,182,931	795,733	147,579	302,493		75,000
	NEVADA		1,541,957	1,054,695	263,674	48,902	100,234		74,452
	NEW HAMPSHIRE	•	2,421,360	1,685,940	421,485	78,710	160,225	-	75,000
	NEW JERSEY	•	16,122,899	11,587,521	2,876,880	537,266	1,101,232		• 0
	NEW MEXICO		4,178,869	2,949,449	7.87,362	136,754	280,304		75,000
	NEW YURK .		41,878,037	29,983,747	7,495,937	1,390,221	2,849,537		158,595
	NORTH CAROLINA	•	17,585,432	12,558,480	3,139,620	582,284	1,193,509	t	111,539
	NORTH DAKOTA	,	2,291,295	1,592,850	398,213	73,854	151,378	,	75,000
	OHIO		29,753,463	21,275,502	5,318,876	986,456	2,021,940		150,689
	OKLAHOMA		8,298,541	5,910,256	1,477,564	274,033	561,688		75,000
	OREGON		6,448,847	4,580,881	1,145,220	212,397	435,349		75,000
	PENNSYLVANIA .		31,120,131	22,366,026	5,591,506	1,037,020	2,125,579		0
	RHODE ISLAND		2,712,326	1,895,445	473,861	87,884	180,136	J	75,000
	SOUTH CARULINA	\	9,872,005	7,041,103	1,760,276	326,467	669,159	-	75,000
	SOUTH DAKOTA		• • • •	1,693,072	423,268	78,501	160,903		75,000
	TENNESSEE "		, 2,A30,744	9,510,098	2,377,524	440,944	903,802		84,466 '
	10111120011	4	13,316,834	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	-	•			
			, ,						



TABLE F-1. -- ALLOCATION OF FEDERAL (YEA) FUNDS BY LEGISLATIVE SECTION BY STATES UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979.

STATE	·	TOTAL	BASIC GRANTS (SEC 120)	PROGRAM IMPROVEMENT (SEC 130)	DISADVANTAGED (SEC 140)	CONSUMER AND HUMEMAKING (SEC 150).	STATE ADVISURY QUUNCILS (SEC 105)
(•	,	•		,
TEXAS	` _	36.856.590	26.380.523	6,595,131	1,223,155	2,507,101	150,689
	٠				141,048		75,000
•	• *				53,986	110,655	75,000
						1,004,174	93,845
	· 1					644,401	75,000
	' 1					. 376,088	75,000
	(926,719	. 86,605
WYOHING	1		880,251	~220,063~	, 40,813	83,656	75,000
TOTAL U.S.	<i>"</i> /	\$591,641,885	\$422,290,848	\$105,572,692	\$19,580,410	\$40, 132, 864	\$4,065,071
AMEDICAN DAMOA		275./000	. 143.740	35.935	6,665	13,660	^75 ,0 00
	, · · · · · · · · · · · · · · · · · · ·					22,534	75,000
							0
						15,923	75,000
					10,896	22,332	75,000
OUTLYING AREAS		\$11,677,296	\$8,176,858	\$2,044,214	\$379,128	. \$777,096	\$300,000
U.S. AND DUTLYING A	AREAS'	\$603,319,181	\$430,467,706	\$107,616,906	\$19,959,538	\$40,909,960	\$4,365,071
1 1 1 1	TEXAS UTAH VIRGINIA MASHINGTON MEST VIRGINIA MISCONSIN MYOHING TOTAL U.S. AMERICAN SAMOA GUAM PUERTO RICD VIRGIN ISLANDS TRUST TERRITORY OUTLYING AREAS	TEXAS UTAH VERMONT VIRGINIA MASHINGTON MEST VIRGINIA MISCONSIN MYOHING TOTAL U.S. AMERICAN SAMDA GUAM PUERTO RICO VIRGIN ISLANDS TRUST TERRITORY	TEXAS UTAH UTAH VERMONT VIRGINIA MASHINGTON MEST VIRGINIA MISCONBIN MYOHING TOTAL U.S. AMERICAN SAMOA GUAM PUERTO RICD VIRGIN ISLANDS TRUST TERRITORY OUTLYING AREAS 36,856,599 4,307,762 14,795,736 9,509,535 5,581,216 13,654,493 1,299,783 \$591,641,885 275,000 10,287,297 308,121 401,960	STATE TOTAL GRANTS (SEC 120) TEXAS UTAH VERMONT VIRGINIA MASHINGTON MEST VIRGINIA MISCONSIN MYOHING AMERICAN SAMOA GUAM PUERTU RICU VIRGIN ISLANDS TRUST TERRITORY OUTLYING AREAS TOTAL 36,856,599 26,380,523 3,042,085 1,164,347 14,795,736 10,566,243 4,795,736 10,566,243 4,795,736 10,566,243 4,795,736 10,566,243 4,795,736 11,677,296 3,957,315 13,654,493 1,299,783 880,251 TOTAL U.S. \$591,641,885 \$422,290,848 275,000 143,740 237,112 10,287,297 7,393,476 308,121 167,544 234,986	STATE TOTAL GRANTS (SEC 120) (SEC 130) TEXAS UTAH VERMONT VIRGINIA MASHINGTON MEST VIRGINIA MYDHING TOTAL GRANTS GRANTS (SEC 120) (SEC 130) AMERICAN SAMOA GRANTS GRANTS (SEC 120) GRANTS (SEC 130) 6,595,131 760,521 291,087 291,087 10,566,243 2,641,561 9,509,535 6,780,596 1,695,149 9,509,535 6,780,596 1,695,149 9,509,535 6,780,596 1,695,149 9,509,535 6,780,596 1,695,149 9,509,535 6,780,596 1,695,149 13,654,493 9,751,236 2,437,808 1,299,783 880,251 220,063 TOTAL U.S. AMERICAN SAMOA QUAPING 10,287,297 7,393,476 1,848,369 VIRGIN ISLANDS TOTAL U.S. S591,641,885 S422,290,848 \$105,572,692 AMERICAN SAMOA QUAPING 10,287,297 7,393,476 1,848,369 VIRGIN ISLANDS TRUST TERRITORY QUILLYING AREAS \$11,677,296 \$8,176,858 \$2,044,214	STATE TOTAL GRANTS (SEC 120) (SEC 130) (SEC 140) TEXAS UTAH JOTAL SO, 856, 599 JOTAL SO, 856, 599 JOTAL JOTA	STATE TOTAL GRANTS GRANTS IMPROVEMENT (SEC 130) (SEC 140) (SEC 150). TEXAS JOHN STATE TOTAL GRANTS GRANTS IMPROVEMENT (SEC 140) (SEC 150). TEXAS JOHN STATE TOTAL GRANTS JOHN STATE TOTAL GRANTS IMPROVEMENT (SEC 140) (SEC 150). TEXAS JOHN STATE TOTAL JOHN STATE JOHN STATE TOTAL JOHN STATE TOTAL JOHN STATE JOH

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TABLE F-2.-- FEDERAL AND STATE/LOCAL (VEA) EXPENDITURES (INCLUDING CARRYOVER AND UNLIQUIDATED UNLIGATIONS)
BY LEGISLATIVE SECTION BY STATE: UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979.

r.					_' .		
•			*				STATE
•		,	BASIC	PRUGRAM		CUNSUMER AND	ADVISURY
• •			GRANTS	IMPROVEMENT	DISADVAHTAGED	HUMEMAKING	CDUNCIL8
STATE	Ł	TOTAL '	(SEC 120).	(SEC 130)	(SEC 14Q)	(SEC 150)	(SEC 105)
			, t		, •	,	
ALABAHA `		77 000 055	/ 4 770 2/2	\	402,499	6,729,668	77,823
		73,920,055	61,379,242	5,330,823			93,592
ALASKA .		13,154,131	12,234,831	1329,035	69,247	427,426	55,291
ARIZONA		40,622,425	33,440,557	2,062,499	189,761	4,874,317	
ARKANSAS	•	38,362,190	28,371,635	4,805,142	155,637	4,955,497	74,279
CALIFORNIA		987,199,491	856,883,893	52,546,968	3,164,646	74,355,310	248,674
COLORADO		74,1/71,134	64,706,重47	3,872,993	336,614	5,183,494	71,186
CONNECTICUT		67,357,661	57,922,221	2,429,668	453,419	6,468,164	84,189
DELAHARE / 4 15		34,764,877	31,687,637	7,204,238	116,294	1,656,708	< 0
DISTRICT OF COLUMBIA		6,168,626	5,256,876	344,885	62,165	440,921	63,779
FLORIDA	- ;	412,055,451	367,576,588	17,723,479	5,863,972	20,810,699	80,713
GEORGIA .		122,526,613	105,525,118	4,359,799	·374 , 126	12,267,570	≈ 9
HAMAII		14,819,822	12,347,124	1,078,255	71,950	1,241,083	81,440
IDAHO '		17,576,179	14,108,465	1,236,599	.137,999	2,031,217	61,899
ILLINOIS	•	359,020,481	338,705,936	4,416,667	782,192 -	14,859,983	259,703 .
INDIANA		80,498,066	68,728,413	3,967,347	1,469,366	6,232,984	99,956
IONA	•	70,137,132	62,762,337	1,847,429	343,387	5,108,979	. 75,000
KANSAS	•	42,734,823	35,314,718	2,318,970	218,852	4,812,948	69,335
KENTUCKY.	,	79,075,872	66,982,121	2,692,471	333,535	8,998,139	69,606
LOUISIANA	_	68,823,673	48 829 183	10,322,385	1,920,380	7,650/337	101,388
HAINE	٠,)	23,954,739	20,912,045	935,269	191,127	1,856,183	60,115
HARYLAND *	7	118,645,261	95,952,467	5,516,706	504,826	16,557,009	114,253
* MASSACHUSETTS	•	265,378,005	239,294,246	9;648,566	592,194	15,739,765	103,234
HICHIGAN		. 262,273,750	. 203,700,695	37,685,640	919,705	19,773,373	194,337
HINNESOTA		114,236,011	98,378,769	8,792,386	365,880		89,051
HISSISSIPPI		52,252,344	39,403,718	6,941,217	483,792	5,347,355	66,262
MISSOURI		91,585,269	62,092,994	20,329,009	659,655	8,412,693	90,918
HONTANA			0210721774;	073677507	03,7033	. 0	73,922
NEBRASKA		. 73,922	21,028,477	1,677,486	130,720	2,772,045	76,636
NEVADA		25,685,364	12,001,612	275,644	95,511	1,079,869	79,224
NEW HAMPSHIRE	PA.	13,531,860		742,578	100,328	1,932,544	-57-608-
NEW JERSEY		13,087,434	10,254,376	6,263,997	1,128,904	5,877,565	97,655
NEW HEXICO	,	178/696/688	165,328,567	933,720	139,054	3,248,346	95,905
		30,333,809	25,916,784			12,832,046	158,595
NEW YORK		588,412,760	567,159,158	7,656,320	606,641	13,655,971	137,872
NORTH CARULINA		208,063,614	183,425,664	10,305,168	538,939		68,999
NORTH DAKOTA		16,663,533	13,805,594	841,486	82,960	1,864,494	177,054
OHIO		364,229,988	- 291,462,716	18,652,398	1,510,546	52,427,274	
ÜKLAHOMA		90,466,836	79,293,220	5,218,803	269,474	5,621,196 722,473) 64,143
OREGON		24,210,263	21,173,897	1,848,857	390,468		74,568
PENNSYLVANIA		303,594,893	279,636,683	18,352,676	114211472	410001303	79,536
. RHODE ISLAND	_	28,740,597	24,501,234	1,368,248	168,662	2,645,913	56,540
SOUTH CAROLINA	-	136,193,301	123,546,021	6,668,879	382,543	5,495,606	100,252
SOUTH DAKOTA	, •	10,805,192	7,881,470	61,3/565	12,075	2,233,858	64,224
TENNESSEE		116,142,980.	92,004,615	4,933,689 .	463,908	18,631,688	109,080
	•		•			•	

TABLE F-2. -- FEDERAL AND STATE/LOCAL (VEA) EXPENDITURES (INCLUDING CARRYOVER AND UNLIBUIDATED OBLIGATIONS)
BY LEGISLATIVE SECTION BY STATE: UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979.

•	STATE		TOTAL	PASIC GRANTS (SEC 120)	PROGRAM IMPROVEMENT (SEC 130)	DISADVANTAGED (SEC 140)	CONSUMER AND HUMEMAKING (SEC 150)	STATE ADVISURY COUNCILS - (SEC 105)
¥	TEXAS UTAH VERMONT VIRGINIA HASHINGTON WEST VIRGINIA WISCONSIN WYOMING		335,179,978 44,640,830 10,930,027 141,544,101 167,799,288 40,952,947 192,074,709 6,431,339	262,017,737 39,959,045 9,101,319 123,020,822 137,763,769 34,368,244 164,426,339 4,364,660	37,870,064 2,914,773 500,181 4,175,283 10,812,065 2,270,221 20,585,469 561,185	947,958 667,975 19,911 988,495 1,154,633 349,945 870,775 145,227	34,131,485 1,030,456 1,232,409 13,251,443 17,989,400 3,903,851 6,052,226 1,279,003	212,734 68,631 76,207 108,058 79,421 60,686 139,900 81,264
	Q TOTAL U.S	~	\$6,619,800,384	\$5,725,950,699	\$378,881,200	\$32,786,287	\$477,297,491	\$4,784,707
	AMERICAN SAMUA GUAM PUERTO RICO VIRGIN TSLANDS TRUST TERRITORY		888,612 303,098 41,178,580 75,000 128,981	. 702,931 200,132 27,700,280 0	44,822 4,373 5,299,930 0 7,053	6,740 11,021 363,414 . 0 20,817	55,508 - 636 7,764,621 0 8,993	78,611 86,936 50,335 75,000 92,118
,	DUTLYING AREAS		\$42,574,271	\$28,603,343	\$\$,356,178	\$401,992	\$7,829,758	\$383,000
	U.S. AND OUTLYING AREAS		\$6,662,374,655	*\$5,754,554,042	\$384,237,378	\$33,188,279	\$485,227,249	\$5,167,707

TABLE F-3.-- VUCATIONAL EDUCATION (VEA) EXPENDITURES (INCLUDING UNLIQUIDATED OBLIGATIONS) BY SOURCE OF FUNDS BY STATES:

UNITED STATES, UUTLYING AREAS FISCAL YEAR 1979.

(SUM OF SECTIONS 120, 130, 140, AND 150 IN THOUSANDS) 1/

	_		EXPENDITURES		***	- OUTLAYS		- UNLIQUI	DATED OBLIJ	ATIUNS -
	STATE	TOTAL	NON- FEDERAL	FEDERAL	TOPAL	NUN- FEDERAL	FEDERAL	ፐዐሮአር	NON- FEDERAL	FEDERAL
	ALABAHA , .	73,842	60,786	13,056	. 71,843	60,786	11,057	1,999	0 .	1,999
	ALASKA	13,061	11,422	1,639	12,774	11,422	1,352	287	. 0	287
-	ARIZONA	40,567	34,157	6,410	40,567	34,157	6,410	. 0	0	' 0
	ARKANSAS, +	38,288	32,334	5,954	38,288	32,334	5,954	0	o ·	0.
	CALIFURNIA	986,951	913,939	73,012	984,288	913,939	70,349	2,663	. 0	2,663
	CULORADO	74,100	66,680	7,420	74,100	66,680	7,420	0	, 0	0
	CONNECTICUT	67,273	60,357	6,917	67, 273	60,357	6,917	. 0	0	0 -
	DELAWARE	34,765	. 33,268	1,497	/ 34,765	33,268	1,497.	0	0	, 0
	DISTRICT OF COLUMBIA.	6,105	7 4,363	1,742	6,025	4,363	1,663	80	1 0	8,0
	FLORIDA	411,975	377,239	34,7-36	. 394,962	A 377,239	17,723	17,013	0	17,013
	GEORGIA /	122,527	105,519	17,008	112,963	97,862	15,101	9,563	7,656	1,907
	HAHAII	14,738	12,415	. 2,323	14,158	12,093	2,066	58 Ų	323	257
	IDAHO	17,514	14,726	2,789	17,514	14,726	2,789	Ò	0	0
	ILLINOIS	358,761	341,937	16,824	358,761	341,937	16,824	, O	0	1 0
	INDIANA	80,398	66,759	13,639	8,0,398	66,759	13,639	0	0	0
i	IOHA	74,062	62,420	7,642	70,062	62,420	7,642	0	. 0	' 0 '
•	KANSAS	42,665	37,017	5,649	42,167	37,017	5,150	499	` 0	499
	KENTUCKY	79,006	67,713	11,294	78,587	67,713	10,874	419	٠ 0	419
	LOUISIANA	68,722	56,856.	11,866 -	68,722	56,856	11,866	0	0	Ò
	MAINE	23,895	20,475	3,419	. 23,895	20,475	3,419	0	0	0
	MARYLAND	118,531	104,019	14,512	118,531	104,019	14,512	0.	0	0
	MASSACHUSETTS . `	265,275	245,106	20,169	257 , 958	245,106	12,852	7,317.	, 0	7,317
	MICHIGAN	262,079	236,394	25,685	245,784	229,684	16,100	16,295	6,710	9,585
	HINNESOTA	114,147	103,138	11,009		103,138	10,887	122	0	122
	#ISSISSIPPI	52,186	44,112	8,074	. 52,186	44,112	8,074	0	. 0.	4 ° 0
	HISSOURI	91,494	78,337	13,158	91,494	78,337	13,158	. 0	ŽÓ	. 0
	MONTANA	- , 0	0	Ø0	0	0	. 0	, 0	0	0
	NEBRASKA	25,609	21,536	4,072	25,609 .	21,536	4,072	0	. 0 `	0
_	NEVADA	13,453	12,016	1,437	13,453	12,016 .	4,437	0	. 0	, .0
_	NEW HAMPSHIRE	13,030	10,454	. 2,576	12,585	10,454-	2,131	445	• 0	445.
	NEW JERSEY	178,599	162,330`	16,269	- 178,599	162,330	16,269	0	0	0,
	NEW MEXICO	30,238	24,832	5,406	28,563	24,832	3,731	1,675	0	17675
	NEN YORK	588,254	, \ 552,161	36,093	588,254	552,161	36,093	0	0	0
	NORTH CARULINA	207,926	190,609	17,316	207, 926'	190,609	17,316	0	0	0
	NORTH DAKOTA	16,595	14,594	2,001	1/6,595	14,594	2,001	0	0	0
	OHIO	364,053	3,28,369	35,684	. 3\$2,436	321,824	30,612	11,617	6,545	5,072 °
	OKLAHUHA	90,403	82,206		89,474	81,392	8,082	928	813	115
	OREGON	24,136	15,579	8,557	22,255	15,579	6,676 ~	1,881	0	1,881
	PENNSYLVANIA	303,515	269,625.		293,188	269,625	23,563	10,327	0	10,327
	RHODE ISLAND	58,684	56,035	2,662	28,523	26,022	⁴ 2,501	161	·• ° 0	161
	SOUTH CARULINA	136,093	126,419	9,674	136,093	126,419	9,674	. 0	, Ō.	0
	SOUTH DAKOTA	10,741	8,696	2,045	10,741	8,696	2,045	0	· 0	, 0
			U	•			•			



TABLE F-3.-- VOCATIONAL EDUCATION (VEA) EXPENDITURES (INCLUDING UNLIQUIDATED UBLIGATIONS) BY SOURCE OF FUNDS BY STATE:

UNITED STATES, DUTLYING AREAS FISCAL YEAR 1979.

(SUH OF SECTIONS 120, 130, 140, AND 150 IN THOUSANDS) 1/

•	*******	EXPENDITURES		,	BUTLAYS		- nyrionic	ATED OBLI	GATTUNS -
STATE	, , TOTAL	NON- FEDERAL	Federal	TOTAL ×-	NON-	FEDERAL	TÜTAL	NUN-' FEDERAL	FEDERAL
TENNESSEE " ;	116,034 334,967	103,362 289,589	12,672 45,378	116,034 273,083	103,362 244,155	12,672 28,928	0 61,884	0 45,434	16,450
UTAH VERHONT VIRGINIA	44,572 10,854 141,436	39,716 9,455 128,114	4,856 .1,399 .13,322	44,572° 10,854 141,436	39,716 9,455 128,114	4,856 1,399 13,322 _		0 0 0	0
MASHINGTON WEST VIRGINIA WISCONSIN WYOMING (167,720 40,892 191,935		16,468 5,797 21,357	163,687 40,768 • 163,075 • 5,780	151,551 35,095 150,632 4,723	12,135 \$5,673 12,443 1,057	4,033 124 28,860 570	0 0. 149,946 282	4,033 124 8,914 288
TOTAL U.S.	\$6,615,016	5,005 \$5,969,401	1,345		\$5,881,691	\$553,983	\$179,342	\$87,709	\$91,633
AMERICAN SAMOA Guam Puerto Rico	.810 216 41,128	522 0 29,167	288 216 21,962	810 155 · 39,352	522 0 28,693	288 15 5 10,659	. 0 61 1,777	0 0 474	0 61 1,302
VIRGIN ISLANDS TRUST TERRITORY	0 37	. 0	0 37	, 0 0	. 0	55	, 15	0	0 15
OUTLYING AREAS	\$42,191	\$ 29,689	\$12,503	\$40,339	\$29,215	\$11,124	\$1,853	\$ 474	\$1,378
U.S. AND DUŢĹYING ARE	705,7,207 BA	\$5,999,090	\$658,120	\$6,476,012	\$5,910,906	\$565,107	\$181,195	\$88,183	393,011

PY NOTE: DUE TO ROUNDING TOTALS HAY NOT ADD.

TABLE F-4.-- VOCATIONAL EDUCATION (VEA) SECTION 120 EXPENDITURES (INCLUDING UNLIQUIDATED OBLIGATIONS) BY SOUNCE OF FUNDS BY STATES UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979.

(IN THOUSANDS) 1/

	,	~~~~	EXPENDITURES		OUTLAYS			- UNLIQUIDATED UBLIGATIONS -			
	STATE	TÜTAL	NON- FEDERAL	FÈDERAL	TOTAL	NON- FEDERAL	FEDERAL	TUTAL	NUN- FEDERAL	FEDERAL	
	• •		' •		*	•		•	,		
	ALABAHA	61,379	51,794	9,586	59,545	51,794	7,751	1,835	0	. 1,835	
,	ALASKA	12,235		1,184	12,029	11,051	978	205	0	205	
	ARIZONA '	33,441		4,383	33,441	29,057	4,383	0	0	0	
	ARKANSAS	7 28,372		-4,454	28,372	23,917	4,454	0	0	. 505	
	CALIFORNIA	856,884		52,144	.855,498	804,740	50,759	1,385	, 0	. 1,385	
ţ	COLORADU	64,707		5,206	64,707	59,500	5,206	0	0	U A	
•	CONNECTICUT	57,922	52,730	5,192	> 57,922	52,730	5,192	Õ.	O	Ų	
	DELAHARE .	31,688	30,579	1,1#9	31;688	30,579	1,109	0	0	7.4	
	DISTRICT OF COLUMBIA	5,257		1,240	5,186	4,017	1,169	71	0	71	
	FLORIDA	367,577	342,114	25,463	354,562	342,114	12,448	13,014	0	13,014	
ŧ	GEORGIA .	105,525	93,026	12,499	97,103	85,659	11,443	8,423	- 7,367		
•	HAHAIÍ	12,347	10,713	1,634	• • • •	> 10,401	1,461	485	312	173 -0	
	IDAHO	14,108	12,090	2,018	14,108	12,090	2,018	0	, ,	70	
	ILLINUIS .	. 338,706	326,875	11,831	338,706	326,875	11,831	. 0.	, 0	, O	
	INDIANA	68,728		9,664	68,728	59,064	9,664	0	0	· 6	
•	IOWA	62,762		5,690	62,762	57,072	5,690	~o 0	~ V.	348	
	KANSAS ·	35,315	31,240	4,074	34,967	31,240	. 3,726 .	348	0	. 351	
	.KENTUCKY	66,982	58,759	8,223	66,631	58,759	7,872	351	. ,	221	
	LOUISIANA .	48,829		8,541	48.829	40,288	8,541	. 0	. ,	, , 0	
	HAINE	20,912		2,462	219405	18,450	2,462.	· . 0	0	∂ 0	
	MARYLÀND	95,952		10,346	95,952	85,606	10,346,	5,404	, ,	5,404	
	MASSACHUSETTS '	239,2#4		15,374	233,891;		9,970 8,368	13,966	6,275	7,691	
١,	MICHIGAN -	× 203,701		16,059		181,367		13,700	0,213	,,0,1	
	HINNESOTA	98,379		7,804	98,379	190,574	7,804	0	å.	. 0	
	MISSISSIPPI _	39,414		5,761	39,414	33,652	5,761	15 h	· . · 0	0.	
	MISSOURI	62,093	52,942	9,151	62,093	52,942	9,151	. 0	. 0	. 0	
	HONTANA	. 0	0	0	0	V.4.0. 0.00	_	. 0	0		
	NEBRASKA	850•15		2,983	21,028	18,046	2,983 1,074	, 0	0	`	
	NE,VADA &	12,005		1,074	12,002	10,928		, 525	Ŏ	` 252	
	NEW HAMPSHIRE	10,254		1,871	10,003	8,383	1,620 11,884	2,5	ŏ	2,2	
	NEW JERSEY	165,329		11,884	165,329	153,445	2,943	÷ 1,102	0	1,102	
	NEW HEXICO	25,917		4,045	24,815	21,872		1,102	0	0	
	NEW YORK	567,159		25,616	567,159	541,543	25,616	0	. 0	Ŏ	
	NORTH CAROLINA	183,426		12,474	183,426	170,952	12,47.4	tı d	. 0	0	
	NORTH DAKOTA	13,806		1,413	13,806	12,393	1,413	9,949	6,293	3,656	
	OHIO .	291,463		25,853	281,514	259,317 . 72,661	22,197 5,859	7,747	736	3, 37	
	OKLAHUMA , .	79,293		5,896	78,520	15,124	× 4,808	1,242	, , ,	1,242	
	OREGON	21,174		6,050	19,932	255,546	16,799	7,292	ñ	7;292	
	PENNSYLVANIA	279,637		24,091	. 272,345	233,340 22,514	1,853	134	0	134	
	RHODE ISLAND	24,501		1,987	24,368		6,887	7 24	. 0	0	
	SOUTH CAROLINA	123,546		6,887	123,546	116,659	1,544	0	ň	Õ	
	SOUTH DAKOTA ,	7,881	6,338	1,544	7,881	6,338	11344	, •	,	ŭ	

TABLE F-4. -- VOCATIONAL EDUCATION (VEA) SECTION 120 EXPENDITURES (INCLUDING UNLIQUIDATED OBLIGATIONS) BY SOURCE OF FUNDS BY STATES

UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979. (IN THOUSANDS) 1/

,		EXPENDITURES	~~~~~		OUTLAYS		- UNLIGUI	DATED OBLIG	- ENUITA
STATE	TOTAL	NON= Federal	FEDERAL .	. TOTAL	NON-" FEDERAL	FEDERAL	TOTAL	NÓN- FEDERAL	FEDERAL
TENNESSEE TEXAS	92,005 810,545	83,839 229,020	8,165 32,998	92,005 22,022	83,839 200,161	8,165 21,861	39,996	0 28,859	0 11,137
UTAH VERMONT	39,959 9,101	36,617 8,058	3,342 1,043	39,959 9,101	36,617 8,058	3,342 1,043	0 0	- 0 0	, 40 0
VIRGINIA WASHINGTON WEST VIRGINIA	123,021 137,764 34,368	113,450 126,599 30,283	9,571 11,165 4,085	123,021 135,277 34,368	113,450 126,599 30,283	9,571 8,678 4,085	2,487	0	2,487
HADHING	164,426	149,050 3,493	15,376 871	140,188	131,049 3,359	9,138 \ 737	24,239	18,000 135	6,238 135
TOTAL UPS.	\$5,725,952	\$5,264,571	\$461,376	\$5,592,733	\$5,196,594	\$396,131	. \$133,222	\$67,977	\$65,245
AMERICAN SAMOA GUAM PUERTO RICO VIRGIN ISLANDS	703 200 27,700	# 0	217 200 8,565 0	703 142 26,326	486 0 18,685 0	217 142 7,641 0	. 58 1,374 0	0· 0 451 0	0 58 924 0 0
OUTLYING AREAS	\$28,603	\$19,621	\$87982	\$27,171	\$19, 71	\$8,000	.\$1,432	\$451	3982
U.S. AND OUTLYING AREAS	\$5,754,555	\$5,284,192	\$470,358	\$5,619,904	\$5,215,76	5404,131	.5134,654	\$68,428	\$66,227

1/ NOTE: DUE TO ROUNDING TOTALS MAY NOT ADD.

TABLE F-5.-- VOCATIONAL EDUCATION (VEA) SECTION 130 EXPENDITURES (INCLUDING UNLIQUIDATED OBLIGATIONS) BY SOURCE OF FUNDS BY STATES UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979.

(IN THOUSANDS) 1/

*	•						•					•
		EXPENDITURES -				0	UTLAYS 7-		· -	UNLIQUI	DATED UBLI	ga fions -
,		NON-					NUN-	٠ `	•	1	NON-	•
STATE	TOTAL	FEDERAL	FEDERAL		TOTAL		FEDERAL	FEDERAL		TOTAL	FEDERAL	FEDERAL
- · · · · · <u>-</u>		.,		•			•			•		
ALABAMA		7.050	2 284		5,279.		3,050	2,229	1	52	. 0	• 52
ALASKA	5,331	3,050	2,281 · 280	•	287	* \	49	238		42	o,	,42
ARIZONA	329 2,062	49,	1,416		5,062		* 646	1,416		0	0	0
ARKANSAS	4,805	3,903			4,805		3,903	902		Ö	Û	0
CALIFORNIA	52,547	38,588	13,959		51,270	,	38,588	12,682		1,277	U	1,277
COLURADO	3,873	2,532	1,341		3,873		2,532	1,341		0	0	. 0
CONNECTICUT	2,430	1,452	978		2,430		1,452	978		· 0	. 0	0
DELAWARE	1,304	1,061	244		1,304	•	1,061	244		۰ 'حو	0	. 0
DISTRICT OF COLUMBIA	345	34.	311	· .	340		34	, 306		~ 5	` 0	
FLURIDA	• 17,723	12,260	5,464	٠ ,	15,755	•	415,260	3,495	>	1,968	0	1,968
GEORGIA	4,360	1,372	2,988		3,575		1,194	2,380		. 785	178	608
HAWATI	1,078	_ 634 ′	444		1,032		627	405		47	<u>'</u>	40
IDAHO .	1,237	773	464		1,237		773	464		· 0.	0	. 0
ILLINOIS	4,417	1,765	2,652		4,417		1,765	2,652		0 1	, 0	0
INDIANA	3,967	1,713	2,254	· (*	. 3 ₄ 967	` 👡	1,713	2,254		٥٠	0	, 0
IONA	1,847	624 '		đ	1,847		6,24	1,223		U	, 0	•
KANSAS	2,319	. 1,308	1,011		, 2,198		1,308	. 890		121	Ů	. 121 28
KENTUGKY	2,692	783	1.909		· 2,664		783	1,881		98.	0	20
LOUISIANA	o . 10, 322-		2,049	• £	10,325		8,273	2,049	.0	0	0	, , ,
MAINE	935	402	534	•	935	•	402	534	*,	٧.	0	: 0
HARYLAND	5,517	2,943	2,574		5,517		2,943	2,574		1,224	, . 0	1,224
MASSACHUSETTS	. 9,649	6,464	3,184	, · ,	8,425		6,464	1,960	,	2,133	3 406/	1,728
HICHIGAN	. 37,686	30,661	7,025	٠, ١	35,552		30,255	5,297 2,067		0 513	11 700	, 17.20
MINNESOTA	8,792	6,725	2,067	•	8,792		6,725	1,371	~ ⁻ '	ŏ	\sim	ŏ
MISSISSIPPI	6,941	5,570	1,371	•	6,941		5,570	2,668		Ö	, 0	. 0.
HISSOURI	20,329	17,661	2,668.		20,329		17,661	, 2,000	-	' 0	1 0	Ŏ
MONTANA ~	<i>r</i> , 0	, , 0	`~.0	_ *	1,677		1,023	654		ŏ	ŏ	0 .
NEBRASKA,	1,677	1,023	654	· '	276		62	214		o '	, o	΄, ο΄ `
NEVADA	276	-62	214		617		361	256	* ,	125	. 0	125
NEW HAMPSHIRE	743	361	2,564	* 1	.6,264	٠.	3,700	2,564	r	0	, 0	. 0
NEW JERSEY	,6,264	3,760 95	839	_	590		95	495		344	. 0	344
NEW HEXICO	934	500	7,456		7,656	_ /	500	7,156		. 0	4 10	0-
NEW YORK North Carolina ,	7,656		3,110	,	10,305	•	7,195	3,110	-	·õ	/ 0	, 0
NORTH DAKUTA	10,305	7,195 . 489	1, 425		841		^ 489	352		,00	7 0.	0
OHIO. *	841	12,596	6,057	[,'	17,801		12,460	5,341		852	136	·- 716
OKLAHOMA	18,652	3,711	1,507		5,066		· 3,639	1,426		153	72	81
OREGON	5,219 1,849	~ 172	1,677	· •	1,407	,	172	1,235		442	Ō	,442
PENNSYLVANIA		11,970	6,383		16,371		11,970	4,402		1,981	0	1,981
RHODE ISLAND	18,355 1,368	971	397	, , ,	1,363		971	392		· 5	, 0	5
SOUTH CAROLINA	6,669	1 4,920	1,749	4	6,669		4,920	1,749		0 .	. 0	- 0
SOUTH DAKOTA	614	285	329	•	614		285	329		o '	` 0	0
	314		-24.		•		, ·		•			

TABLE F-5. -- VOCATIONAL EDUCATION (VEA) SECTION 130 EXPENDITURES (INCLUDING UNLIQUIDATED OBLIGATIONS) BY SOURCE OF FUNDS BY STATES UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979.

(IN THOUSANDS) 1/

	E	XPENDITURES			OUTLAYS		- UNLIQUI	DATEU ^l QBLI	GATIUNS -
STATE .	TOTAL .	NON- FEDERAL	FEDERAL	TOTAL	NUN- FEDERAL	FEDERÄL	n Total	NUN- FEDERAL	FEDERAL
``	TOTAL	- FEDERAL	revense	IUIAL	. LEDEKAL	PEDERAL	IDIÁC	FEDERAL	PEUCHAL
				,	/	•			
TENNESSEE	4,934	2,639	2,294	-4,934	2,639	2,294	0	0	. 0
TEXAS	37,870	28,457	9,413	17,133	11,947	5,186	20,737	16,511	4,226
UTAH	2,915	1,947	968	2,915	1,947	968	0	0	0
VERHONT .	500	279	555	500	279	555	• 0	, 0	. 0
VIRGINIA	4,175	1,918	2,257	4,175	1,918	2,257	. 0	Ō	Ö
WASHINGTON	10,812	7,659	3,153	9,845	7,659	2,186	967.	^ o	967
WEST VIRGINIA	2,270	1,140	1,130	2,212	1,140	1,072	59	Ô	59
MISCONSIN	20,585	16,773	3,813	17,095	14,986	2,109	3,490	1,787	1,704
WYOHING "	• 561	271	290	346	. 164	182	215	108	108
TOTAL U.S.	\$378,879	\$260,379	-3118,503	\$341,827	\$241,176	\$100,651	\$37,052	\$19,205	\$17,851
AMERICAN SAHDA	45	0	45	45	٥	45	0	0	٥
GUAH	ä	Ô	·	1	0	7,		0	7
PUERTO RICO .	5,300	3,067	2,233	5,058	3,062	1,996	242	V	237
VIRGIN ISLANDS	0	0	0 ,	0	3,002	.,,,		ő	
TRUST TERRITORY	7	. 0	7	1.	ŏ	, i	ě	ŏ	6
OUTLYING AREAS	\$5 , 356	\$3,067	\$2,289	\$5,105	\$3,062	\$2,043	\$251	. 35	\$246
•				• •					
U.S., AND DUTLYING AREAS	\$384,235	. \$263,446	\$120,792	\$346,932	\$244,238	\$102,694	\$37,303	\$19,210	\$18,097

1/ NOTE: DUE TO ROUNDING TOTALS MAY NOT ADD.

TABLE F-6.-- VOCATIONAL EDUCATION (VEA) SECTION 140 EXPENDITURES (INCLUDING UNLIQUIDATED OBLIGATIONS) BY SOURCE OF FUNDS BY STATE:

UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979.

(IN THOUSANDS) 1/

	_	,		EXPÉNDITURES			OUTLAYS		- UNLIQUID	WEN UBITO	- BHUITAG	
	STATE		TOTAL	MUN- FEDERAL	FEDERAL	. FOTAL:	NON= FEDERAL	FEDERAL ,	, TUTAL	NUN- FEDERAL	FEDERAL	
		•	•	1 1	•	•					•	
	ALABAMA	•	402	<i>t</i> 0	402	343	0	. 343	59	0	59	•
^	ALASKA	•	69	ğ	, 60	55	· ģ	· 1 46	14	0	5 14	
	ARIZONA		190	40	150	190	° 40	150	0	Ó	0	
	ARKANSAS	•	156	9	146	. 156	9	146	* o .	- 0	· 0 ′	•
	- CALIFORNIA	•	3, 165	896	2,269	3,165	896	2,269	Ö	0	0	
	COLORADO		337	- 11	326	337	. 11	326	0	0	0	
	CONNECTICUT		453	193	260	453	193	260	. 0	0	0	•
	DELAWARE	_	116	. 80	36	116	80	36	Ŏ	0	0	
	DISTRICT UF COLU	HBIA	62	`	65	60	, 0	. 60	3 🦠	0	2	
	FLORIDA		5,864	4,613	1,251	5,154	4,613	541	710	0	710	
	GEORGIA	,	374	,,-,,	374	196	ه کرین	196	178	~ 0	178	
	HAHAI		72	Ŏ	72	64	, , , 0	- 64	8	U	, 8	
	IDAHO .		138-	Ä	, 130	138	* 8	130	. 0	0	. 0	
	ILLINOIS		7,82	303	479	762	303	479	` 0	ر 0	9	
	INDIANA	•	1,469	703	767	1,464	703	767	0	0 `	· O	
	TOHA	•	343	146	198	343	146	198	• / 0	0	0	
	KANSAS		219		147	190	72	117	. 29	.• O	29	
	KENTUCKY		334	. , ,	334	319	0	319	15	0	. 15	
	LOUISIANA		1,920	1,524	397	1,920	1,524	397	0	0	0	
•	MAINE	٨,	191	(0	191	1.91	0	191	0	- 0	0	
	HARYLAND		505	~ š	497	505	. 8	497	0	0	- 0	
	HASSACHUSETTS		592	Õ	592	291	, o	291	302	.0,	· 302	
	MICHIGAN		920	180	740	800	. 160	. 640	120	20 -∿	100	
	HINNESOTA		366	0	366	366	0	366	' ' O "	<i>₹</i> • ð	0	
	MISSISSIPPI	•	484	155	263	. 2 484	152	263~	• 0		0	
	MISSOURI		660	266	393	660	266	393	0	~~~°0	0	
	MONTANA		000	0	. 0	0	0	Ō	0	0	, 0	
	NEBRASKA		131	10	' rsi	1,31	1 ð	121	0	0	0	
	NEVADA		96	42	33		42	, 53	′ 0	0 ັ	0	
	NEW HAMPSHIRE		100	0	100	69	0	69	~ 31	0	31	,
	NEW JERSEY _	· -	1,129	4 628	501	1,129	628	501	Ö	0	0*	/
	NEW HEXICO		139	02.0	139	54	0	54	85	0	85	
	NEW YURK		607	Ů	607	607	Ŏ	607	0 ^	0	•0	
	NORTH CAROLINA	*	539	• 0	539	a 539	. 0	539	- 0	0	0	
	NORTH DAKOTA		83	, ,	80	83.	3	80	´ 0	_ 0	. 0	
	OHIO		1,511	48	1,463	1/386	48	1,338	125	0 、	125	
	OKLAHUMA		240	_ 56	213	269	56	213	0	0	Ó	
	OREGON		390	ر. 59 59	331	273	59	213	118	0	118	
•	PENNSYLVANIA		1,437	ì 88	1,350	993	88	905	. 444	Ō	444	
	RHUDE-ISLAND		169-	, 66	169	151	0	151	18	0 -	18	
	SOUTH CARULINA		383	· 15	368	383	15	, 368	0	r 0	0	
	SOUTH DAKOTA	`		15	12	15		12	Ŏ	, j	. 0	
	3b ·		12	, Ψ	16	1.0	. "		_ •			

ERIC Provided by ERIC

TABLE F-6. -- VUCATIONAL EDUCATION (YEA) SECTION 140 EXPENDITURES (INCLUDING UNLIQUIDATED OBLIGATIONS) BY SOURCE OF FUNDS BY STATES UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979.

(IN THOUSANDS) 1/

			EXPENDITURES	********		OUTLAYS		- UNLIQUI	DATED DBLIG	SATADAT -
	STATE ''	TOTAL	NON- FEDERAL	- FEDERAL	TOTAL	NON- FEDERAL	FEDERAL	TOTAL	NON- FEDERAL	FEDERAL
	•	_				ō	(^	
	TENNESSEE	464	34	430	464	34	· 430	0	· • • • • • • • • • • • • • • • • • • •	
	TEXAS -	948	- 9	939	57 i	1	570	37.7	. 8	369
	UTAH	668	491	177	6,68	491	177	0	0	0
	VERMONT	20	′ 0	20	20	0	20	0	^0	0
	VIRGINIA	, _{\\} .988	485	504	988	485.	504	. 0	, 0	0 .
	WASHINGTON .	1,155	569	585	836	56,9	267	318	0	318
	WEST VIRGINIA	' 350	. 555	, 128	350	222	128	0	0	741
	WISCONSIN .'	, 871		688	499	173	326	372	10	361 25
	WYOMING	145	69	76	95	44	51	50	25	23
	TOTAL U.S.	\$32,787	* \$12,293	\$20,495	329,413	\$12,230	\$17,182	\$3,376	\$63	\$3,312
		_	- 4	• •	,	0.4	7	0	.0	, 0
	AMERICAN SAMOA	•	0		- 11	. 0	11	, 0	0	0
•	GUAM .	11	, ,	11. 363	11 317	Õ	317	46	0	46
,	PUERTO RICO Virgin islands	363	. 0	303	• • • • • •	. 0	0	Ô	0	• , 0 ,
	TRUST TERRITORY	21	. 0	*21	21	Ď	· 21	, 0	0 -	
	•	٠.	•			, ,	-49. en .	***	• •	• • • •
	. OUTLYING AREAS	*\$402	,\$ 0	\$402	• \$356	50.	\$ '356	\$46	\$0	, \$46 \
	U.S. AND DUTLYING AREAS	\$33,189	\$12,293	\$20,897°	\$29,769	.\$12 230	\$17,538	\$3,422	\$63	\$3,358

1/ NOTE: DUE TO ROUNDING TOTALS HAY NOT ADD.

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TABLE F-7.-- VUCATIONAL EDUCATION (VEA) SECTION 150 EXPENDITURES (INCLUDING UNLIQUIDATED OBLIGATIONS) BY SOURCE OF FUNDS BY STATE:

UNITED STATES, OUTLYING AREAS FISCAL YEAR 1979.

(IN THOUSANDS) 1/

•	EXPENDITURES			OUTLAYS			- UNLIQUIDATED OBLIGATIONS -			
	•	NON-			NON-	·Á		-מטא		
STATE	TOTAL	FEDERAL	FEDERAL	TOTAL	FEDERAL	्रिEDERAL १६०	TOTAL	FEDERAL	FEDERAL	
ALABAHA	6,730	5,943	787 .	6,677	5,943	734	. 53	0	· 53	
ALASKA	427	313	115	402	313	89	~ 26	0~	26	
ARIZONA	4,874	4,414	460	4,874	4,414	460	Ó	0	0	
- ARKANSAS	4,955	4,504	452	4,955	4,504	452	• 0	0	0	
CALIFORNIA '	74,355	69,715	4,640	74,355	69,715	4,640	0.	0	0	
COLORADO	5,183	4,638	546	5,183	4,638	546	0	0	0	
CONNECTICUT	6,468	5,982	486	6,468	5,982	486	0	0	0 (
DELAWARE	1,657	1,549	108	1,657	1,549	108	0	0	. 0	
DISTRICT OF COLUMBIA	441	312	129	440 .	312	128	1	0	`	
FLORIDA	,20,811	18,252	2,559	19,491	18,252	14, 239	1,320	0	1,320	
GEORGIA	12,268	11,121	1,147	12,090 *	11,009	1,081	178	112	66	
IIAHAH	1,241	1,068	173	1,200	1,065	136	41	4	37	
1 IDAHO .	2,031	1,855	176	2,031	1,855	176	0	0	0	
. ILLINOIS	14,856	12,994	1,862	14,856	· 12,994	1,862	0	0	0	
INDIANA	6,233	5,278	955	6,233	5,278	955	0	0	` 0	
. AMOI	5,109	4,578	531	5,109	4,578	4531	. 0	0	0	
Kansas	4,813	4,396	417	4,813	4,396	417	_0	. 0	0.	
KENTUCKY	8,998	8,170	828	8,973	8,170	802	56	0	. 26	
LOUISIANA	7,650	6,771	879	7,650	6,771	879	, 0	0 ,	0	
• MAINE	1,856	1,623	233	1,856	1,623	233	′ 0	0	Ů	
MARYLAND	16,557	15,462	1,095	16,557	15,462	1,095.	0	. 0.	700	
MASSACHUSETTS	15,740	14,721	1,019	15,352	14,721	631	388	. 0	388	
HICH <u>iga</u> h	19,773	17,911	1,862	19,698	17,902	1,795	76	,0 ,4	. 67	
MINNESOTA	6,610	5,839		6,488	5,839	650	155	70	. 155	
MISSISSIPPI	5,347	4,669	678	5,347	4,669	. 678	0	V	V	
MISSOURI	8,413	7,468	945	8,413	7,468	945	0	Ŭ	V	
HONTANA	0	0	0	0	0	0	V	V	0	
NEBRASKA	2,772	2,457	315	2,772 '	2,457	315	V	V	V	
NEVADA	1,080	984	96	1,080	984	χέ 96 ·	. 37	Ŏ	37	
NEW HAMPSHIRE	1,933	1,710	223	1,896) 1,710	186	. 3/	ŏ	· 0	
NEW JERSEY	· 5,878	4,557	1,320	5,878	4,557	1,320	145	Ŏ	145	
NEW MEXICO	3,248	2,866	382	3,104	2,866	238 ′	143	0	, 143	
NEN YORK	12,832	10,118	2,714	12,832	10,118	2,714	0	- 0	Ŏ	
NORTH CAROLINA	13,656	12,462	1,194	13,656	12,462	1,194 156	0	Ŏ	ň	
NORTH DAKDTA	1,864	1,709	156	1,864	1,709		691	116	57 5	
OHIO	52,427	50,115	2,312	51,736	49,999	1,737		- 5	-3	
OKLAHOHA	5,621	5,041	581	5,619	5,035	584	2 79	3 ^	79	
OREGON	722	223	499	644 " `	223	420	610	0	610	
PENNSYLVANIA	4,089	2,022	2,067	3,478	2,022	1,457	010	, ,	M O V	
RHODE ISLAND	2,646	2,536	110	2,642	2,536	106	. 4	V	7	
SOUTH CAROLINA	5,496	4,825	~ 671	5,496	4,825	671	0	• ×	v.	
SOUTH DAKOTA	2,234	2,073	161	. 2,234	2,073	161	V	, ,	V	

TABLE F-7.-- VOCATIONAL EDUCATION (VEA) SECTION 150 EXPENDITURES (INCLUDING UNLIQUIDATED OBLIGATIONS) BY SHURCE OF FUNDS BY STATE:

UNITED STATES, OUTLYING AREAS, FISCAL YEAR 1979.

(IN THOUSANDS)

,		EXPENDITURES			- OUTLAYS	********	- UNLIQUI	DATED UBLI	GATIONS -
STATE	TOTAL	NON- Federal	FEDERAL	TOTAL	NON- FEDERAL	FEDERAL	TOTAL	NUN- FEDERAL	FEDERAL
TENNESSEE .	18,632 	16,849 		18,632 	16,849	.1,782 1,311	, 0 774	0	718
UTAH VERHONT VIRGINIA, WASHINGTON WEST VIRGINIA	1,030, 1,232 13,251 17,989 3,904	661 1,118 1 2, 261 16,725	369 114 991 1,265	1,030 1,232 13,251 17,729	661 1,118 12,261 16,725	369 114 991 1,004	0 0 0 261 66	0 0 0	0 0 0 0 261 66
WISCONSIN WYUMING TOTAL U.S.	3,704 6,052 1,279 34,77,394	3,450 4,572 1,172 • \$432,155	1,480 - 107	3,838 5,293 1,243 \$471,704	3,450 4,423 1,157- \$431,688	870	759 36 	149 15	\$5,230 \
AMERICAN SAMDA GUAM PUERTO RICO VIRGIN ISLANDS TRUST TERRITORY	56 1 7,765 0 9	37 0 6,964 0	19	7,650 0 0	37 0 6,946 -	. 19 0 704 0	0 0 114 0 9	0 0 18 0	0 0 96 0
OUTLYING AREAS	\$7,831	\$7,001	\$830	\$7,706	\$6,983	, \$723	\$123	\$18	\$105
U.S. AND DUTLYING AREAS	\$485,225	\$439,156	- \$46,075	\$479,410	\$438,671	\$40,741	\$5,818	3484	\$5,335

1/ NOTE: DUE TO ROUNDING TOTALS HAY NOT ADD.

TABLE F-8.-- OUTLAYS BY AUTHORIZATION YEAR AND SOURCE OF FUNDS BY SECTION 110 PRUGRAMS: UNITED STATES, OUTLYING AREAS, 1978-79.

		FISCAL YEAR 1979	****	**********	FISCAL YEAR 1978	
PROGRAH	' TOTAL	NON- Federal	FEDERAL	, TOTAL	N()N= FEDERAL FEDERAL	
HANDICAPPED DISADVANTAGED LIMITED ENGLISH PROFICIENCY ADULT AND PUSTSECONDARY	141,174,876 356,280,891 19,754,305 1,615,586,755	288,279,148	36,448,270 68,001,743 3,016,594 97,389,157	33,128,948 60,712,194 1,526,318 523,919,928	23,759,543 36,952,651 # 663,920 862,398	
SECTION TOTAL	\$2,132,796,827	N.	\$204,855,764	\$619,287,388	\$529,079,789 / \$90,207,599	

-----OUTLAYS-------

	•	•		A				04770 05
	, \			NON-	,	•	FEDERAL AS PERCENT OF	RATIO OF A
	STATE		TOTAL	FEDERAL	FEDERAL	•	TOTAL	TO FEDERAL
	VIAIL ,		IUIAL	, COCK-E	, LDLINAL			
			•	•	• ,			•
	44 45 444	•	•			1.	44.8	1.23
	ALABAMA		1,324,195		593,437 144,480		35.2	1.84
	ALASKA ARIZONA		410,863	266,383 1,111,192	578,227		34.2	1.92
	ARKANSAS	`	1,689,419	833,048	735,623	\	46.9	1.13
	CALIFORNIA		24,463,058	17,669,945	6,793,083	/	27.8	2.60
	- COLORADO		3,005,369	2,319,196	686,173		8.55	3.38
	CONNECTICUT	•	2,844,797.	2,091,145 ~	, 753,652		⁸ • 26.5	2.77
	DELAHARE		2,015,158	1,878,864	136,294		6.8	13.79
	DISTRICT OF COLUMBIA		352,513	204,926	147,587	•	₹ 41.9	1.39
	FLORIDA		9,838,010	8,194,690	1,643,320	,	16.7	4.99
	GEORGIA V	•	3,184,554	1,729,455	1,455,099	_ 4	45.7	1'-19
	HAWAII	-	496,652	331,762	164,890		33.2	2.01
	IDAHO	•	540,640	298,411	1 242,229		44.8	1.23
	ILLINOIS	◆	16,705,867	. 15,169,873	1,535,994	•	, , ,	
	INDIANA		3,247,625	1,798,088	1,449,537		44.6	1.24 -1.63
	IOHA		1,957,128	1,211,846	745,282		38.1	€ 1.16
	KANSAS		864,147	464,559	399,588		46.2 43.6	1.29
	KENTUCKY	,	1,926,201	1,086,771	839,430 703,160		54.2	0.84
	LOUISIANA ,		1,297,059	593,899 587,373	. 296,134	•	34.7	1.88
	HAINE		853,406	557,272	1,488,600		30.6	2.27
	MARYLAND	,	4,861,928	3,373,328 5,909,324	1,232,086		17,3	4.80
	MASSACHUSETTS		7,141,410	3,201,662	1,773,733		35.7	1.81
	MICHIGAN MINNESOTA		4,975,395	°, 2,078,750	1,025,143		33.0	2.03
	MICHEROTOR		3,103,693 1,697,936	973,126	724,810		42.7	1.34
	MISSISSIPPI		3,250,736	1,830,652	1,420,084		43.7	1.29
•	HONTANA		3/230//30	0	0		•	•
	NEBRASKA .	•	612,691	330,051	282,640		46.1	1.17
	NEVADA	/	642,902	499,876	143,026		. 55.5	3.50
	NEW HAMPSHIRE		401,555	210,750	190,805		47.5	1.10
	NEW JERSEY	•	3,792,519	2,335,994	1,456,525		38.4	1.60
	NEW MEXICO	*	1,406,040	985,002	421,038		29.9	2.34
	NEW YORK	•	12,918,324	8,848,284	4,070,040	*	31.5	2.17
	NORTH CAROLINA		3,289,427	1,639,178	1,650,249	i	50.2	0.99
	NORTH DAKOTA	•	377,204	≥06,406	170,798	•	45.3	1.21
	OHIO		6,233,476	2,975,928	3,257,548		52.3	0.91
	OKLAHOMA	•	1,852,349	1, 12,117	740,232		40.0	1.50
	OREGON		706,527	292,621	413,906		58.6	0.71
	PENNSYLVANIA	·	6,161,600	3,602,221	2,559,379		41.5	1.41 13.32
	RHODE ISLAND	•	4,085,476	3,800,114	265,362		7.0	13.36

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TABLE F-09.--OUTLAYS FOR PROGRAMS FOR HANDICAPPED ENROLLEES UNDER SECTION 110 (INCLUDING CARRYOVER)

BY SOURCE OF FUNDS, PERCENT, RATIO, AND BY STATE:

UNITED STATES, OUTLYING AREAS 1978-79.

		OUTLAYS			,	
STATE	TOTAL	NON- Federal	FEDERAL		FEDERAL AS PERCENT OF TOTAL	RATIO OF NON-FEDERAL TO FEDERAL
•		•	•	ı		
SOUTH CAROLINA	1,787,418	962,106	. 825,312	•	46.2	1.17
		172,070	131,621		43.3	1.31
TENNESSEE	3,498,808	2,120,128	1,378,680		. 39.4	1.54
TEXAS	5,390,182	3,518,577	1,871,605		34.7	1.88
UIAH	841,721	450,764	390,957		46.4	1.15
VERMONT	1,256,060	1,141,705	114,355		9.1	9.98
VIRGINIA	4,157,862	3,135,038	1,022,824		24.6	3.07
WASHINGTON	3,282,326	2,021,897	1,260,429		38.4	1.60
WEST VIRGINIA	1,514,634	892,110	622,524	•	41.1	1.43
WISCONSIN ,	4,477,587	3,229,965	1,247,622		27.9	2.59
WYOMING.	161,822	80,911	80,911	•	50.0	1.00
TOTAL U.S.,	\$172,768,831	\$120,472,768	\$52,296,063		30.3	2.30
AMERICAN SAHOA	5,833	o ·	5,833	•	100.0	0.00
GUAM '	28,661	Ŏ	28,661		100.0	0.00
PUERTO RICO	1,500,499	· 690,599	809,900		54.0	0.85
VIRGIN ISLANDS	0 /	1 0	0	_	•	• .
TRUST TERRITORY	ŏ \	4	0	, ,	•	•
OUTLYING AREAS	\$1,534,993	\$690,599	\$844,394	•	55.0	0.82
U.S. & OUTLYING AREAS	\$174,303,824	\$121,163,367	\$53,140,457	۵	30.5	85.5
•		• .	*	-5	· \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	

	•		OUTLAYS'				
	• ,		· /			FEDERAL AS	RATIO OF
			NON			PERCENT UF	
	STATE '	TOTAL	. FÉDERAL	FEDERAL	•	TOTAL	, TO FEDERAL
		,	/		-		¢
	· ·	•	/	• / .			
•			/	, >		-	
	ALABAHA -	3,283,743	1,830,401	/ 1,453,342		44.3	1.26
	ALASKA 🛼	· 423,305	/ 235,006	188,299		44.5	1.25
	AR I ZONA	1,882,856	/ 1,040,652	/\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	•	44.7	1.24
	ARKANSAS	2,604,735	/ 1,345,629	/ 1,259,106		48.3	1.07
	CALIFURNIA	30,893,198	/ 18,589,585	/ , \$12,303,615	y	39.8	1.51
	COLURADO	3,609,471	2,304,133	/ 1,305,338	. 3	36.2	1.77
	CONNECTICUT	3,292,305	1,931,526	1,360,779	a ²	41.3	1.42
	DELAWARE	4,780,414	4,516,857	263,557	•	5.5	17.14
	DISTRICT OF COLUMBIA	686,567	417,000	269,567		39.3~	1.55 .
	FLORIDA	33,110,352	30,342,736	2,767,616		8.4	10.96
	GEORGIA	4,833,490	2,627,753	2,205,737		45.6	1.19
	HAMAII	1,178,521	775,409	403,112		34.2 ~	1.92
	IDAHO		446,779	371,397		45.4	- 1.20
`	ILLINUIS	818,176	21,705,861	7,642,052		26.0	`2.84
•		29,347,913				43.9	1.28
	INDIANA	5,273,900	2,956,303	2,317,597	y	40.6	1.46
	IUNA	3,275,946	1,946,436		ſ	47.4	/ 1.11
	KANSAS	1,093,057 /	574,916	518,141			1.10
	KENTUCKY	3,669,691/	1,918,459	V1,751,232 ,		47.7	
	LOUISIANA	5,744,057/	3,779,825	1,964,232		34.2	1.92
	HAINE	1,307,383	· / 800,164	507,219		38.8	1.58
	MARYLAND -	9,524,60/9	/ 6,776,335	2,748,274		28-9	/ 2.47
	MASSACHUSETTS	4,982,0 <u>#</u> 7	2,575,176	/ 2,406,871 -	1	48.}	1.07.
	HICHIGAN .	11,658,7 <u>/</u> 55	7,362,022	4,296,733		. 36 • 9	1.71
	MINNE/SUTA /	4,537,973	2,724,487	1,813,486		40.0	1.50
	MIS9ISSIPPI /	2,985,026	1,687,216	-1,297,810		43.5 /	1 🕶 30
	MISSOURI /	3,895/836	1,929,671	1,966,165		50.5 /	. 0.98
	HONTANA	7 7 0 /	, , , , , ,	0		• /	•
	NEBRASKA &	1,437,268	742,865	689,403	W > "	48.1/	1.08
	NEVADA &	1,034,650	781,033/	253,617		24.5	3.08
	'NEW HAMP SHIRE	. 75/0.443	374,600	375,843		50,1	1.00 /
	NEW JERSEY	8,549,112	5,884,41,7	2,684,695	()	3.1 . 3	2.19
	NEW MEXICO	8,0/1,403/	7,505,036	586,367	I	7/1.2	12,80/
	NEW YORK	83,048,050	76,570,171	6,477,879	•	//7.8	11.82
	NORTH CAROLINA		2, 434, 984	2,932,829		50.0	1.96
	NORTH DAKOTA	5,867,81,3			\$	46.7	1.74
		686,080	365,660	320,420	, *	13.6	6.36
	0410	46/753,082	40,398,296	6,354,786	*		1.43
	OKLAHOMA	¥,575,248 /	2,104,326	1,470,922		41.1	0.71
	OREGON	1,442/274/	5/99,626	842,648	. /	// 58.4	
/	PENNSYLVANIA	10,469,243/	6,530,125	3,939,118	/	37.6	1.66
/	RHODE ISLAND	~ \/2,83\(\mathreal{3}\)	2,/375,146	455,210	/	16.1	2315.22
		/ / /	10		//		431
	` '	1 / /	, •	1	/'		

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TABLE F-10.--OUTLAYS FOR PROGRAMS FOR DISADVANTAGED ENROLLES UNDER SECTION 110 (INCLUDING CARRYOVER)

BY SOURCE OF FUNDS, PERCENT, RATIO, AND BY STATE:

UNITED STATES, DUTLYING AREAS 1978-79.

•		OUTLAYS		FEDERAL AS	PRATIO OF
STATE	TOTAL	° NON⇒ Federal	FEDERAL	PERCENT UF TOTAL	NUN-FEDERAL TO FEDERAL
SOUTH CARULINA SOUTH DAKOTA TENNESSEE TEXAS UTAH VERMONT VIRGINIA HASHINGTUN HEST VIRGINIA WISCONSIN WYOMING	2,493,484 895,889 7,048,101 21,802,722 908,553 541,861 4,867,190 4,732,079 2,063,980 12,753,038 282,562	1,248,794 475,420 3,935,808 15,610,520 80,729 413,540 2,627,904 2,398,260 901,878 10,802,033 141,281	1,244,690 420,469 3,112,293 6,192,202 827,824 128,321 2,239,286 2,333,819 1,162,102 1,951,005 141,281	49.9 46.9 44.2 28.4 91.1 23.7 46.0 49.3 56.3	1.00 1.13 1.26 2.52 0.10 3.22 1.17 1.03 0.78 5.54 1.00
TOTAL U.S.	\$411,632,807	\$308,942,787	\$102,690,020	. °24.9°	3.01
TAMERICAN SAMOA GUAM PUERTO RICO VIRGIN ISLANDS TRUST TERRITURY	17,335 40,987 5,301,956	3,095,904 0 0	. 17,335 40,987 2,206,052 0	100.0 100.0 41.6	0.00
OUTLYING AREAS	\$5,369,278	\$3,095,904	. \$2,264,374	42.2.	2.97
U.S. & DUTLYING AREAS	\$416,993,085	\$312,038,691	\$104,954,394	25.2	* E • * * .

TABLE F-\$1.--OUTLAYS FOR PROGRAMS FOR ENRULLEES WITH LIMITED ENGLISH PROFICIENCY UNDER SECTION 110 (INCLUDING CARRYUVERY, BY SOURCE OF FUNDS, PERCENT, RATIO, AND BY STATE;
UNITED STATES, OUTLYING AREAS 1978-79.

			NUTLAYS				
		•	W S S S S S S S S S S S S S S S S S S S			FEDERAL AS	-RATIO UF
•		^	•NON •			PERCENT UF	HUN-FEDERAL
STATE	·	TOTAL	· FEDERAL	FEDERAÎ .		TURAL .	TU FEDERAL
_	•	10.45	· · · · · · · · · · · · · · · · · · ·	, avanta	•	, ,	
•	•		•				
ALABAMA		. 374	0	374	*	100.0	0.00
ALASKA	. 5	32,839	13,839	19,000	•	57.9	0.73
ARIZONA	•	509,973	308,974	200,999		39.4	1.54
ARKANSAS		29,046	19,943	9,103	~	31.3	2,19
CALIFURNIA	•	2,749,630	2,301,437	448,193		16.3	5.13
CULORADU '	_	66,637	, 2,501,430	66,637		100.0	0.00
CONNECTICUT		18,308	0 _∞ '	18,308		100.Ò	0.00
- DELAWARE		96,000	60,000	36,000		37.5	1.67
DISTRICT OF COLUMBIA		24,893	0 .	24,893	A SEC.	100.0	0.00
FLORIDA	,	612,849	392,565	220,284	2 1	35.9	1.78
GEORGIA		5,503		5,503		100.0	0.00
HAHATI		, 3,3,3,3	0	0		•	•
IDAHO .		23,302,	Ö	23,302		100.0	0.00
ILLINOIS	•	1,287,654	1,013,188 °	274,466		21.3	3.69
INDIANA	•	43,834	8,079	35,755	a.	81.6	0.23
TOHA		62,505	29,812	e 32,693	-	52.3	0.91
KANSAS	1	48,939	7,202	41,737		85.3	0.17
KENTUCKY .	~	14,343	. 7	14,343		100.0	0.00
LOUISIANA		23,603	0	23,603		100.0	0.00
MAINE		0	` 0	0			•
MARYLAND		22,661	, ,	22,661		100.0	0,00
MASSACHUSETTS		-880,221	868,904	11,317		1.3	76.78
MICHIGAN		248,186	22,174	226,012,		91.1	0.10
· MINNESUTA		414,000	207,000	207,000		50.0	1.00
MISSISSIPPI	•	0	. 0			•	•
MISSOURI	•	18,400	0	18.400		100.0	0.00
HUNTANA		0	Ŏ	7 0			•
NEBRASKA		1-1,728	Ó	1/1,728		100.0	0.00
NEVADA .		56,555	53,196	37359	3	5.9	15.84
NEW HAMPSHIRE		46,000	46,000	/ 3 4 6		0.0	, •
NEH JERSEY		175,484	48,593	126,891		72.3	0.38
NEH HEXICU	•	197,624	0	197,624	ì	100.0	0.00
NEW, YORK		11,411,997	10,441,387	970,610		8.5	10.76
NORTH CARULINA		16,868	8,434	8,434		50.0	1.00
NORTH "DAKOTA	∠ .	10,990	6,007	4,983		45.3	1.21
OHIU .	•	99,158	17,862	81,296		82.0	0.22
OKLAHOMA		515	103	412		80.0	0.25
OREGON .		6,743	0	6,743		100.0	0.00
PENNSYLVANIA		100,025 "	61,183	38,842 。		38.8	1.58
RHODE ISLAND	. ,	253,918	225,792	28,126		11.1	8.03
		223,710				,	-

TABLE F-11. -- DUTLAYS FOR PROGRAMS FOR ENRULLEES WITH LIMITED ENGLISH PROFICIENCY UNDER SECTION 110 (INCLUDING CARRYUVER)

8Y SOURCE OF FUNDS, PERCENT, RATIO, AND BY STATE:

UNITED STATES, DUTLYING AREAS 1978-79.

		~~~~~~~~~~~	()UTLAYS				
STATE		TOTAL	NON- Federal	FEDERAL	,	FEDERAL AS PERCENT OF TOTAL	RATIO OF NUN-FEDERAL TO FEDERAL
^ .	•		<b>à</b>		5		
SOUTH CAROLINA		· o ·	,	0	•	•	•
SOUTH DAKOTA TENNESSEE	`	0 2,976	. 0 1,488	0 1,488		50.0	1.00
TEXAS Utah	•	0 218,924	0 90,413	0 128,511	•	58.7	0.70
VERHONT Virginia		0 32,588	0 6,067	0 26,521	•	81.4	0.23 40.28
WASHINGTON WEST VIRGINIA		321,887 384	314,089. 192	7,798 192	•	2.4 50.0	1.00
Wisconsin Wyuhing	•	877,230 0	727,708	149,522		17.0	•
* TOTAL U.S.	•	\$21,075,294	\$17,301,631	\$3,773,663		17.9	4.58
AMERICAN SAMOA		5,329	0	5,329		100.0	0.00
GUAM Puerto rico		200 <b>,</b> 000	100,000	100,000		50.0	1.00
VIRGIN ISLANDS Trust Territory		0 0	0 *	0 0		€:	•
OUTLYING AREAS	<u> </u>	\$205,329	\$100,000	\$105,329		51.3	0.95
U.S. & OUTLYING AREAS	•	\$21,280,623	\$17,401,631	\$3,878,992	·	.18.2	4.49

233

237 -

,			đ	•	FEDERAL AS	RATIO OF
A	+	<b>₩</b>			PERCENT OF	NUN-FEDERAL
₹ STATE	TUTAL	FEDERAL _	FEDERAL		TOTAL	. TO FEDERAL
•		•	1			ı
•						<b>、</b> ′
ALABAHA	24,491,993	23,021,641	1,470,352		.6.0	15.66
ALASKA	365,364	169,202	196,162	•	53.7	0.86
ARIZUNA	14,832,215	13,765,330	1,066,885		7.2	12.90
ARKANSAS	14,269,002	12,587,335	1,681,667		11.5	7.49
CALIFURNIA	453,544,852	433,974,230	19,570,622		4.3	22.17
COLURADO	26,717,158	22,507,428	4,209,730		15.8	5.35-
CONNECTICUT	12,876,244	11,822,146	1,054,098	•	8.2	11.22
DELAWARE -	24,490,075	24,292,573	197,502		.0.8	123.00
DISTRICT OF COLUMBIA	857,564	a. 634,905	222,659	-	26.0	2.85 39.25
FLORIDA	123,752,304	120,677,904	3,074,400		2.5	39.25 7.45
GEORGIA	40,938,732	36,096,142	4,842,590		11.8	12 ₀ 16
HAHAII	6,818,743	6,300,591	518,122		7.6 7.8	11.86
IDAHD	8,163,984	7,530,099	633,885			
ILLINOIS	119,919,773	112,869,990	7,049,783	•	5.9 5.8	,16.01 16.15
INDIANA	38,583,605	<b>4</b> 36,333,254	2,250,351		8.7	10.54
IONA >	51,779,992	47,291,999	4,487,993 1,846,503		9.1	9.96
KANSAS - G Kentucky	20,233,265	18,386,762	2,004,023	•	. 13.9	6.20
	14,420,482	12,416,459 25,335,461	3,940,475	•	13.5	<b>₩</b> 6.43
LOUISIANA / Maine	29,275,956	8,097,644	1,646,869		16.9	4.92
MARYLAND	9,744,513 38,068,834	35,804,422	2,264,412		5.9	15,81
MASSACHUSETTS	38,377,478	36,811,963	1,565,515	• -,	4.1	23.51
MICHIGAN	86,027,686	81,559,273	4,468,413		· · 5.2	18.25
MINNESUTA	64,522,171	59,962,000	4,560,171	•	7.1	13.15
MISSISSIPPI	14,849,225	13,761,305	1,087,920		7.3	. 12.65
MISSOURI	17,393,105	14,977,107	2,415,998		13.9	6.50
MUNTANA	0	0	0		`•	•
- NEBRASKA	12,195,912	.11,525,101	670,811	•	5.5	17.18
NEVADA ,	3,266,386	3,068,650	197,736		6.1	/ 15.52
NEW HAMPSHIRE	579,585	316,200	263,385		45.4	1.20
NEW JERSEY	68,692,740	· 66,427, <b>9</b> 73	2,265,167		3.3%	29.33
NEW MEXICO .	8,652,907	6,932,619	1,720,288 .		19.9	4.03
NEW YORK	89,299,400	82,824,160	6,475,240		7.3	12.79
NURTH CAROLINA .	121,369,119	119,014,404	2,354,715		1.9	50.54
NORTH DAKUTA	5,939,963	5,215,416	724,547		12.2	7.20
OHIO	38,325,187	32,790,237	5,534,950		14.4	5.92
OKLAHUHA	42,802,632	40,912,759	1,889,873		4.4	21.65 9.10
OREGON	11,622,380	10,471,412	1,150,968		9.9	4.30
PENNSYLVANIA	17,916,557	14,535,820	3,380,737		18.9 8.8	10.42
RHODE ISLAND	3,738,640	3,4112401	327,239		~~*	10145



TABLE F-12. -- OUTLAYS FOR ADULT AND POSTSECONDARY EDUCATION UNDER SECTION 110 (INCLUDING CARRYCIVER)

BY SUURCE OF FUNDS, PERCENT, RATIO, AND BY STATES

UNITED STATES, OUTLYING AREAS 1978-79.

		OUTLAYS	******	•	FEDERAL AS	RATIO OF
STATE	TOTAL	NON- FEDERAL	FEDERAL	• .	PERCENT OF TOTAL	NUN-FEDERAL TO FEDERAL ,
•		v				
SOUTH CAROLINA SOUTH DAKOTA TENNESSEE TEXAS TEXAS VERMONT VIRGINIA WASHINGTON HEST VIRGINIA WISCONSIN	61,058,687 3,308,249 27,046,531 65,264,181 14,226,880 520,452 29,549,965 88,227,871 2,896,120	59,591,951 2,584,626 24,230,762 57,060,821 12,987,738 291,767 27,804,606 84,284,722 11,822,184 116,837,515 1,332,929	1,466,736 723,623 2,815,769 8,203,360 1,239,142 228,685 1,745,359 3,943,149 1,073,936 4,418,633 158,340	, _J	2.4 21.9 10.4 12.6 8.7 43.9 5.9 4.5 37.1 3.6 10.6	40.63 3.57 8.61 6.96 10.48 1.28 15.93 21.37 1.70 26.44 8.42
HYOMING TOTAL U.S.	1,491,269	\$2,003,262,558	\$131,299,488		. 6.2	15.26
AMERICAN SAHOA GUAM PUERTO RICO' VIRGIN ISLANDS TRUST TERRITURY  UUTLYING AREAS	2.9,406 8,858 4,906,373 0 0	3,154,605 0 0 33,154,605	29,406 (8,858 1,751,768 0 0		100.0 100.0 35.7.	0.00 0.00 1.80
U.S. & DUTLYING AREAS	\$2,139,506,683	\$2,006,417,163	\$133,089,520		6.2	13400