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ABSTRACT

During fiscal year 1968, significant changes and improvements in vocational and technical education were reported across the nation. The continuing flow of federal funds and the greater program flexibility under the Vocational Education Act of 1963, together with increased state and local expenditures, made possible expansion of ongoing programs and development of some needed new programs. However, despite notable progress, there are many population groups and areas which vocational education is either not serving or not serving adequately. As manpower requirements and the vocational education needs of people continue to change rapidly, vocational education should be made more flexible, innovative, and relevant. Increased resources and effective leadership are urgently needed at the local, state, and federal levels to establish a comprehensive, responsive system of occupational education which will help provide adequate educational opportunity for all youths and adults in every community. Tables of data collected from the states are appended. (Author/JS)

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# VOCATIONAL & TECHNICAL EDUCATION

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ANNUAL REPORT  
FISCAL YEAR 1968

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## FOREWORD

During fiscal year 1968 significant changes and improvements in vocational and technical education were reported across the Nation. The continuing flow of Federal funds and the greater program flexibility under the Vocational Education Act of 1963, together with increased State and local expenditures, made possible expansion of ongoing programs and development of some needed new programs.

Despite notable progress, there are many population groups and areas which vocational education is either still not serving or not serving adequately. As manpower requirements and the vocational education needs of people continue to change rapidly, vocational education should be made more flexible, innovative, and relevant. Increased resources and effective leadership are urgently needed at the local, State, and Federal levels to establish a comprehensive, responsive system of occupational education which will help provide adequate educational opportunity for all youths and adults in every community.

The information and data presented are based on material from various State reports, which describe programs, services, and activities provided during fiscal 1968. Programs are financed by Federal, State, and local funds authorized by the several vocational-technical education acts: the Smith-Hughes Act of 1917 (Public Law 247); the George-Barden Act of 1946 (Public Law 586); the Health Amendments Act of 1956 (Public Law 911); the 1956 Act to Promote Fisheries Industries (Public Law 1027); the National Defense Education Act of 1958 (Public Law 85-864); the Area Redevelopment Act of 1961 (Public Law 87-27); the Manpower Development and Training Act of 1962 (Public Law 87-415); and the Vocational Education Act of 1963 (Public Law 88-210).

Grant Venn  
Associate Commissioner for  
Adult, Vocational, and Technical  
Education

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**CHAPTER I:  
GROWTH AND DEVELOPMENT**

## CHAPTER I: GROWTH AND DEVELOPMENT

Vocational and technical education enrolled over 7.7 million persons in fiscal year 1968, approximately one-half million more than in 1967, representing an increase of 6.9 percent during the year. The national population between 5 and 65 years of age in 1968 was estimated at 163.5 million. Therefore, vocational education served approximately one out of every 20 persons of school and working age.

In 1968 total support for vocational education reached almost \$1.2 billion, an increase of 19 percent over 1967. (See chart 1.) The increase was about equally divided between State and local expenditures, as shown in chart 2, each rising more than \$90 million above their totals in 1967. Federal expenditures remained steady, increasing about \$2 million or less than 1 percent. (See chart 3.)

Expansion of vocational and technical education included increases of 65 percent in total enrollments (See chart 4.) and of 250 percent in total expenditures over the level for fiscal year 1964. Among other things, this growth indicated that in a 5-year period since the Vocational Education Act of 1963, considerable progress and effort had been made to meet the goal set by Congress:

. . . persons of all ages in all communities . . . will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

In addition to facilitating quantitative increases, the legislation assisted vocational education by broadening its base qualitatively. The latter was reflected primarily in the new educational objectives established by State and local educational agencies to meet the needs of all persons, particularly the disadvantaged. Vocational education was charged with responsibility in many communities for developing and implementing a major change in the educational system. This system was to be so structured as to enable every youth and adult to achieve occupational competence and personal satisfaction from integrated educational and work experiences fitted to the individual's needs, abilities, and interests.

Although vocational education in 1968 made some inroads in meeting the occupational needs of certain individuals and target groups, major accomplishments continue to consist primarily of expanded enrollments and expenditures in successful, established programs--rather than in new programs to meet new needs. Some States, however, have committed substantial support to innovative and exemplary programs, some of which are described in succeeding chapters of this report.

CHART 2

EXPENDITURES FOR VOCATIONAL EDUCATION  
STATE AND LOCAL

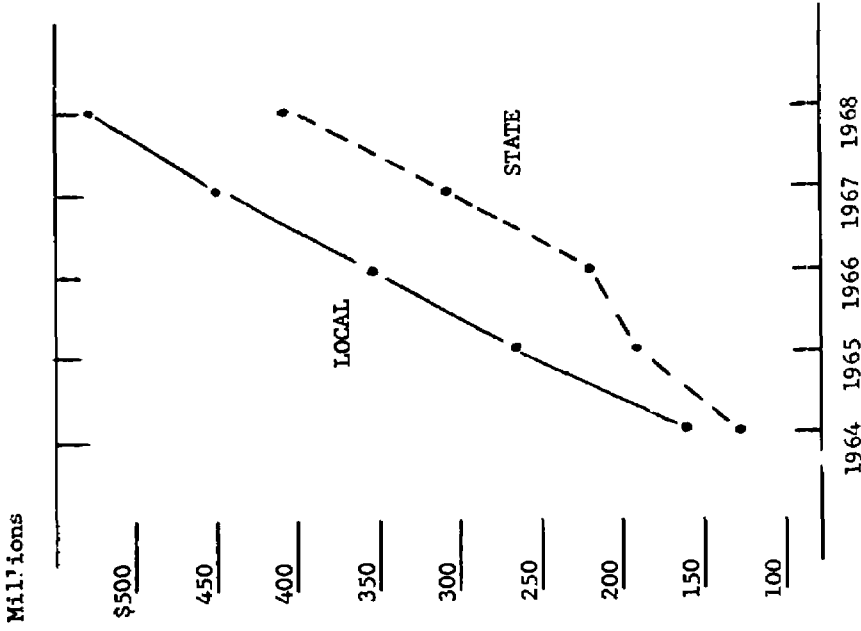


CHART 1

EXPENDITURES FOR VOCATIONAL EDUCATION  
TOTALS

Millions (Federal - State - Local)

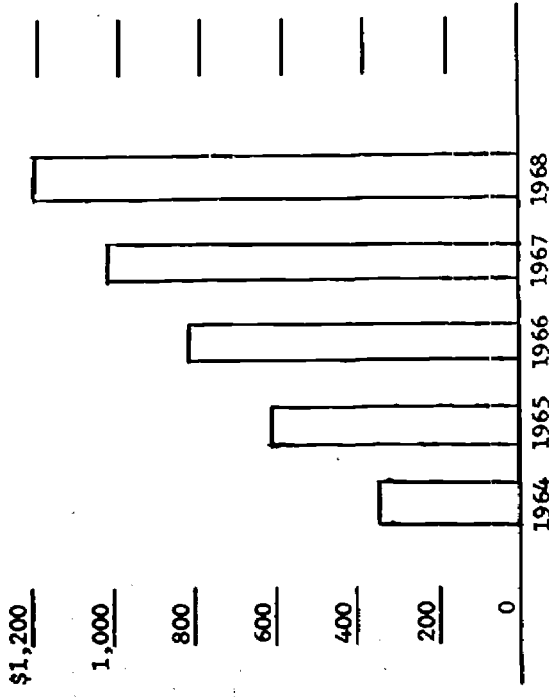




CHART 3  
EXPENDITURES FOR VOCATIONAL EDUCATION  
FEDERAL

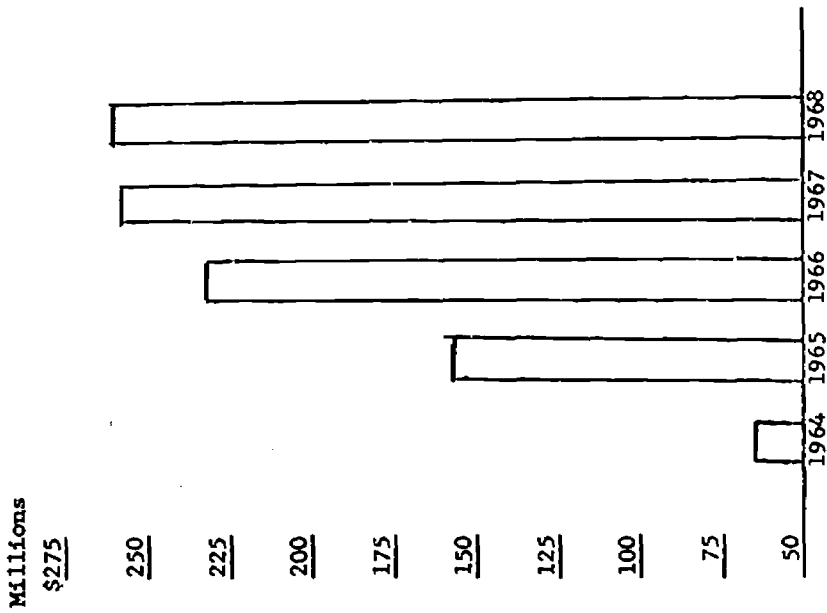
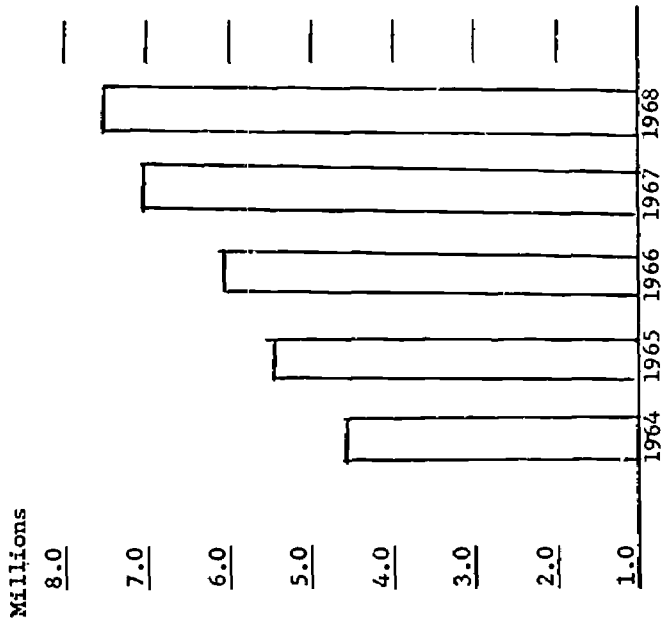


CHART 4  
VOCATIONAL-TECHNICAL EDUCATION  
ENROLLMENT - TOTALS



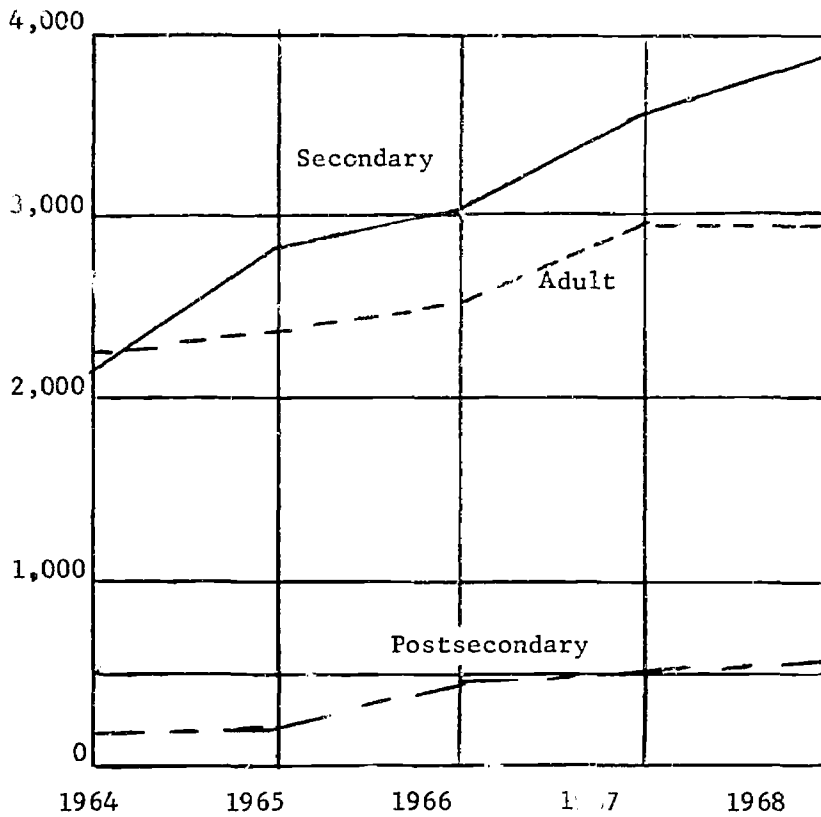
### SECONDARY PROGRAMS

Nearly 4 million students were enrolled in secondary vocational education programs in 1968. (See chart 5.) This amounted to approximately 27 percent of the total secondary enrollment for public and private schools, grades 9 through 12. Enrollments in 11th and 12th grades generally showed higher percentages of students attending vocational classes than in 9th and 10th grades.

CHART 5

#### VOCATIONAL-TECHNICAL EDUCATION ENROLLMENT BY LEVEL of INSTRUCTION

Million



All occupational categories except home economics and agriculture showed increases in enrollments by the senior year, ranging from six to 24 times the number in freshmen classes. One reason for this difference is that the practical requirements regarding vocational training and work experience programs often are not feasible for youths under 16. States are recognizing that more exploratory and occupational orientation courses must be provided in the elementary and junior high school grades if a greater number of students is to be kept from dropping out. Such students often are not old enough for regular vocational programs, but if recruited in such prevocational programs, they might be held in school and later trained in the regular programs. The opposite is true in the fields of agriculture and home economics, where courses are concentrated in the first 2 years of high school.

With respect to expenditures under the Vocational Education Act of 1963, the largest increase in spending for any program level in 1968 was for secondary programs. Federal, State, and local expenditures amounted to nearly \$365 million for secondary vocational education, \$86.7 million more than in 1967. Slightly more than every third dollar spent for vocational education, excluding construction and work-study, was used to finance secondary programs.

The States generally reported considerable new program development and reorientation of existing programs during the year as well as increased enrollments and expenditures. Illinois stated that development of area secondary centers was a major factor in increasing its enrollments. While the nationwide average of secondary school enrollment in vocational education increased to a total of 27 percent in 1968, some States recorded much higher percentages. In Florida, 37 percent of all high school students took vocational education courses. North Carolina reported that 52 percent of its secondary school youths were taking some form of vocational education. New York indicated that approximately 23,000 more pupils enrolled in home economics during the year, mostly in one-semester, special-interest courses. A number of States indicated that additional effort was being made to develop gainful home economics programs, and some States developed new consumer education programs at the secondary level.

Relatively few programs were reported in health occupations and technical education at the secondary level during the year, in comparison with the number of programs in these fields at the postsecondary level. This was due largely to the advanced level of training usually required for these occupations. As a result of the stringent requirements, such programs were frequently available only at the postsecondary level. As a means of alleviating this problem, States attempted to coordinate more closely with health institutions and business and industry in selecting enrollees carefully to assure that graduates would be mature and capable enough to meet the higher requirements for jobs in these fields.

Occupational orientation and exploratory courses are a means of closing the present gap between development of basic skills in reading, writing, and mathematics in elementary school and development of occupational skills in the 11th and 12th grades of high school. North Carolina has an exemplary program of this nature--Introduction to Vocations (IV). In fiscal year 1968 almost 16,000 students in 237 schools in North Carolina participated in this survey course, which introduced 9th grade students to a wide range of occupations. Limited funds prevented even greater expansion of the program. Coordination between the teacher trainer at North Carolina State University and the IV staff, a summer workshop for new teachers, and a conference for experienced teachers comprised some of the teacher education efforts involved in the program. Publicity was regarded as highly important; therefore, an orientation filmstrip was developed for students, a handbook on the use of consulting committees was prepared for teachers, and an educational exhibit was prepared for the State fair. Another development of interest in North Carolina was the encouragement given to students in 10th grade by affording them an opportunity for further knowledge through exploration of clusters of occupations.

Another State, New Jersey, held its second Summer Institute of Technology for Children. The session ran for 6 weeks in the summer of 1967. Thirty-three elementary school teachers in New Jersey, who taught 990 students, attended the conference and then worked in the program during the school year. The purpose of the conference was to discuss vocational guidance and vocational education orientation for pupils in kindergarten through 6th grade.

Other States reported innovative efforts taken at the secondary level to reach goals set for fiscal year 1968. Supervisors, teachers, and other county personnel in Florida participated with the State staff in planning the use of educational improvement funds made available in the 1968 special session of the legislature. Tennessee reported the opening of two combination secondary-postsecondary area vocational-technical schools in 1968. Students from seven secondary schools in three systems attended on a half-day basis. Tennessee indicated this type of school was the most practical approach for rural areas in that State since a wider variety of facilities, equipment, and instructional supplies and more teachers with varied backgrounds and expertise were available than could be supported by individual local schools. Also, a centralized vocational education center enabled a more economic plan of operation.

Evaluation of "Project Capstone," a 3-year pilot program completed in Wisconsin, indicated that excellent progress had been made in providing improved access to effective job-entry training for students in comprehensive high schools. Extensive planning by State staff, advisory committees, teams of local vocational education coordinators, and a special 8-week summer session at the University of Wisconsin the coordinators were major elements of the program. Thirty-four

schools had been selected in 1965 to participate in the pilot program emphasizing the development of a wide range of job-entry training programs in the 12th grade; later 81 more schools joined the program. Thirty-five percent of Wisconsin's allotment under the Vocational Education Act of 1963 for the past 3 years has been allocated to this program. All indications are that this type of activity will be continued, as teacher education institutions provide instruction in teaching "capstone" courses for new teachers.

### POSTSECONDARY PROGRAMS

Enrollments in postsecondary classes in fiscal year 1968 increased by almost 19 percent above the level of the previous year, reaching a total of 592,970. (See chart 5.) Of the nearly 14 million persons in the 18 to 21 age group throughout the Nation, approximately 4.3 percent were enrolled in full-time vocational programs at the postsecondary level. While many persons remain to be reached and the job of expanding and redirecting programs has only begun, several States showed clear evidence that much effort had been made during the year to expand vocational education at the postsecondary level.

Seven States, with postsecondary enrollments ranging from 3,000 to 68,700 each, reported doubling or tripling their enrollments of 1967; enrollments tripled in Florida from 20,620 in 1964 to 68,700 in 1968, and Alabama's enrollment rose from 1,340 to 11,423. California's system of community colleges enrolled 195,087, accounting for almost one-third of the entire postsecondary enrollment in vocational education. About one-fifth of the States had over 10,000 students enrolled in postsecondary programs, and only California, Florida, New York, Michigan, and Texas had enrollments larger than 20,000.

Increases in enrollments of more than 10 percent occurred in all but one of the occupational categories, with enrollments in distributive education more than doubling at the postsecondary level, from 21,000 in 1967 to 44,824 in 1968. Officially, technical education increased only 7.8 percent, but this figure is somewhat misleading because of the difficulty many States experience in classifying postsecondary programs. Postsecondary institutions are preparing persons to be technicians or similar supportive personnel. Some of these individuals are prepared in programs reported as technical education, while others are reported under health occupations, trade and industrial, or one of the other major occupational services.

More than \$185 million in combined Federal, State, and local funds were allocated to postsecondary programs in fiscal year 1968 in connection with the 1963 act, representing an increase of more than \$27 million over the 1967 level of funding. Federal support under the 1963 act, amounting to \$42.9 million, represented only 23 percent of total postsecondary expenditures. State and local efforts reached \$142.6 million, which equals 15 percent of all State and local expenditures for vocational education in 1968.

Many States indicated growth in postsecondary programs. Illinois reported an increase in the number of junior colleges and in the number of programs, which accounted for a significant proportion of its reported increase in postsecondary enrollments in vocational education. New York stated that growth of community colleges was noteworthy, with articulation between the secondary and postsecondary programs improving each year. A concerted effort was made in that State to provide a smooth transition from high school to the institution providing further training. Some of the steps taken in New York to achieve this objective involved 1-year certificate programs, greater flexibility in admissions requirements, and expanded facilities for postsecondary institutions.

One State, Tennessee, indicated a change in the reporting system had resulted in an apparent decline in enrollments. This could also be a reasonable explanation for decreases in a few other States. Tennessee reported it had done considerable planning for the future development and redirection of off-farm agricultural and home economics programs at the postsecondary level. The surge in postsecondary enrollments in Wisconsin was attributed mainly to district reorganization and other strengthening factors which had made classroom space available in communities where thousands of applicants were turned away only two or three years before. Wisconsin's report also stated that the image of vocational education has been rising and that modern technology makes it increasingly worthwhile for persons just past high school age to spend a year or two in advanced skill training or technical education. Accordingly, the enhanced image and increasing technology factors are contributing to the continued increases in program demand.

Paradoxically, even though program demand was relatively high and employment opportunities were for the most part readily available, some States reported problems in developing programs. In Iowa, area school personnel found that many of their students needed high school equivalency certificates to qualify for postsecondary program offerings. Efforts were then made in Iowa to modify programs to include the necessary basic education, testing, pretechnical, or remedial programs. Some States developed junior and community colleges with academic programs, ignoring the extensive need for advanced occupational skill training at the postsecondary level. Several States experienced problems regarding the administration and supervision of vocational programs in postsecondary institutions, especially with respect to the functions of the State board of vocational education in relationship to State academic organizational elements and programs.

Cooperative efforts were made in some States to improve programs and services. In Illinois, members of junior college staffs in agriculture education from the 12 institutions offering postsecondary programs in agriculture established a teachers' organization.

This organization was designed to improve cooperation and coordination among the junior colleges and, since the organization was affiliated with the secondary teachers' group, with secondary schools and personnel as well.

In New York, cooperative involvement with State staffs associated with other Federal acts was initiated to improve occupational education. A joint funding under the National Defense Education Act of 1958 and the Vocational Education Act of 1963 assisted the creation of a model vocational guidance unit in the urban center of a community college. The center worked primarily with hardcore unemployed and disadvantaged persons. Also, in New York the secondary and postsecondary units in Fulton and Montgomery Counties established cooperatively a data processing program, using a common facility and funding the program jointly.

New curriculums inaugurated in New York included police science, operating room, ophthalmic dispensing, environmental health, medical emergency, inhalation therapy, and occupational therapy technologies--all leading to an associate degree. Illinois reported that three new technical occupations programs at the postsecondary level made a significant impact; these were commercial pilot training, police science, and instrumentation technologies.

#### ADULT PROGRAMS

Enrollment in adult vocational education totaled 2,987,070 in 1968, increasing only 46,000 above the 1967 level. Almost 600,000 persons who had entered the labor market received training preparing them to enter new jobs; approximately 2.3 million took supplemental training to upgrade or refresh their occupational proficiency. In all, 39.6 percent of the total enrollment in vocational education was in adult classes.

Adult programs benefited from increased State and local support in 1968. States devoted over \$46.2 million to adult preparatory and supplementary programs, matching Federal expenditures under the Vocational Education Act of 1963 by more than 4 to 1. Federal funds provided in 1968 under the 1963 act totaled \$10.9 million, about the same as in 1967. Expenditures for adults continued to represent less than 6 percent of all spending under the 1963 act, indicating among other things the relatively low cost of training an adult student. A portion of adult programs are operated on a part-time basis and are generally less expensive to administer than the secondary and postsecondary programs.

Growth experienced by some States in adult enrollments was offset nationally by decreases in other States, preventing any substantial overall growth. Texas corrected a major reporting error in previous figures, which reduced its adult enrollment by over 93,000 but brought the overall adult enrollment to a more accurate total. Illinois



attributed its decrease in adult enrollments to the curtailment of State reimbursement for all occupational categories and adult home-making programs, except in technical education. Many States held back expansion of adult programs because Federal allotments to the States continued at the previous year's level, electing instead to place priority on their secondary and postsecondary programs.

Various patterns emerged in expansion of programs. Illinois reported that even with cutbacks in State funds, trade and industrial education maintained steady growth in adult preparatory programs. Indications were that when followup procedures were properly implemented, a satisfactory pattern of matching adult enrollees with new jobs would probably emerge. Florida explained its decrease in adult enrollments in industrial education, particularly in the apprenticeship program, probably resulted from many contractors converting from union to nonunion shops. Another reason cited for decreased enrollments was the high employment rate in Florida, which may have reduced incentive to take additional training, since jobs were relatively easy to find.

In Georgia, the adult program in area vocational-technical schools experienced accelerated growth during the school year 1967 through 1968. This was attributed in part to the addition of a Coordinator of Adult Instruction and a Coordinator of Industrial Training at each area vocational school. The adult courses at area schools may be initiated at any time during the year as the need arises, with the Coordinator of Industrial Training serving as liaison between the school and industry and designing courses to meet specific needs. The Coordinator of Industrial Training in Georgia also develops and coordinates preemployment training courses for new industries.

New Jersey reported that its private business schools increased their adult enrollments considerably. One reason given for the rise in private school enrollments is that people already in the labor market were earning wages; therefore, they had the necessary funds to pay tuition.

In Louisiana, during fiscal year 1968, both the preparatory and supplementary training programs for adults reached the greatest levels of participation ever registered. Reasons given for this large increase included: new technical requirements for jobs which necessitated upgrading training; increased desire to seek better paying jobs, which required new skills and knowledge; and plant expansion, which made new jobs available and created competition for these better jobs.

Upward trends were noted in different occupational categories. Illinois stated that the emerging postsecondary centers will soon be the major suppliers of adult education for agriculture and office occupations. Supplemental training in technical education for adults



continued to expand in Florida. Two programs in which considerable emphasis was placed at the adult level were technician programs in air and water pollution control. A 40-hour home economics class conducted for "cottage parents" at the Louisiana State School for the Deaf helped the employees of this institution to acquire competence in providing substitute parental care and guidance for children under their supervision.

An experimental program in Illinois was conducted in vocational guidance and job coordination in retraining adults. The program involved the combined efforts of the Division of Adult Education and the State Board for Vocational Education and Rehabilitation in an attempt to make the services available in a socioeconomically depressed area.

#### PROGRAMS FOR PERSONS WITH SPECIAL NEEDS

The number of persons with special needs served by vocational education in 1968 increased by almost nine times over the 1965 level. In 1968, 220,000 persons with special needs, or 3 percent of all those served by vocational education, were enrolled in special programs or were being served in regular programs. Persons with special needs include both the handicapped and the disadvantaged: Those whose physical, emotional, or mental handicaps retard their development; and those whose environments have raised barriers to their economic and social progress. Groups to be served by vocational education, as defined in the Vocational Education Act of 1963, include all "persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in regular vocational education programs." Vocational programs reached persons in schools for the deaf and blind, homes for unwed mothers, camps for migrant workers, public schools of the inner city, isolated settlements of Indians, and rural poor, reformatories, prisons, and State mental hospitals.

Total expenditures for persons with special needs rose by almost 20 percent in fiscal year 1968. Combined Federal, State, and local expenditures increased from \$20,535,474 in fiscal year 1967 to \$24,631,208 in fiscal year 1968. The increase in Federal expenditures was particularly dramatic. Federal expenditures rose by approximately 72 percent from \$3,559,315 in fiscal year 1967 to \$6,166,530 in fiscal year 1968. (See table A.)

TABLE A

## EXPENDITURES FOR PERSONS WITH SPECIAL NEEDS

<u>Fiscal Year</u>	<u>Grand Total</u>	<u>Federal</u>	<u>Total</u>	<u>State and Local</u>	
				<u>State</u>	<u>Local</u>
1967	\$20,535,474	\$3,559,315	\$16,976,159	\$8,024,869	\$8,951,290
1968	24,631,208	6,166,530	18,464,678	8,513,573	9,951,290

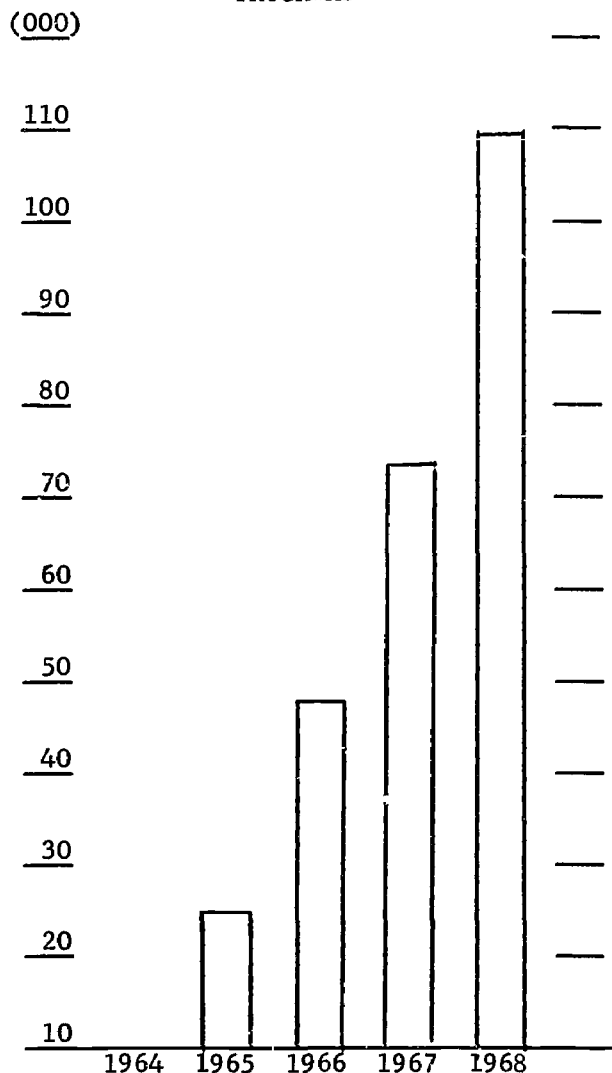
In an effort to meet the special needs of persons, the States either conducted special programs exclusively for these individuals, or they supplemented regular program offerings with special services. Some States preferred not to operate separate programs for such persons, convinced that separating disadvantaged and handicapped students from regular programs and students presented an added disadvantage. Other States felt that students with special needs could not succeed without special instruction and, in many cases, these slower students would retard the progress of the other nonhandicapped and disadvantaged youths and adults in the regular programs. In 1968 the total number of persons identified as having special needs and served in programs of vocational education was about equally divided between those enrolled in special programs and those counted in regular occupational programs. (See chart 6.)

Because of the continually increasing demand to expand programs for students not handicapped or disadvantaged and because of the pressure from business and industry to meet their manpower needs many States have been somewhat hesitant or unable to devote significant portions of funds and personnel to teaching persons with special needs. Where employers cooperated in providing work experience programs and in hiring those who completed special vocational education programs, State and local boards were encouraged to expand programs for the disadvantaged, but, too frequently, other groups were given priority.

Concern increased on the national level that more effort be made to help such persons succeed in vocational education. The report of the National Advisory Council in 1968 recommended strongly that the States and the Federal Government give far greater attention to persons with special needs. Some States have made considerable effort to provide special services and attention to those needing them. Approximately one-half the States have appointed a member of the State staff to work full or part time on the development of programs for persons with special needs. Many States provided inservice training programs for teachers of disadvantaged or handicapped students. Numerous States reported having State and local guidance personnel working exclusively with persons with special needs.

CHART 6

VOCATIONAL-TECHNICAL EDUCATION  
ENROLLMENT  
SPECIAL NEEDS\*  
PROGRAMS



\* Does not include Special Needs students enrolled in regular programs.

If separate classes were provided in the State, in almost all cases two kinds of programs were offered: (1) special prevocational training courses, remedial in nature, to prepare students for enrollment in regular vocational education programs, and (2) special vocational programs for persons of restricted or slower learning abilities.

The prevocational training provided frequently stressed basic communications and mathematical skills while the special vocational programs included basic instruction for jobs requiring a relatively low level of skills and knowledge, good grooming, hygiene, and other basic requisites for successful employment.

For special or separate programs, many States developed a system of short-term intensive courses of training in a variety of single-skill or semiskilled occupations. Students were thus provided an opportunity to achieve basic competency in several such skills, each one increasing the individuals' confidence and abilities or motivating the students to begin work in one occupation and returning later for training in other fields. This kind of system accommodated slow learners and permitted temporary detours for potential dropouts. Emphasis on manipulative skills and laboratory-oriented project activities, together with some type of compensatory work experience, often provided an incentive for the prospective dropout to remain in school.

Some States planned and developed a series of such special programs in various phases or levels. Florida produced an excellent document entitled Guide for Planning Special Vocational Programs for the Disadvantaged. New York designed a 4-year curriculum for educable mentally retarded students entering the secondary programs, and Utah published a resource called Education Guide for Service Occupations. Other States were successful with such instructional programs as: ornamental horticulture, general clerical work, duplicating machine operation, groundskeeping, custodial service, service station attendance, small appliance repair, retail sales, cash register operation, nursing and psychiatric assistance, care of the aged, and other personal services. Many schools experimented with programmed instruction materials. Ohio's Mahoning Valley Vocational School offered such instruction in 300 different programs.

The District of Columbia established a program, dubbed "Project CALL" 629-2822 (Center for Adult Learning Laboratory, followed by the telephone number for the Armstrong Adult Education Center). Project CALL, which operates 14 hours a day, provides adults the opportunity to study the courses they need for advancement or personal improvement at their convenience. In addition to using programmed materials, students receive individualized instruction and tutoring in basic subjects from coordinators at the center.

Maryland opened three vocational centers devoted entirely to persons with special needs. In New York, two-thirds of the funds allocated to the "Big Six Cities" were categorically designated for the purpose of developing and expanding programs for persons with special needs. New York led all other States in total expenditures for vocational education for such persons, with 17 percent of its allocations in vocational education going for this purpose.

Two outstanding programs have been developed in Cincinnati and in Cleveland, Ohio. They are known as Vocational Rehabilitation and Job Preparatory Centers. In Cleveland, there is a strong guidance and counseling program, with supportive services secured from vocational rehabilitation. A full-time work experience coordinator has been placed in the Cleveland school by the Neighborhood Youth Corps for the inschool work experience program. The supportive health services include a physician, nurse, dentist, dental hygienist, medical aide, speech therapist, and a psychologist. The Cleveland program offers a fine example of the coordination required among local, State, and national agencies to develop and maintain a successful program of such services for persons with special needs.

Many of these programs drew upon the resources of Vocational Rehabilitation, the Office of Economic Opportunity, the Department of Labor, and State Employment Services. In addition to the Vocational Education Act of 1963, special needs programs obtained assistance from the Manpower Development and Training Act of 1962, the Appalachian Regional Development Act of 1965, the Economic Opportunity Act of 1964, and the Elementary and Secondary Education Act of 1965 (titles I, II, XII).

**CHAPTER II:  
MANPOWER TRENDS  
AND CHANGING PROGRAM  
REQUIREMENTS**

## CHAPTER II: MANPOWER TRENDS AND CHANGING PROGRAM REQUIREMENTS

Sudden shifts in manpower requirements have accompanied rapid economic and technical development and urbanization in the United States. In previous years migration to urban centers kept pace with the increasing concentration of economic resources in those areas. However, the rate of migration is leveling off, as the movement into the inner city by poorer people from depressed areas is being offset by the movement out of the city to surrounding metropolitan rings by the upper and middle classes. An immediate effect of this exodus has been a severe loss in urban property taxes, a primary source of funds needed for education and remedial services. At the same time, teenage and adult residents of the inner-city must travel to the suburbs to find blue-collar jobs or clerical and sales work. Where metropolitan transit systems remain undeveloped, the city dweller is virtually locked into his residential area, jobless. Even where transportation is more accessible, the cost of commuting is often prohibitive, especially considering the salaries paid in many of the jobs available.

Although the urban manpower trend is upward in the service industries, many of the jobs available are at the professional, technical, or managerial level. Jobs for unskilled persons often involve menial tasks with low wages and provide almost no means of advancement.

In many cities, government employment has risen considerably for the past 15 years and will continue to do so, especially employment by State and local government. About one-half of that total growth, however, will involve professional, administrative, and technical workers. It is estimated that, if the Nation wished to bring public services up to satisfactory levels, jobs could be provided for up to 5 million unskilled workers. These opportunities would arise in the medical and health services, education, welfare and home care, public protection, urban renewal and sanitation, and national beautification fields. The number of jobs available would depend on the spending priorities established by national, State, and local government. Even with sharply increased allocations for health, education, and welfare, many entry-level unskilled jobs will no doubt be eliminated by modern equipment which will automate administrative procedures and general maintenance.

The plight of the unskilled urban worker is far worse among youths, particularly the nonwhite. One out of every four nonwhite youths in the entire labor force is unemployed, and the rate is higher in the urban ghetto areas. For example, the Negro teenage population in the cities rose 50 percent during the years 1960-65, more than double the increase for the teenage population nationally. This rapid population growth is expected to continue over the next 10 years.



Young persons living in the city and seeking employment find themselves hampered frequently by insufficient education, age, and ghetto residence. City schools often have poorer facilities, fewer instructional materials, and less able teachers than those found in surrounding suburban areas. Antiquated vocational facilities are a major problem. Communication is especially weak between residents of the poorest sections of the cities, the schools, and employment services. Mistrust and fear often keep young persons isolated, and relying on relatives and friends for scattered information about employment, or remedial health, and educational services. Limited numbers of jobs are available in ghetto areas.

Unemployment, especially among youths, is but one aspect of the manpower problem in the cities. Low wages and underemployment among many persons, young and old, help to account for the fact that in some cities up to 75 percent of nonwhite families live in what can be statistically defined as poverty areas, and one out of every four nonwhite families receives an income below the poverty level as defined by the Social Security Administration.

In recent years a multiplicity of manpower programs completely or partially supported by Federal funds have been initiated or continued under the pressure of national concern for the problems of education, training, and employment. The diversity of such programs, administered by a variety of Federal, State, and local agencies, has often resulted in considerable overlap, unmet needs, and general frustration. Individual programs have accomplished much for the disadvantaged in some instances, but an immediate need exists for coordination of efforts at every level and in every program.

#### RURAL MANPOWER TRENDS

Only 4 million persons were employed on farms in 1965, and projections through 1975 show a continued decrease in farm employment. Many new occupations which demand some background or training in the broad field of agriculture opened up in recent years and promise to expand in the future. The land-grant agricultural colleges reported that 15,000 new jobs are available annually in agricultural professions, including agricultural research, industry, business, education, communications, conservation, and services. Vocational education has begun to meet demands for persons trained in these areas with development of such programs as ornamental horticulture, floristry, agricultural resources, forestry, and many others. Still, each year thousands of jobs remain unfilled because of the shortage of trained persons available.



In addition to the new opportunities presented by agricultural technology in rural areas, increased leisure time afforded by technology has multiplied the demand for recreational resources. Rural areas offer the greatest potential for development of the recreation industry. Outdoor recreation activities are expected to increase to four times the present number by the year 2000 A.D., which will create many new opportunities in rural areas for the promotion and management of recreational services. Many farm homes could become centers for such activities, accommodating visitors from urban areas.

Heavy industry is beginning to move more extensively into rural areas. Almost one-half of the million dollar plants opened in 1967 were established outside large metropolitan areas. From 1962 through 1966, the industrial employment rate tripled in urban areas, but rose nearly eight times over the previous base period in rural areas to 6.2 percent, and 11 times in small town areas to 5.5 percent. At present almost 50 percent of men in rural areas are employed in blue-collar work with almost the same percentage of employed women in office occupations. The demand for new job opportunities is relatively greater in rural areas because of higher replacement ratios in the work force. An average of 177 young men will reach working age (20) between 1960 and 1970 in rural areas for every 100 older men who will leave the working group (20 to 64) due to death and retirement. Whether these young men will find a place in the work force will depend, among other factors, upon the development of educational programs to prepare them for work.

#### VOCATIONAL EDUCATION PROGRAMS AS THEY RELATE TO MANPOWER NEEDS

Vocational education programs are being adapted to the changing manpower requirements of the Nation. In fiscal year 1968 vocational education programs served a greater number of persons of every age and every community through more and better programs. For example, the total number of persons who completed secondary or postsecondary vocational programs in 1968 reached 885,164. Even more significant than the 27 percent increase recorded in secondary and postsecondary enrollments since 1966 was the 46 percent increase in program completions recorded during the 1966 to 1968 period.

More than 50 percent of those who completed vocational education programs, or nearly 500,000 persons, were available for placement in 1968. Of those not available for placement, over 53,000 entered the Armed Forces, and more than 200,000 others continued school on a full-time basis. More than one out of four students who completed postsecondary programs invested further in their education by continuing school beyond grades 13 and 14 as full-time students.

Three out of every four vocational education graduates available for placement were employed in a field for which they were trained or in a field closely related to their training. Almost 14 percent of the same group were employed full time in fields unrelated to their training. Eighty-seven percent of those completing postsecondary programs were placed in fields for which they were trained; or in related fields, while 72 percent of those completing secondary programs were so placed. Persons completing postsecondary health and technical programs represented the highest percentages, 94.5 percent and 91 percent respectively, of employment in areas related to their vocational training.

Unemployment among graduates of vocational programs was far below the national rates for persons within the 16 to 19 and 20 to 24 age groups. Of those who completed secondary vocational programs in 1968, 6.5 percent were unemployed and seeking a job, as compared with national unemployment rates of 25 percent for nonwhites and 11 percent for whites in the 16 to 19 year age group. The nonwhite unemployment rate for this age group has not dropped below 25 percent since 1958, while the rate among whites dropped from 14 percent in 1958 to 11 percent in 1968. Unemployment among graduates of postsecondary vocational programs in 1968 reached only 3.8 percent, as compared with the national unemployment rate of 8.3 percent among nonwhites and 4.6 percent among whites in the 20 to 24 year age group.

#### CHANGING MANPOWER REQUIREMENTS

Although vocational education prepared about 885,000 persons with marketable skills in 1968, its contribution to meeting the employment needs of individuals must be considered in light of present and future manpower requirements and opportunities. Estimates of the Nation's future labor force project an increase of 18.1 percent, from 84,617,000 in 1970 to nearly 100 million persons in 1980. Population estimates for the same years show the number of persons 14 years of age and over increasing 16.3 percent. Growth in the labor force has been greater than population growth since 1960.

Manpower shortages in all the leading occupational categories will probably remain a consistent problem through at least 1980. In addition to the openings created by growth and expansion, a regular percentage of openings arise annually as a result of deaths and retirements. Many of these openings remain unfilled because of the shortage of persons trained and ready to enter the labor force. Quarterly reports of the U.S. Training and Employment Service for the years 1966-68 show about 200,000 job openings unfilled--more than half of them in 15 selected metropolitan areas.

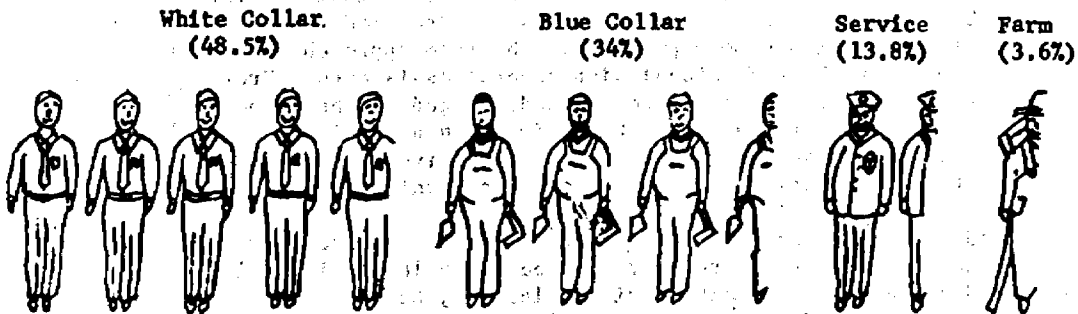
Despite persistent shortages in many occupational fields, unemployment was still high in 1968 among nonwhites and younger persons, particularly in metropolitan areas. Although the national unemployment rate of 3.6 percent for persons 16 years of age and over was the lowest since 1952, approximately 13 percent of all persons aged 16 to 19 and 8.7 percent of those aged 16 to 24 were unemployed in 1968. In nearly every age group and in almost every geographical area, unemployment rates among nonwhites were twice as high as those for whites. Seventeen out of the 20 largest metropolitan areas in the country reported a higher unemployment rate in their central cities than was reported as a national average. Much of the unemployment among nonwhites and younger persons in general was structural: the result of insufficient education and training.

The median years of schooling completed by those in the total civilian labor force between the ages of 18 and 55 in 1968 was 12.3 years. Median years completed by nonwhite males in the same age group was 10.3. Better than one out of three white males in the labor force had completed high school, compared with one out of four nonwhite males. Unemployment among high school dropouts was twice as high as among graduates. Nonfarm laborers completed the fewest years of schooling, with an average of 9.5.

The proportion of semiskilled and unskilled workers in the labor market will probably decline through 1975, while the number of professional and technical workers will undoubtedly grow at a rate almost twice that of overall national employment. (See chart 7.) The untrained person may still find a job, but he will probably have difficulty finding and maintaining a rewarding occupational career.

CHART 7

## ESTIMATED COMPOSITION OF THE LABOR FORCE IN 1975\*



\* Source: Manpower Report of the President, 1969 (adaptation).

Certain occupational groups with considerable growth potential in the coming years are also concentrated in urban areas, and these may offer promising opportunities for which to train disadvantaged persons. In the construction crafts, for example, some 3.4 million persons were employed in 1966. By the mid-1970's this total is projected to increase to 4.5 million, a growth of 1.1 million or 33 percent. The average age in many of the skilled building trades is high since few young persons have entered these occupations recently. Mainly, for this reason more job openings in construction are likely to come about in the next 10 years because of needs to replace attrition losses--rather than because of employment growth. This replacement demand is expected to create 1.8 million job openings in the 10-year period beginning in 1966. When the attrition rates are added to employment growth, the total amounts to 2.9 million career opportunities in the skilled building trades, or an average of 290,000 annual openings through 1975.

Nonwhite employment in the construction trades has been considerably below the level of 10.5 percent nonwhite representation in the entire labor force. In 1966 some 180,000 nonwhites were employed in seven selected construction occupations which made up four-fifths of all employment in the construction trades and which included: brickmasons, stonemasons, and tilesetters; carpenters; cranemen, derrickmen, and hoistmen; electricians; excavating, grading, and road machinery operators; painters; plumbers and pipefitters. Employment growth alone could create over 150,000 new job openings for persons prepared with skills in these fields.

Social welfare occupations present another area of expanding opportunity for positions at the paraprofessional levels for disadvantaged persons in urban areas. In order to fulfill the intent of social legislation and to reform and reorganize existing welfare programs, as well as to replace attrition losses, some 40,000 positions could be opened annually, beginning immediately and extending through 1975. The shortage of 4-year graduates in the social professions and, more importantly, new team strategies in the delivery of social services, could create annual opportunities for 17,500 subprofessionals or nonprofessionals who are graduates of junior college and high school programs. The team approach to social welfare provides each professional with several assistants. Frequently the assistants are indigenous disadvantaged persons who bring inner-city experience rather than education as their credentials for social work. These persons have quite effectively maintained liaison between professionals and family and community groups.

Disadvantaged persons could be trained as aides in some of the existing home economics programs at the secondary level, including child guidance and development, family relations, health, and budgeting. Postsecondary programs are already available to prepare

for such occupational specialties as: community organization worker (assistant), psychiatric social worker (assistant), case work assistant, program aide in group work, recreation leader, and social work assistant. In the early 1960's one-third of those engaged in recreational work, community services, public assistance, and care for the aged, had less than a 4-year college degree. With the expansion of existing vocational education programs, the number of social work aides and assistants might be significantly increased by 1975.

There are fewer barriers to job entry based on race in social work than in most other professional or human service occupations. In the mid-1960's, 15 percent of the social welfare and recreational workers were nonwhites; this was a considerably greater proportion than nonwhites employed in all civilian employment, where the percentage was slightly more than 10.5 percent. If the representation of nonwhites in the social work occupations did little more than remain at the level reported in the mid-1960's, between 65,000 and 75,000 nonwhites could be employed in social work by 1975. On this basis approximately 6,000 of the estimated 40,000 annual career openings through 1975 could be expected to represent job opportunities for nonwhites.

Like the social welfare occupations, health service occupations present promising opportunities for developing "new career" programs. Essentially, new career programs would prepare a student for an entry level position in one of the human service occupations, allowing the student to continue to the level of proficiency desired by means of a carefully articulated program of work and study. In the health profession, many disadvantaged persons might begin at the level of nursing aide, an occupation with a projected 77,000 average annual openings through 1975, and continue on to practical nursing, in which 39,000 new openings will probably develop through 1975. The next career step might include qualifying for an associate degree in nursing, which would prepare one for positions with demands for over 60,00 new annual entrants through 1975.

At present curriculums and licensing requirements are not organized to promote the new careers concept in the health service occupations, despite the fact that technological advances and legislation making health services more available have multiplied the need for persons trained in health occupations. The manpower resources available among disadvantaged groups for careers in the health profession will not be fully employed until professional personnel in the health fields and education develop and properly accredit thoroughly connected career ladders among the health occupations.

Office occupations is another field with thousands of annual openings in urban areas with increasing nonwhite representation. Projections published by the Bureau of Labor Statistics indicate that the greatest number of annual openings in office occupations through 1975 will arise in stenographic, secretarial, and related occupations (175,000); bookkeepers (80,000); cashiers (60,000); typing and related occupations (60,000); and business data processing occupations (40,000). Electronic computer personnel and office machine operators will increase at the greatest comparative rates in the years to come. Advancement for disadvantaged persons beyond entry level positions in office occupations will probably depend upon the development of new career programs in this field, similar to those proposed for the human service occupations.

#### MANPOWER REPORTING

Cooperative efforts in the analysis and solution of manpower problems by the Division of Vocational and Technical Education of the U.S. Office of Education and the Department of Labor were continued in 1968. Both agencies have attempted to develop a standard classification of occupations and educational programs in order to systematize educational planning in light of employment needs and opportunities. One document contributing significantly to that end reached the final stages of preparation in 1968. Prepared jointly by the Division of Vocational and Technical Education, U.S. Office of Education, and the Manpower Administration, U.S. Department of Labor, the document Vocational Education and Occupations (OE-20061) consists of Part I, Instructional Programs Related to Occupations, and Part II, Occupations Related to Instructional Programs. Part I summarizes and codes the substantive content of defined vocational-technical education programs which are included in the Standard Terminology for Curriculum and Instruction in Local and State School Systems. <sup>1/</sup> Part I also relates these programs to codes, titles, and worker trait groups in the Dictionary of Occupational Titles, Third Edition. <sup>2/</sup> Part II reverses the arrangement in part I by listing occupations according to code, title, and worker trait groups and by relating them to appropriate educational programs. See appendix C for sample pages from both parts and the U.S. Office of Education Codes and Titles for Vocational-Technical Instructional Programs.

<sup>1/</sup> U.S. Office of Education, State Educational Records and Reports Series, Handbook VI. Washington: U.S. Government Printing Office

<sup>2/</sup> U.S. Department of Labor, 2 Vols. Washington: U.S. Government Printing Office, 1965.

An effort related to the publication Vocational Education and Occupations will involve the Bureau of Labor Statistics and the Division of Vocational and Technical Education. Periodic reports will estimate annual openings in occupations for which vocational education prepares workers as well as indicate the annual number of completions in the programs leading to these occupations. These estimates will be used to evaluate the relevance and efficiency of vocational education programs and to guide planning for the future.



**CHAPTER III:  
PEOPLE SERVED—ENROLLMENTS  
AND TRENDS**



### CHAPTER III: PEOPLE SERVED - ENROLLMENTS AND TRENDS

The number of Americans served by vocational education exceeded 7.5 million in fiscal year 1968, almost half a million more than in 1967 and 1.5 million more than in 1966. Combined Federal, State, and local expenditures for providing these services rose by \$190 million from approximately \$1 billion in fiscal year 1967 to \$1.19 billion in fiscal year 1968. State and local educational agencies provided almost all of the increased resources for these programs designed to meet the vocational education needs of some 4.4 million students in secondary and postsecondary institutions and close to 3 million adults in communities throughout the Nation. Enrollments increased in every occupational field except agriculture during this fiscal year.

While enrollments continued to increase, the shortage of qualified instructional and ancillary personnel and the shortage of adequate facilities remained perennial and growing problems. Each occupational area faced new challenges, such as providing appropriate vocational education programs to serve rural and urban disadvantaged groups and to meet the greater demands of a rapidly changing and increasingly complex national economy. Although enrollments in special classes for persons with special needs increased from 73,663 in fiscal year 1967 to 111,000 in fiscal year 1968, and the number of such persons receiving special assistance in regular classes increased from 92,925 in fiscal year 1967 to 107,942 in fiscal year 1968, the States did not have the adequate human and financial resources to deal effectively with the massive numbers and complex needs of all such persons in all communities.

Faced with these and similar challenges, vocational educators attempted to introduce new programs and expand or improve existing ones. Significant increases in secondary enrollments occurred in both the distributive education and trade and industrial fields, where enrollments were increased by approximately 16 and 15 percent, respectively, over the 1967 level. Postsecondary enrollments in the distributive education field more than doubled, from 21,003 in fiscal year 1967 to 44,824 in fiscal year 1968. Office occupations showed a 14 percent increase in enrollments at the adult level over fiscal year 1967.

#### TECHNICAL EDUCATION

Broadly speaking, technical education includes advanced instruction and training, especially at the postsecondary level, in any of the traditional occupational areas. It prepares people to provide supportive services to professionals and to perform skills at a technical level.

Programs at the postsecondary level are in increasing demand and are marked for more rapid expansion in the immediate future. Already over 120 occupational fields have opened up for graduates of technical schools, junior and community colleges, and area vocational schools. Career opportunities are available for a variety of technicians and specialists within the general areas of engineering, agriculture, forestry, oceanography, marketing, business, office, community service, education, medical, and allied health services.

Technical occupations education refers more narrowly to programs which provide advanced preparation for employment as a technician or specialist. Those so trained are equipped to work at a relatively high skill level and are able to assist engineers, scientists, and business and industrial managers within an occupational field.

Total expenditures for technical education programs rose about 16.4 percent from \$75,431,697 in fiscal year 1967 to \$87,776,047 in fiscal year 1968. While Federal expenditures declined slightly, State and local expenditures increased by almost \$15 million in fiscal year 1968.

Enrollments in technical occupations programs for 1968 totalled about 269,832, a small increase over the previous year and accounting for over 3.5 percent of the total enrollment in vocational education. The need for more sophisticated equipment and specialized teacher preparation in technical programs has restricted development of these programs at the secondary level. Consequently, postsecondary and adult enrollments combined outnumber those in secondary institutions by almost eight to one, and 21 States offer no secondary technical programs. Secondary enrollments, nevertheless, have increased over 25 percent since 1966, mainly as a result of the States' efforts to provide earlier exposure to technical instruction through such courses as technical drafting and electronics. New York claimed almost half of all those enrolled in secondary technical programs during the year.

Of the 269,832 persons reported in technical occupations programs, more than 80 percent were enrolled in 24 standard technological areas. Approximately 20 percent were enrolled in other fields, including the technologies arising from new industries and services. Colorado, for example, instituted a program in astrogeophysical technology. One out of every three persons in technical occupations was enrolled in electronics technology. Approximately one out of 10 was enrolled in mechanical technology, and the same number was enrolled in scientific data processing. The 2-year Waste Water Technology Program at Texas State Technical Institute is an example of a new program designed to prepare the technically oriented student for new and emerging occupations. Graduates of this program have their choice of jobs both in public service and private industry where they are being employed to help solve water pollution problems.

Another program developed to meet a growing need is the experimental program in biomedical equipment technology at Springfield Technical Institute in Springfield, Mass. This program is especially designed to prepare technicians capable of repairing, maintaining, and assisting in the operation of hospital equipment. While there were only eight graduates during fiscal year 1968, its first year of operation, the program was well received and is expected to expand considerably.

The number of persons with special needs served by special technical programs rose significantly from approximately 853 in fiscal year 1967 to 1,382 in fiscal year 1968. This increase is attributed to the fact that disadvantaged students usually do not have the academic preparation required to succeed in technical programs.

Because of the persistent demand for persons with technical training, many leave technical programs before completion in order to enter employment. Many others fail to complete programs because of inadequate foundations in mathematics, science, and the communicative skills. Many students, poorly instructed, poorly counseled, or poorly motivated, leave or graduate from high school without the prerequisites which insure a reasonable probability of their success in quality postsecondary technical programs. Consequently, many States have instituted student development (pretechnical) programs in junior and community colleges, universities, and area vocational schools. The pretechnical programs normally offer two semesters of mathematics, science, and communicative skills, as well as an introduction into the student's particular field of interest. These programs are tailored to the needs of the individual student and include some direct involvement (usually laboratory work) in the individual's speciality field. A typical example of the increasing number of effective student development programs across the country during fiscal year 1968 was the one at Fayetteville Technical Institute in Fayetteville, N.C. Between 125 to 150 students are enrolled in this program each year. After a year of preparatory work, most of them qualify to enter the regular 2-year programs which contain about 1,000 students and go on to successfully complete advanced technical programs. Other effective student development programs are conducted at all technical institutes in Connecticut, Georgia, and Wisconsin and at many junior colleges in Virginia. The effectiveness of these programs indicates that many more are needed in the States.

#### TRADE AND INDUSTRIAL EDUCATION

Total enrollment in trade and industrial education reached 528,542 in 1968, an increase of 137,735 or 9.2 percent above the total recorded in 1967. Enrollments in the diversified occupational

fields within trade and industrial education have increased 28.3 percent since 1966 with the result that one out of every five enrollments in vocational education in 1968 was in trade and industrial education.

Enrollment in apprenticeship programs, long a special feature of training in skilled crafts and trades, reached 140,820. Michigan, New York, and Ohio each reported that more than 10,000 apprentices received related training during fiscal year 1968. Among all the other States, only seven indicated that no apprenticeship programs were operating. Apprenticeship training was available in a total of 89 trade categories; five of them, carpentry, electricity, machinist, metalworking, and plumbing and pipefitting, served 8,000 or more apprentices each. Cooperative trade and industrial education, which incorporates the work experience component in the regular public school program, expanded moderately, enrolling 40,683 in 1968.

Secondary enrollments have risen 32.2 percent since 1966 to 421,719, an increase of 53,930 over the level of 1967. New York, with 82,954 persons, claimed approximately 20 percent of all secondary enrollments, while seven other States each reported more than 10,000 persons enrolled. Heavily industrialized States naturally led in this field; two-thirds of the total secondary enrollment in trades and industries is concentrated in 13 States.

At the postsecondary level, enrollments expanded by more than 14,000 to 137,732 in 1968. Although postsecondary enrollment in trades and industry is second only to programs in office occupations education, the trade and industrial enrollment is concentrated in fewer States. Twenty States, in fact, enrolled less than 1,000 and nine States reported no postsecondary enrollments.

Trade and industrial education served more than 1 million adults. Adult programs aimed at the problems of unemployment and underemployment gave initial training to more than 100,000 persons, and supplementary training to over 900,000 persons.

Trade and industrial education has continually tried to adapt its programs to provide for persons with special needs. More than 56,000 such persons were accommodated in 1968, 5,000 more than the previous year, with over 38,000 enrolled in special classes and the remainder served in regular classes.

The selection of programs offered in trades and industries is broad, comprising almost one hundred separate titles from air-conditioning to woodworking. Enrollments were heaviest in mechanics, machine shop, foremanship, supervision and management, welding, and drafting occupations. The States have also reported exceedingly rapid growth in the fields of fireman training, law enforcement training, and other public service occupations.

Although 7,000 additional teachers were added in trade and industrial education in fiscal year 1968, many more programs are needed to help ease serious teacher shortage. Kansas had a promising program in which teacher educators taught 16 extension courses in 12 cities with a total enrollment of nearly 400. The effort in this instance, as in many others throughout the States, was to bring the program to the prospective teacher rather than wait for such persons to come to the universities.

Michigan's report pointed out a problem shared by many States. It indicated that programs which require the purchase or rental of costly equipment, such as those related to employment in electrohydraulic control, numerical and computer operation, have been developing slowly. One solution to the problem of expensive equipment has been the establishment of programs in industrial settings. Minnesota singled out such a program for outstanding recognition. This program was conducted at the Honeywell Plant in Minneapolis by personnel from the public schools, and it involved many courses of a technical nature which were fully accepted by the management of the Honeywell Plant.

The adult or evening program of the area vocational-technical schools in Georgia has experienced accelerated growth during 1967-68. This was due in part to the addition of a coordinator of adult instruction and a coordinator of industrial training at each of the area vocational-technical schools. Evening courses were conducted at the area vocational-technical school or in an industrial plant. Course offerings ranged from basic blueprint reading to advanced electronics, depending upon the need in the geographic area served by the school. Supervisor and management courses are becoming increasingly popular and are offered at all schools in the State.

Some important research is being done in the trade and industrial field. For example, a research project to study the training and educational needs of the fire science program in California was conducted by the University of California at Los Angeles in cooperation with the Bureau of Industrial Education in the State department of education. The objectives of the program were: to identify the duties, responsibilities, and training and education requirements for each rank of fire service; to analyze the services being rendered; to develop a comprehensive training program for all ranks; and to develop an organizational structure to implement the results of the study. A questionnaire was used to survey the percentage of men who performed each particular task, the frequency at which tasks were performed, the technical knowledge level required, the conditions under which manipulative skills were performed, and the degree of training required for each indicated task. The collected data were compiled through IBM data processing and results submitted to advisory committees for evaluation and recommendations, and from their recommendations a master plan for training for California fire service developed.

Another survey in California identified the technical knowledge and skill level required for aviation mechanics. The final report recommended that a common core curriculum be utilized for training aviation mechanics.

### DISTRIBUTIVE EDUCATION

Total enrollments in distributive education increased in 1968 by almost 100,000 or 19.4 percent above the level in 1967, rising to 574,785 students. Programs were offered in 3,665 schools in the Nation, with 1,739 schools also operating programs for adults. California led the States with a total distributive enrollment of 135,668. Florida, New York, Texas, and Virginia each showed enrollments of over 40,000 persons; Michigan reported over 38,000 enrollments.

At the secondary level, statewide programs reached 175,000 students, an increase of 17 percent over 1967. Approximately one out of every three persons in distributive programs was served at this level, with New York registering the largest secondary enrollment, totaling 36,000. Over 100,000 secondary students were concentrated in programs leading to employment in apparel and accessories, food distribution, general merchandise, and retailing.

Cooperative programs in distributive education provided work experience for 95,341 secondary students in 1968, 10,000 more than in 1967. Students' earnings from these programs in many States amounted to several hundred thousand dollars. Cooperative education programs, as in the past, continue to involve a well-supervised, regularly scheduled arrangement between the school and employers, whereby students receive vocational instruction under a teacher coordinator and are assigned to a job-training sponsor by the employing store or business for work and related study.

Since cooperative work experience was limited in many States to 12th grade students, it was available to only one out of every two secondary students enrolled in distributive education. Many States, however, adopted or expanded a second method -- project training -- both as a prerequisite to and alternative for cooperative training. In the project method, students participate in supervised and coordinated work-related activities, primarily in the school laboratory rather than on the job, and enter into a series of contracts with a teacher coordinator rather than an employer.

Although students do not usually experience the same number and type of pressures and crises which arise in actual employment, project training possesses certain compensatory features. Project method experiences may be more carefully programed, may be designed

more easily to meet the student where he is and take him further at his own rate, may be repeated at intervals for indepth learning, and may include more specific, detailed duties than those often experienced by the cooperative students.

Although the number of teachers in distributive programs increased from 7,523 in 1967 to 8,542 in 1968, the persistent growth in enrollments intensified the demand for more teacher coordinators and teacher trainers. For example, a concerted effort in Louisiana's universities and State colleges provided more trained distributive teachers in 1968 than the total number trained during the previous 10 years.

A recent Pennsylvania survey was, however, more indicative of the problem posed for many States: the survey indicated that over 35 percent of all teacher coordinators in Pennsylvania were in their first year of distributive education and that approximately 78 percent of all personnel have been in the program for 5 years or less. In one effort to support its teachers, Kentucky, for the first time, fully reimbursed teacher coordinators on the same basis as other vocational teachers for travel expenses incurred in connection with supervisory duties and for State and regional meetings.

Some States continued to experiment with programs combining two or more occupational specialties. One such pilot effort in New Jersey was Project HEDE (home economics/distributive education). A committee of distributive education and home economics teacher educators, teachers, local supervisors, and State staff members developed a teacher's guide for the program which will be printed at the State vocational education curriculum laboratory. The guide will be made available to other schools desiring to test this approach. Pilot programs in the combined program area utilized the team teaching-planning approach and combined classroom work with cooperative work experience, each program testing a different format. Both distributive education and home economics teachers were involved in coordination of work experience.

Postsecondary enrollments more than doubled from 21,003 in 1967 to 44,824 in 1968, a figure nearly triple that of 1966. Cooperative programs enrolled 45 percent of these students, and their work experience frequently was scheduled for a block of full-time employment, rather than alternating school and work from day to day. Rapid growth at this level accentuated the need for articulation and coordination of programs from the secondary through the community college and adult levels. States were concerned about repetition and overlap in the sequence of distributive programs.



Business and industry continued to press postsecondary programs to produce graduates qualified for midmanagement positions. The demand for such graduates exceeded the number available, despite the fact that some States reported a growing proportion of graduating seniors from the statewide distributive programs going on to some type of postsecondary education in distribution and marketing. Michigan indicated that 40 percent of its distributive students later attend college, one-half of them continuing in distributive education.

Adults participating in preparatory or supplemental instruction accounted for 61 percent of total distributive education enrollments. Their numbers increased by 46,000 over the previous year to 349,730 in 1968. In addition to large numbers in merchandising, marketing and retailing, adult enrollments far surpassed those at other levels in the expanding service areas of finance and credit, insurance, and real estate.

While the number of students with special needs enrolled in programs exclusively for them declined to 4,415 from 4,870 in 1967, the number of students with special needs served in regular programs rose from 9,065 in 1967 to 17,469 in 1968. Many schools made progress in providing modified programs for special needs students, with graduated series of skills preparing them for entry level positions in general retailing, food distribution, service station sales, and food service.

#### HEALTH OCCUPATIONS EDUCATION

Enrollment in health occupations education has more than doubled since the inception of the Vocational Education Act of 1963. This field reached a total enrollment of 140,987 in 1968, an increase of 111 percent over the 1965 enrollment. Unprecedented demands for health services in recent years have multiplied the need for more professional and subprofessional health personnel. This has resulted from improvements in the quality of health services, increased ability to pay for such services, and greater availability of Federal aid for medical care. Health occupations education has attempted to meet the need for additional personnel to assist professionals, but much more expansion will be necessary to achieve that goal.

The variety and sophistication of health services offered created not only more jobs but also a number of new, special positions. Of recent development were opportunities for technical training as electroencephalograph or electrocardiograph technicians, radiation monitors, or nuclear medical technicians. These specialties and many others, all requiring some postsecondary training, caused health educators to redirect and diversify postsecondary programs



preparing persons for health occupations. Opportunities for skilled technicians increased rapidly, and shortages among licensed medical personnel also multiplied the need for practical nurses, technicians, and assistants in all fields.

Many duties once performed only by registered nurses have been delegated to practical nurses and nursing assistants, who have built a record of competent service. Consequently many more sub-professional assistants were required to meet the expended demands for medical services. One study for the U.S. Office of Education estimated that if universal health services were provided which were equivalent to those currently available to families with comprehensive health insurance coverage, 48,800 average annual positions for practical nurses and 86,300 positions for aides and assistants would open in the 1970's.

Secondary enrollment in health occupations education increased from 16,734 in 1967 to 20,952 in 1968. Fifteen States, however, reported no secondary programs, and 15 others enrolled less than 100 students each in secondary programs. Half of all secondary students in health occupations participated in cooperative programs.

The small number of secondary health students and the relatively high percentage of cooperative students in secondary programs is one indication of the problems associated with expansion at the secondary level. Health occupations require considerable maturity, knowledge, and technical skill, frequently difficult to find in students under 18. Hospitals and other medical facilities generally refuse to accept persons of high school age for training or employment. Some effort has been made to develop programs which provide a basis for postsecondary education, and some States have successfully promoted increased cooperation between medical institutions and schools, enabling mature, qualified high school students to receive training.

Postsecondary enrollment rose to 64,592 in 1968, increasing 19 percent over 1967; and part-time programs for adults increased 24 percent during the year, from 42,721 to 52,865. Only one State reported no postsecondary enrollments, but five reported no adult enrollments. In general, emphasis was placed on expanding programs at the postsecondary level, since full-time programs for persons age 18 or older generally provide the best means of preparation for many health occupations.

Many States developed imaginative new programs or attempted to expand programs considerably to meet the demand for health personnel. Kentucky made a major effort to develop curriculums for new programs in health occupations education. Curriculums for two types of high school programs were developed: one provided

a foundation for the practical nurse program and the other was designed to stimulate student interest in careers in the health field. The latter program also prepared students as nurses' aides and orderlies. In addition, curriculums were developed in several States for "waivered" licensed practical nurses which provided them with the additional training needed to remove the "waiver" from their licenses. A common core curriculum was being built at both the secondary and postsecondary levels.

Florida reported that a continuing effort was being made to strengthen programs in health occupations education through effective evaluation procedures. Field tests of developed procedures evaluated student performance in a clinical setting, with followup reports. In another program, preliminary planning was done to develop testing techniques to determine whether experienced, returning military medical corpsmen qualify for an associate degree in clinical laboratory technology.

Expansion of health programs in Arizona continued to be hampered by lack of qualified faculty and approved clinical resources. Some professional groups showed reluctance to move programs from the hospital base to an educational setting. Cooperative planning was identified as necessary for health agencies, educational institutions, and Federal and State agencies to utilize existing faculties and clinical resources as effectively as possible.

Connecticut's State Department of Education contracted with the Labor Education Center of the University of Connecticut to conduct a statewide study which would establish a baseline concerning present and projected opportunities in health occupations and recommend educational requirements for the many jobs in health services.

A study entitled Health Service Occupations, published in September 1967, highlighted current and anticipated demands up to 1976 in Connecticut for 49 health service occupations. These demands were also delineated for each of the 17 labor market areas in Connecticut, and data were provided concerning the types of agencies employing the various categories of personnel. Information resulting from the study was used for planning the development or expansion of educational programs and the construction or addition of training facilities.

Persons with special needs in Iowa could apply for entry into any of the health occupations education programs if they met certain minimum requirements, and were admitted into the existing programs regardless of the source of funds providing for their education. Enrollees included students receiving funds from the Manpower Development and Training programs, Aid to Dependent Children, Vocational Rehabilitation, and the Veterans' Administration. The instructional programs were, then, funded under the Vocational

Education Act of 1963, and with State and local educational monies. Both the professional staff of the area schools and the respective faculties of each individual program provided counseling services to students with emotional problems. Many students received financial aid through scholarships or grants from various local and private agencies.

## AGRICULTURE

Although approximately one out of 10 students in vocational education was enrolled in the field of agriculture in fiscal year 1968, overall enrollment in this field has declined by 6.2 percent since 1966. Both secondary and postsecondary programs in agriculture registered expanded enrollments in 1968, secondary increasing about 38 percent from 1967 to 1968 and postsecondary 36 percent from 1966 to 1968. Adult enrollments in 1968 fell about 25 percent below the 1967 level.

Enrollments in agricultural production have declined since 1965, and those in off-farm occupations have risen steadily during the same period. Between 1967 and 1968, for example, enrollments in agricultural production dropped 104,456 and off-farm enrollments went up by almost 20,000. Of the 170,182 enrolled in off-farm occupations, 40 percent were agricultural mechanics and 21 percent in ornamental horticulture.

Much of the expansion noted in postsecondary enrollments in agriculture over the past few years has been in off-farm occupations. Enrollments in such programs outnumber those in agricultural production better than two to one at the postsecondary level, while the situation is reversed at the secondary level.

Although secondary enrollments in agricultural production are still far greater than in off-farm occupations, total secondary enrollment in production programs decreased markedly in 1968, while enrollments in off-farm occupations increased in secondary programs as they did at the postsecondary and adult levels. Montana reported that its secondary agriculture programs was broadened in scope, placing greater emphasis on agricultural mechanics and off-farm agriculture business. An increase of 9 percent in enrollments over the previous year was attributed to this shift in emphasis.

Urban areas have begun to make heavy demands for graduates of off-farm agriculture programs. California indicated that its newly developed curriculum in horticultural mechanics is gaining extensive use in the metropolitan areas of the State. A need for mechanics to work on horticultural equipment has existed for some time in the large cities in that State and the placement of students competent to be horticultural equipment mechanics has been high.

Several States recognized the opportunities in the cities for graduates of programs in landscape horticulture, floriculture, agricultural sales and services, and farm machinery service; and they have initiated programs training students in these and other agriculture related occupations in urban areas. Such programs have been especially helpful in meeting the needs of disadvantaged persons. A total of 1,017 students in Michigan earned \$595,669 during the year in on-the-job training situations in off-farm agricultural occupations.

In several States secondary students of vocational agriculture were able to participate in profitable cooperative programs. In Arizona, for example, students earned \$429,717 from their productive enterprise programs and \$742,618 from farm placement and supervised work experience programs. The total enterprise income amounted to over \$1 million, and of the \$1,172,335 earned in supervised enterprises all but about \$12,000 was reinvested in agriculture. Quite apart from monetary success, these cooperative programs expanded opportunities for agricultural placement and provided a wider variety of supervised work experiences.

The growing strength of agriculture programs at the postsecondary level in many places has been attributed to the availability of training for off-farm occupations, the attractiveness of postsecondary institutions to secure well-qualified instructors, the utilization of 1-year certificate programs, and multitrack curriculums. One of the problems with expansion at this level, noted by California and other States, has been the lack of coordination or articulation of secondary and postsecondary curriculums.

At the adult level, much has been done in recent years to supplement training in farm business management among self-employed farmers. In Oregon, for example, an intensive 2- to 3-year supplementary program on this subject is under consideration. New Mexico has introduced a successful pilot program in farm cost accounting with 45 married couples enrolled.

Agriculture education did not provide many programs for the disadvantaged. Rural students who could be considered socially or economically disadvantaged were served in regular programs without special services or instruction. Until recently, students in urban areas had few opportunities for employment in agricultural occupations. With the rise of opportunities in off-farm agricultural occupations in the cities, more should be done for the disadvantaged in urban areas as well as in rural areas. California reported that agricultural programs are failing to attract minority group students, especially Negroes. Arizona, despite a shortage of teachers, attempted to serve one nonurban minority group--Indians--by making agriculture education available to them.

The most frequently cited problem in agriculture education has been that of training and retraining teachers. One developing trend in teacher training has been to encourage graduates of agriculture teacher education, sometimes through financial aid, to develop a minor in another technical area such as ornamental horticulture, agricultural engineering, or agronomy. In Arizona, provisions for greater flexibility for specialization in selected areas of technical agriculture resulted in a 44.4 percent increase in undergraduate enrollment in agriculture teacher education. The University of Arizona further revitalized its teacher training curriculum with a thorough revision of its undergraduate program, basing the revision on a synthesized list of 102 professional competencies essential for a beginning teacher of agriculture to possess.

In response to the problem of retaining qualified instructors, some States reduced the turnover of agricultural teachers by means of salary increases. In Nevada, a request has been made to change the reimbursement policy to pay 100 percent of a teacher's summer salary and travel. This would allow teachers to be brought in for specialized workshops at any time during the summer in order to increase their professional competence.

#### HOME ECONOMICS EDUCATION

Total enrollment in home economics increased from 2,186,992 during 1967 to 2,283,338 during 1968. The largest increase was in secondary enrollments, which rose by about 80,000, but the most significant increase appeared in the number of persons with special needs served. About 43,461 persons with special needs were enrolled in special programs and 26,783 in regular programs during 1968, compared to only 23,026 persons with special needs enrolled in special programs and 33,437 enrolled in regular programs during 1967, the total enrolled increasing by 24 percent.

Total expenditures for all home economics programs, including gainful and homemaking programs, rose from \$125,139,281 in 1967 to \$160,157,531 in 1968, an increase of approximately 28 percent. Most of the increase was in State and local expenditures for homemaking programs, which increased from \$103,614,792 in 1967 to \$135,313,622 in 1968. Total Federal, State, and local expenditures for gainful home economics programs reached \$17,515,002 during 1968, while total homemaking expenditures went up to \$142,642,529.

Enrollment in secondary homemaking programs reached 1,558,004 during 1968, or about 68 percent of total home economics enrollments. An increasing variety and number of courses in family living, child development, and consumer education were introduced,

reflecting the need to make homemaking programs relevant to the real life problems of today's young adults -- especially those living in economically depressed areas and those with special needs.

Secondary home economics programs for gainful employment grew rapidly for the same reasons, particularly in the following fields: child care, clothing services, food services, and home and institutional services. In Kansas, for example, one-half of the vocational home economics classes for 11th and 12th grade students included units on exploring home economics fields. Thirty vocational home economics teachers in regular secondary schools, in addition to teachers in area vocational schools, conducted classes in gainful home economics occupations or clusters of occupations.

Programs orienting students to the types of jobs in the home economics area were given greater emphasis. At Stillwater High School in Oklahoma, home economics teachers conducted a class in job orientation for nonhome economics students. Enrollment in the class had increased in each of the 3 years since its inception, with boys comprising about one-half of the enrollment.

Work experience programs in gainful home economics occupations also increased at the secondary level. Mississippi established home economics cooperative programs in which 62 juniors and seniors in three high schools were employed in restaurants, cafeterias, bakeries, dry cleaning, fabric, drapery, and florists' shops, nursing homes, hospitals, and child care centers. Kansas students participated in cooperative programs by working part time in school lunch, custodial, housekeeping, secretarial, and teacher aide positions.

Curriculum offerings continued to expand in many service fields at the postsecondary level. Programs to train hotel-motel restaurant workers were offered in several community colleges in Kansas, and a child development program was initiated at three Kansas State colleges during the year. Southwestern Oregon Community College offered programs to individuals already employed to improve their knowledge and skills in order to advance in food services and dressmaking fields.

Adult homemaking programs expanded considerably. In Minnesota alone, 1,282 homemaking courses (an increase from 1,078 in 1967) for some 21,315 adults were offered in three major areas--clothing construction, home furnishings, and food preparation and nutrition. The Greater Lawrence Regional School in Massachusetts offered a homemaking program for women living in a public housing project. While mothers were being trained in food preparation and home management, their children were under the supervision of trained workers on the playgrounds. In Oklahoma 451 adult classes in 15 areas of home and family living education served 8,388

adults. Another 66,378 adults were reached through individual contacts out of school, such as programs in community centers or in home visitations.

Gainful home economics programs for adults were also offered in most States. Wage earning courses training child care aides, preschool aides, food service workers, clothing alterators, and basic interior designing aides were especially popular. In Louisiana training was offered to upgrade employed workers in school food service and institutional housekeeping. Preschool aide classes were initiated at the request of an Office of Economic Opportunity (OEO) community action group.

Increasing numbers of persons with special needs were served through regular and special home economics programs. In Utah homemaking courses were conducted in collaboration with the State mental hospital and State training school to prepare women about to be released for home and family situations. Social workers in Minnesota referred women with mental problems to clothing construction classes as part of their treatment. Oklahoma's School for the Deaf conducted a pilot program offering homemaking and food service training to meet the special needs of a number of handicapped students.

A pilot program in Texas for educable, mentally retarded students in school included instruction in home and community service. The program taught basic skills as well as occupational skill training. Programs to provide necessary skills and attitudes to become housekeeping and food service workers were developed for mentally retarded patients in Minnesota State hospitals.

In St. Louis, Mo., 40 disadvantaged boys and girls participated in an experimental program to train them for entry employment in food establishments. In another Missouri experimental program, 29 disadvantaged junior high school girls in Kansas City were provided with work experiences in school and field trips geared to broaden their cultural horizons and their awareness of job opportunities.

Staffs in many State departments promoted programs and activities for gainful home economics. State staff in New York assisted State university staff to design a program to retrain home economists with nonteaching majors for teaching in wage earning programs. The program was entitled "Home Economics Education Teacher Reserve" and included a teacher education conference sponsored by the State department on the subject of teacher preparation for occupational home economics education. Workshops developed new curriculum materials and courses in the areas of food management and child development which were tested and evaluated by teachers during the year.



In Minnesota about 800 vocational and nonvocational teachers attended a conference on "Developing and Implementing a Family Life Program." Minnesota also developed a class for nutrition and consumer education, organized to serve the needs of a local technical action panel. Panel participants -- neighborhood OEO workers, public welfare workers, and OEO nutritionists -- received information concerning working with food stamp recipients.

#### OFFICE EDUCATION

About 23 percent of the vocational education enrollment was in office occupations during fiscal year 1968. Office occupations education reached 1,059,656 secondary students, 225,182 post-secondary students, and 443,481 adults during the year. Over 7,000 students with special needs received instruction in special programs and 28,540 in regular programs. Cooperative programs were found in 37 States, providing work experience for 47,000 secondary and 7,000 postsecondary students.

With respect to curriculum development activities, many States released publications dealing with office education. For example, Mississippi published Vocational Office Training for Cooperative Part-time Programs. Considerable attention was given to the development of block-time classes, simulated office experience, and cooperative programs.

Many States experimented to find a way to meet more satisfactorily the needs of persons who were handicapped or disadvantaged. In California the junior colleges offered adult office education classes for persons who had dropped out of the regular high school program. The Arroyo Adult School in El Monte Union High School District continued to work with bilingual adults and El Centro High School conducted a similar program for inschool youths. El Rancho Unified School District conducted an experimental program for Mexican-American students seeking employment as clerk-typists, general clerks, receptionists, and stenographers.

A concentrated effort was made in the Watts area of Los Angeles to provide office education. At Round Valley High School in California special effort was made to prepare students of Indian ancestry to be clerk-typists and general clerks.

A number of States placed emphasis upon inservice teacher education. Arizona held a 3-day junior college conference for office education teachers, devoting particular attention to identifying ways in which a junior college can expand the knowledge of high school students coming into the junior college program. A conference was held in the Phoenix Union High School District to discuss and

identify the low achiever and his special needs. Several schools in Arizona presented proposals for classes designed to meet the special needs of this type of student.

In Alaska office occupations staff held a business seminar in cooperation with the Small Business Management Administration, involving 68 businessmen. Business leaders, who in the past had not had sufficient time to assist program development in office education, were given the opportunity to discuss problems with and offer advice to office occupations personnel. In January 1968, the Division of Vocational and Technical Education in Alaska originated a business college program at Juneau-Douglas Community College, designed to meet vocational education needs of under-trained native students who had already entered the labor market. Students could enroll on a given Monday at a cost of \$3 per course per week and could enroll in as many as three subjects for \$17.50 a month. A followup of students showed that all students were able to secure employment or advancement after graduation. The program has proven so satisfactory that additional programs have been scheduled for Sitka and Anchorage.

Kentucky reported the elimination of unnecessary course materials to be covered in postsecondary programs, resulting in the reduction of training time by as much as one-half in some office occupations programs. Kentucky also made plans for a postal service course in a large urban high school, and 60 seniors pre-registered for the course before planning was completed.

Local cooperation in office occupations education between the community and businessmen was reported by Kansas. A group of socially and economically handicapped students received intensive inschool clerical training on business machines and processes used in Wichita banks. Officials of the Wichita Bankers' Association held an orientation session upon completion of the training, and all graduates of the program were assured jobs in Wichita banks. Another interesting effort in Wichita was a "walk in-walk out" adult office education program. Under this program adults could come into a well-equipped machine laboratory and increase their skills until they were ready to enter employment. Employers were reported to have been eager to secure graduates of this program.

The Work Opportunity Center in Minneapolis, Minn., conducted a cooperative program for students with special needs which served 169 students by placing them in jobs related to their occupational objective. The area vocational-technical school at Alexandria, Minn., made an effort to prepare handicapped students for general clerical occupations through exposing them to a basic education program and then admitting them to the general clerical program as regular school enrollees.

Intensive office programs were initiated in New York to meet the needs of pupils who were undecided as to occupational objectives until late in their school career. Typically, this was a 12th year program using a block schedule of time. A similar program called Senior Intensified Program, or SIP, was offered in Detroit for high school students and was administered by Wayne State University.

Research was conducted in Ohio concerning block-time scheduling in secondary business and office education programs as compared with conventional high school scheduling. No significant difference was found between achievements of block-time students and regularly scheduled students, or for low, average, and high ability students in the block and conventional programs, when measured by standardized tests. Also none was found between students in rural and urban schools on a business fundamental test and a stenographic skill test. Urban students in the block program, however, scored significantly higher on the stenographic test than conventional urban students. This research would suggest that the advantages of a block-time program may be achieved without harm to student achievement.

An example of a simulated office occupations program was the one developed in Edmonds, Wash. which was offered to senior students interested in acquiring business skills. Students met in the simulation laboratory for 2 hours daily. Technical assistance and consultant services were provided by a major insurance corporation in Seattle. The program operated in three areas: the training laboratory, the work room containing storage and duplicating equipment, and the model office. The office contained five positions: policy operations, contact desk, underwriting, accounting, and office manager. Use of the control led environment made it possible to adjust the training program to the needs and interests of the individual students and to assist them in quickly recognizing and correcting errors.

#### PUBLIC SERVICE OCCUPATIONS

Enrollment in public service occupations increased 22.7 percent during fiscal year 1968, reaching a total of 316,768 students. Public service occupations are emerging as a new occupational category in the majority of the States. Public service occupations include those occupations which fulfill the necessary functions of government at the local, State, and Federal levels and which reflect the services desired or needed by society. The present reporting system does not yet include public service occupations as a separate category; but with the rapid development of new jobs in the public sector, and the growing recognition that such jobs require a common base of knowledge, attitudes, and experiences, the concept is gaining wider acceptance.

Public service occupations may be divided into two broad classifications: human services and municipal services. Human services are concerned with meeting the needs of the individual, for his own betterment as a member of society, and include education, health, and social service. Municipal services involve activities such as guardianship, maintenance, and improvement of the public domain for the general welfare of society; and include sanitation and transportation, regulatory services and records, urban development, parks and recreation, public safety and correction, and other community services. Paraprofessional and similar personnel are being used in all of these areas and more such personnel will be needed as governmental services increase.

While many governmental functions require personnel who have earned at least a baccalaureate degree or its equivalent, the use of paraprofessionals in public service occupations has been increasing steadily. Vocational education must meet the need for trained personnel who will support professional activities or work at the paraprofessional level. These paraprofessional or supportive occupations are new jobs, providing new services, and they may be reclassifications of tasks performed by professional personnel in current occupations. Orienting programs toward social sciences and other disciplines related to public service occupations could be accomplished in most of these cases. Adjustments in present program objectives and allocations of resources will be necessary. Training which provides opportunities for advancement in public service occupations must be built into the new positions.

The bulk of current training for clearly definable public service occupations is in the fire science and law enforcement areas, reported under technical and trade and industry occupations. In 1968, 142,915 students were enrolled in fire science, 57,661 in law enforcement, and 116,192 in other programs such as health and homemaking, which also provide training for public service occupations. (See table B.) Vocational education programs in public service occupations are offered at the secondary, postsecondary, and adult levels. It appears, however, that a significant increase will occur in the number of postsecondary programs, particularly at the technician and paraprofessional levels. Formal, supervised work experience, closely related to educational preparation, will be a vital element in public service occupations programs.

TABLE B

	<u>1966</u>	<u>1967</u>	<u>1968</u>
Fire Science	112,591	129,675	142,915
Law Enforcement	34,111	45,230	57,661
Other Public Service Occupations	-	<u>83,265</u>	<u>116,192</u>
TOTAL	159,869	258,170	316,768

**CHAPTER IV:  
ANCILLARY SERVICES**

#### CHAPTER IV: ANCILLARY SERVICES

Total expenditures for ancillary services under the Vocational Education Act of 1963 increased by 60.8 percent from \$72,144,321 in fiscal year 1967 to \$115,985,816 in fiscal year 1968. (See table 31.) This very large increase signifies the growing recognition of the importance to vocational education of such supporting services as: professional development, facilities, research and training, curriculum development, and guidance and counseling. The Vocational Education Act of 1963 requires that 3 percent of each State's allotment be used only for ancillary services to assure quality in vocational education programs. Most States considerably overmatch Federal funds for ancillary services. The total amount of Federal, State and local expenditures for ancillary services under the 1963 act was 11.9 percent of the total expenditures for all vocational education programs, services, and activities under the act.

#### CURRICULUM DEVELOPMENT

The development, dissemination, and evaluation of new curriculums and instructional materials are continuing requirements in vocational education. During fiscal year 1968, many curriculums were revised and new ones developed to meet the instructional demands of new as well as changing occupations. States attempted to change curriculums at all educational levels--trying new concepts, introducing new techniques, and refining many established methods and procedures.

Some States designed curriculums to prepare students for jobs in occupational clusters, or families, rather than for just one narrow occupation within a broad occupational category. Programed instruction and the block-time approach to scheduling were two major trends developing in many States. Special curriculums aimed at serving target groups, such as the academically, socially, or economically disadvantaged, were implemented during the year.

In order to accomplish the task of updating curriculums to meet new requirements in legislation and manpower, many State departments of education added curriculum development specialists to their staffs, hired consultants, established or expanded separate curriculum centers or curriculum units within the State department, or organized curriculum and instructional materials laboratories in the State university. Increasingly, advisory committees assisted in developing or revising curriculums. States sponsored, or cosponsored with colleges and universities, workshops for coordinators, supervisors, and teachers to update



A seminar concerning the "Scope and Responsibilities of Vocational Education in Large Cities" identified and analyzed problems confronting vocational education with respect to inner-city youths. Strategies for strengthening programs to give these youths and adults employable skills were discussed and debated. The participants--State directors of vocational education, superintendents of schools, and local directors of vocational education--came to grips with and attempted to improve their capacity to cope with the unique problems of large cities.

An institute on the "Development of an Exploratory Program for the World of Work" developed models for conducting systematic and sequential exploratory experiences for students at the junior and senior high school levels, with emphasis on students expected to seek entry job placement when leaving high school. The materials developed by these participants should be extremely useful for the ghetto youths in need of role models by which to pattern behavior and aspirations. The models will also provide a framework to allow the disadvantaged to obtain accurate occupational information and attitudes necessary for dealing successfully with the complexity of urban life.

An institute on "Occupational Analysis as a Basis for Curriculum Development" concentrated on helping State supervisors, teacher educators, and others develop an understanding of the uses of occupational analysis in vocational curriculum development in meeting the needs of emerging occupational fields. As a result of this institute and related activities, it is reasonable to expect improvement and strengthening of the programs of instruction in schools offering vocational courses and curriculums throughout the United States.

Other noteworthy summer programs included a seminar on "Vocational Education in Correctional Institutions" (at which curriculum materials, methods, and techniques for specific use with inmates were developed) and a conference on "Manpower Surveys for Vocational-Technical Education Planning."

As a result of these and similar programs, many teachers were updated in technical and professional competency, teacher-educators modified programs, administrators became more proficient in program planning and management, curriculum content was improved, and, perhaps of greatest significance, multidisciplinary approaches yielded new perspectives, cooperation, and a much richer resource base for the improvement of vocational programs and leadership.

#### RESEARCH

Both basic and applied research are as essential to the further development and improvement of vocational and technical education as they are for business and industry. Just as corporations employ research to enable their products to compete in tomorrow's market, vocational education must support research to find the most effective



Vocational education divisions of State departments of education played an increasingly active role in the area of curriculum development. Rhode Island developed a plan in 1968 for preparing course outlines in each of the 26 occupational programs to be offered in the State's area vocational technical schools. For the first time, the division of vocational education coordinated with the Rhode Island Vocational and Industrial Arts Association in curriculum development. The Rhode Island Division also involved private industry: an advisory committee from industry reviewed outlines in those occupational areas new to Rhode Island.

The Curriculum Development Center of the New York State Education Department developed or assisted in the development of many types of publications. Joint efforts involving the curriculum specialists in secondary and continuing education areas increased; an example is the new publication Automotive Service Occupations -- A Suggested Outline of Services and Levels for the Automotive Industries Occupations. Publications in new areas, such as automation businesses, data processing, or teaching of persons with special needs, were developed by New York in the distributive education, home economics, and business education fields. Illustrative of these was a course, "Teaching Small Business Management to the Disadvantaged," which is currently being developed. Also, curriculums for families of occupations in areas such as the electrical industries were developed to meet the common instructional content of several electrical occupations.

Many States added professional staff to work in the general area of curriculum development. Georgia employed a full-time professional staff member as coordinator of the curriculum laboratory for vocational education. A full-time distributive education specialist was added to the curriculum development staff at Mississippi State University. Three coordinators were hired specifically to develop a curriculum for youths with special needs in distributive education in Arizona.

Twenty-five curriculum development contracts entered into by the Division of Vocational and Technical Education, U.S. Office of Education, in previous years were completed in fiscal year 1968, including a handbook for administrators entitled The Organization and Operation of a Local Program of Vocational Education, an instructors' guide, Distributive Teacher Education, Its Role and Services, and curriculums for such courses as home health aide, information communications occupations, and scientific data processing technology. The resulting guides were distributed to the States. Nine guides were printed in quantity by the Government Printing Office and widely distributed. They were:

1. Child Care and Guidance, OE-87021
2. Food Processing Technology, OE-82016
3. Industrial Radiographer - Instructor's Guide, OE-84034
4. Industrial Radiographer - Manual, OE-84036
5. Industrial Radiographer - Student Guide and Laboratory Exercises, OE-84035
6. Organizing a Food Trade Training Program, OE-84033
7. Pretechnical Post High School Program, OE-80049
8. Quantity Food Preparation, OE-82015
9. Stenographic, Secretarial and Related Occupations, OE-86011

Only one new contract was funded by the Division during the reporting period due to the lack of funds available for this purpose. This project was made possible by funds transferred to the Division by the Community Health Service, U.S. Public Health Service. The project, entitled "Preparation of Ancillary Supportive Health Personnel," will result in three guides, a guide for a core curriculum, a guide for specialty curriculum, and a guide for preparation and professional development of health occupations teachers.

The Division staff also collected, classified, annotated, prepared, and disseminated curriculum materials which have already been developed and are available from the States for the seven vocational areas, along with an addendum for materials relating to each of the vocational areas and instructions for ordering curriculum materials.

#### PROFESSIONAL STAFF DEVELOPMENT

Professional development activities at the local, State, and Federal levels were increased rapidly in order to improve the quality of vocational education programs. Emphasis was placed on developing effective recruitment procedures and programs to train new professional personnel (preservice training programs). Greater efforts were also made to establish programs to upgrade and advance present staffs (inservice training and leadership programs), in order to raise the qualifications and professional status of teachers, administrators, supervisors, and guidance personnel.

A measure of the increased activity in this area was the expanded enrollment and expenditure figures in these programs. During fiscal year 1968, 13,971 new vocational education teachers were added to the work force, the number of vocational education teachers increasing 10.5 percent from 132,581 in 1967 to 146,552 in 1968. The number and distribution of teachers by types and levels of programs, described in tables 16 and 17 in the appendix, indicated that the number of full-time teachers for persons with special needs increased 39 percent from 993 in fiscal year 1967 to 1,378 in fiscal year 1968; and the number of part-time teachers for persons with special needs increased 146 percent from 1,092 in fiscal year 1967 to 2,686 in fiscal year 1968.

Of all occupational fields, trade and industrial education showed the largest increase in numbers of teachers, an increase from 40,248 in fiscal year 1967 to 47,742 in fiscal year 1968. (See table 16.) Approved teacher training institutions (including guidance training) numbered 768 during fiscal year 1968, more than double the number in 1967. (See table 19.) These schools had 1,138 full-time and 1,420 part-time teacher educators. Of the enrollees completing teacher education programs, 16,055 were in secondary education and 6,758 in adult education, but the number placed from these programs was 10,685 in secondary programs and 2,323 in adult programs.

Expenditures for teacher education during fiscal year 1968 reached \$18,690,333, an increase of almost \$4.4 million over fiscal year 1967. Federal funding for teacher education increased from \$5,819,990 in 1967 to \$6,652,123 in 1968 (See table 37), while State and local funding for this purpose increased from \$8,482,611 to \$12,038,210 during the year. (See table 38.)

Although significant progress in both the quality and quantity of preservice and inservice programs was reported by the States during fiscal year 1968, nearly every State reported some difficulty in recruiting and retaining a sufficient number of qualified staff. Rapid growth of occupational education programs placed a heavy strain on teacher training facilities. Factors such as shortage of funds, inflexibility of certification requirements, and competition by private industry for highly trained personnel contributed to the problem of recruiting, training, and retaining qualified staff.

Many States made concerted efforts to recruit more young people. For example, 4,000 copies of a recruitment brochure were disseminated and four drive-in conferences were held for 200 prospective high school teachers in Nebraska. Other States, such as Ohio, established statewide committees to help recruit vocational agriculture teachers.

In order to draw people from private industry into teaching, three teacher training colleges in New Jersey provided certification

programs for recruits from business and industry employed on emergency certificates. These programs placed emphasis on supervised teaching as well as on professional course requirements.

Many teacher training institutions and universities that provide preservice programs of vocational teacher education restructured and revised curriculums to include the latest methods and the most relevant course content.

The College of Education at Arizona State University structured a new and innovative sequence for its undergraduate teacher education program, including new materials on programmed instruction and modular scheduling. "Model laboratories" were installed at Indiana State universities in order to acquaint students with the types of equipment they will utilize as vocational instructors. The University of Iowa and Southern Illinois University experimented with the use of team teaching by integrating teachers of various vocational disciplines. Missouri reported that its teacher education programs were strengthened by the creative use of teaching aids, equipment, and materials such as tape recorders, telelecture, slide projectors, videotape, and demonstration units.

In California a slide-tape presentation was completed during the year which described the procedure for initiating a home economics education program for gainful employment concerning the training of teachers and aides for nursery schools. A copy of the presentation was given to each institution in the State preparing home economics teachers. Several States reported that microteaching, simulated and nonverbal communication, interaction analysis, videotape and tape recorders, and miniteaching situations were new techniques used to help prepare vocational teachers.

Teacher training programs in home economics have been revised in many States to relate to student teachers' experience in working with disadvantaged youths and adults, business and industry, and welfare and community agencies. Teacher educators from the four Indiana State universities met with the State home economics supervisory staff and developed Recommended Criteria for Student Teaching Programs in Vocational Home Economics. Three of the Missouri State colleges instituted child development study centers, where students worked with preschool children and gained knowledge about establishing child care centers, as part of the occupational home economics program. Iowa State University conducted an experimental course in home economics, which focused upon identifying needs of people, ways in which communities meet these needs, and ways of working with various agencies to help meet these needs.

Inservice teacher education programs of almost every type--workshops and institutes during the summer or the school year, conferences and seminars, and university coursework--have been conducted according to demand and need during fiscal year 1968, with considerable success reported. Connecticut offered a summer workshop for beginning vocational education teachers. Many other States also reported conferences or seminars for new teachers. Indiana State University held a 6-week workshop in business and distributive education in a summer session and then offered the other 6 hours required as part of their inservice teacher training program through off campus extended services programs.

The Bureau of Industrial Education, California State Department of Education, in cooperation with the Division of Vocational and Technical Education, U.S. Office of Education, and the University of California at Los Angeles, organized and sponsored eight inservice education programs for trade and technical teachers throughout the State to provide opportunities for updating technical skills and knowledge. The workshops were held at junior colleges or industrial facilities, and multimedia innovations and audiovisual media were used in some subject areas. Workshops were also held on Saturdays in California to update technical skills.

Inservice training programs were utilized extensively in the home economics field in California to prepare teachers to teach in job-oriented programs. More than 1,200 homemaking teachers attended a State conference which emphasized evaluation, evaluative criteria, redirecting home economics education programs to include training for gainful employment. Two thousand teachers attended 10 area inservice conferences conducted as followup of the State conference. In Arkansas, a 3-week institute was held for home economics teacher educators on preparing teachers for occupationally oriented programs; then a 3-week seminar was held for teachers as followup.

Preparation of teachers for postsecondary vocational education received emphasis in many States. In New York State seven inservice institutes operated to upgrade community college instructors in health technologies, business, data processing, and engineering-related technologies. Fourteen short-term training sessions were held to upgrade former students in fields where technological advances made "brush up" necessary. A Center for Community College Faculty Development was established at Rochester Institute of Technology to train new instructors in the engineering technologies and business fields.

Opportunities for vocational education teachers to take courses at educational institutions to update knowledge or skills or meet new requirements became more widespread during fiscal year 1968. For example, Virginia Polytechnic Institute and Virginia Commonwealth University offered 26 different inservice graduate and undergraduate

courses for distributive education personnel pursuing graduate study, working toward certification, or renewing certificates.

Teacher education staffs in State departments of education were increased in a few States. Several States added a specialist in distributive teacher education. However, most States attempted to carry on their functions of providing organizational training and assistance for local teachers, coordinators, supervisors, and school administrators and coordinating local training programs to the best of their abilities without additions to State staffs.

Texas conducted two State workshops involving all administrative and supervisory personnel for the purpose of reviewing and studying standards, policies, and procedures pertaining to new types of programs. A special workshop was conducted for the local directors and supervisors of vocational and technical programs in post-secondary institutions to study newly developed policy changes, procedures, and forms.

A total of 20 training seminars, institutes, and workshops in vocational and technical education were conducted during the summer of 1968, utilizing funds from section 4(c) of the Vocational Education Act of 1963. These programs served an estimated 1,040 participants at a total cost of \$503,767.

The summer training programs during fiscal year 1968, in contrast to those held earlier, were specifically designed to include primarily decisionmakers and change agents at the State and local level. Hopefully, participants in the institutes returned to their cities or States and adapted or replaced these programs for their associates.

Summer training programs were held in the following areas:

TABLE C  
SUMMER TRAINING PROGRAMS

Training Program	No. of Grants	No. of Institutions	No. of Participants	Cost
Administration	7	7	350	\$177,173
Curriculum Development	2	3	200	63,000
Occupational Programs	7	8	400	218,324
Guidance	1	1	50	24,270
Other	1	1	40	21,000
<b>TOTAL</b>	<b>18</b>	<b>20</b>	<b>1,040</b>	<b>\$503,767</b>

A seminar concerning the "Scope and Responsibilities of Vocational Education in Large Cities" identified and analyzed problems confronting vocational education with respect to inner-city youths. Strategies for strengthening programs to give these youths and adults employable skills were discussed and debated. The participants--State directors of vocational education, superintendents of schools, and local directors of vocational education--came to grips with and attempted to improve their capacity to cope with the unique problems of large cities.

An institute on the "Development of an Exploratory Program for the World of Work" developed models for conducting systematic and sequential exploratory experiences for students at the junior and senior high school levels, with emphasis on students expected to seek entry job placement when leaving high school. The materials developed by these participants should be extremely useful for the ghetto youths in need of role models by which to pattern behavior and aspirations. The models will also provide a framework to allow the disadvantaged to obtain accurate occupational information and attitudes necessary for dealing successfully with the complexity of urban life.

An institute on "Occupational Analysis as a Basis for Curriculum Development" concentrated on helping State supervisors, teacher educators, and others develop an understanding of the uses of occupational analysis in vocational curriculum development in meeting the needs of emerging occupational fields. As a result of this institute and related activities, it is reasonable to expect improvement and strengthening of the programs of instruction in schools offering vocational courses and curriculums throughout the United States.

Other noteworthy summer programs included a seminar on "Vocational Education in Correctional Institutions" (at which curriculum materials, methods, and techniques for specific use with inmates were developed) and a conference on "Manpower Surveys for Vocational-Technical Education Planning."

As a result of these and similar programs, many teachers were updated in technical and professional competency, teacher-educators modified programs, administrators became more proficient in program planning and management, curriculum content was improved, and, perhaps of greatest significance, multidisciplinary approaches yielded new perspectives, cooperation, and a much richer resource base for the improvement of vocational programs and leadership.

## RESEARCH

Both basic and applied research are as essential to the further development and improvement of vocational and technical education as they are for business and industry. Just as corporations employ research to enable their products to compete in tomorrow's market, vocational education must support research to find the most effective



means of preparing people for the world of work and meeting the Nation's manpower needs. This is being recognized more and more by vocational educators, as indicated by the substantial sums which were devoted to research by the States and the Federal Government in fiscal year 1968.

State and local educational systems spent almost \$4.79 million on vocational education research during the year, an increase of about \$900,000 over the previous year. (See table 38.) Federal support for research in vocational education during this same period was about \$4.39 million, an increase of about \$560,000 over 1967 expenditures. (See table 37.) Total Federal, State, and local expenditures of about \$9.14 million represented an increase of about \$1.47 million in spending.

Federal, State, and local funds for vocational education research were used basically to support: development of demonstration and pilot projects, experimental activities, Research Coordinating Units, and professional and leadership development activities. Some programs and projects were administered as regular programs funded from State basic grants and some were funded directly by the U.S. Office of Education.

For the most part, the States concerned themselves with problems of applied research which were restricted to their own geographic area and socioeconomic conditions. Most efforts tended to concentrate in a few basic areas, notably curriculum development, aid to the disadvantaged, followup information, and program administration, organization, and planning.

Many States conducted research projects relating to program organization, administration, and planning, in order to improve the quality of current vocational education, maintain its relevancy, or provide existing administrative structures with flexibility sufficient to allow expansion and change without loss in quality. California conducted a study of administrators and supervisors of trade and technical education to collect descriptive data on those providing leadership in that field. Arkansas began a study to evaluate vocational education and training programs in relation to the State's economic development. The study included: analysis of State vocational schools' performance, preparation of estimates, projections of Arkansas manpower needs, review and evaluation of existing programs, and development of procedures for establishing and reviewing curriculums of both existing and proposed systems.

Minnesota concluded a cost benefit study of agriculture education based on the records of 3,500 farmers enrolled in farm business management classes. The findings of the study suggested that the farmers realize 4 dollars of labor earnings for each dollar of investment in education. As for the benefit to the community as a whole, the most

conservative appreciation shows 2 dollars per dollar of education investment, while other appreciations range up to a nine to one return or higher.

Increased research on the methodology of teaching spurred research in curriculum development. In Arizona instructional units for teaching selected principles of agricultural sciences in vocational education were developed and evaluated. A study in California compared individualized, multimedia instructional systems with traditional teaching programs currently utilized. In an experimental program studying the effectiveness of specific methods of teaching office education, Kentucky officials concluded that a simulated office practice class provided an effective experience for future office workers. In addition, a total of 34 Kentucky schools served as pilot centers for trying out curriculum materials for new patterns of secondary home economics criteria. A pilot program in Nevada in machine shorthand combined beginners (75 percent) and those who had failed previous symbolic shorthand courses (25 percent), in the hope that the machine could provide them with an incentive for accomplishment. Illinois conducted a combined training program for secondary health and home economics students with one or more of the following characteristics: low academic achiever, average student noncollege bound, unrealistic in personal goals, or lacking exposure to a positive outlook. It was indicated that such programs can be successful if the teacher is trained to handle such students, the students are carefully selected, racial balance is included in the class, and time is allowed for individual instruction.

Followup studies had been confined to vocational education graduates and dropouts to determine the extent to which occupational courses prepared participants for the conditions of the job market. During 1968, surveys concentrated more on the teachers of vocational education. Kentucky initiated a followup study of teachers who had participated in an instructional program of home economics to evaluate the success of the program. Kearny State College in Nebraska conducted a followup study of 1967-68 graduates teaching in Nebraska schools to determine the strengths and weaknesses of the teacher education program.

Long-range followup studies were also continued during the year. California initiated long-term followup studies in industrial education in the testing and evaluation of a proposed information storage and retrieval system for reporting job placement followthrough. Puerto Rico has conducted a study of enrollments and graduates of practical nursing programs since 1953-54. Oklahoma also studied the graduates of practical nursing during 1968 to determine if a relationship exists between age and job success. Virginia continued a 10-year followup study of 10th grade girls enrolled in home economics to be used by school administrators, teachers, and guidance personnel to relate home economics programs to the whole school program.

The States began to develop solutions to the problems of the disadvantaged student. California developed a special experimental program to help Mexican-American students in their search for employment in the field of office occupations. Colorado conducted a "Foods for Thrifty Families" program to help the urban poor of Denver raise their nutritional level and extend the food dollar through the use of food stamps and economical foods. A program in Kentucky offered basic farming instruction to a community of impoverished families. New York studied means to measure the effectiveness of reducing stress factors in a special prevocational program for boys over 14 who are academically retarded, lack basic skills, and often have personality problems.

A significant new trend in State research was the multi-State study. In the Northeastern United States a research project was funded in recreation and conservation involving New York and the New England States. Michigan State University conducted a research project involving Florida, New Jersey, Washington, Arizona, and Michigan, which tested the block-time approach for advanced office education at the secondary level to determine whether block-time patterns provide greater occupational competency than traditional single-period instruction. In the Southeast, the Southwide Research Coordinating Council and the Southern Association of Colleges and Schools began a multi-State project in which criteria were developed for accreditation of postsecondary vocational institutions.

The U.S. Office of Education, through the Division of Comprehensive and Vocational Research, financed vocational education research under section 4(c) of the Vocational Education Act of 1963. The major funding categories during fiscal year 1968 continued to be: (1) general research projects, (2) Research Coordinating Units, (3) national research centers, and (4) training projects. Funding for new and on-going projects totalled \$13.5 million during fiscal year 1968, an increase of \$3.5 million over fiscal year 1967. Over \$5 million of this total went into the funding of new projects. About three-fourths of the projects funded, amounting to 70 percent of the funds, fell into the category of "general research," including a variety of individual research and development grant projects.

Most of these projects were funded through colleges and universities or private nonprofit organizations. Institutional programs included two national vocational education research centers, 47 State Research Coordinating Units, and teacher and administrator inservice training institutes. A breakdown of these projects is included in table D.

The individual research and development grants, or general research, included a pilot program for Veterans in Public Service (VIPS), which was a novel program in career development offering returning veterans the opportunity to be employed in urban schools while attending college.

to prepare for a career in education. Its objective was to attract more males, who might provide role models to ghetto youths, into urban education at a paraprofessional level. The Great Cities Research Council contracted with local school systems, cooperating colleges, or both to administer these programs in six cities.

TABLE D  
EXPENDITURES OF VOCATIONAL FUNDS FOR RESEARCH  
FOR FISCAL YEAR 1968

	Number of Projects Funded	Amount
<u>Total Vocational Education Projects Funded</u>	161	\$13,500,000
Total New Projects Funded	72	5,006,000
Total Ongoing Projects Funded	89	8,494,000
TOTAL	<u>161</u>	<u>\$13,500,000</u>
<u>CATEGORIES OF FUNDING</u>		
General Research Projects	123	9,444,000
Research Coordinating Units	19	1,301,000
National Research Centers	2	2,245,000
Training Projects	17	510,000
TOTAL	<u>161</u>	<u>\$13,500,000</u>
<u>INSTITUTIONS FUNDED</u>		
Private nonprofit Organizations	46	3,935,000
Local Educational Agencies	21	835,000
State Department of Education	34	4,173,000
Colleges and Universities	60	4,557,000
TOTAL	<u>161</u>	<u>\$13,500,000</u>

A program to develop, test, and evaluate a 2-year associate degree type curriculum for biomedical equipment technicians was conducted in Texas to develop a set of curricular materials adaptable for use in numerous other institutions and to form a prototype of procedures for systematic curriculum development in other health services and technically oriented occupations.

A computer-based vocational guidance system was developed by the American Institutes for Research in the Behavioral Sciences. The program will first identify and catalog guidance learning units relevant to the full-range of vocations. Then, these new materials will be utilized in the guidance of a group of 9th grade students in participating schools. Two other general research projects included the development of generalizable educational curriculums in laser and electro-optical technology and an evaluation of the Research Coordinating Unit program.

Support continued for the national vocational education research centers at Ohio State University and North Carolina State University. During fiscal year 1968 the Ohio center held several research dissemination workshops and information seminars, issued many new publications, contracted for additional planning studies, and continued ongoing research and development projects. New publications include Worker Adjustment: Youth in Transition from School to Work and Implications of Women's Work Patterns for Vocational and Technical Education. Research was continued on the development of a model to evaluate State programs of vocational and technical education, a study concerning the developing of occupational goals by disadvantaged junior high school students, and a national survey of the training and functions of guidance counselors in vocational education.

The North Carolina State University Center for Occupational Education was operating 5-year programs whose major elements were: research, project evaluation, research development, research training, and service and conference programs.

Highlights of the research program during fiscal year 1968 were: an economic study of occupational education in community colleges and technical institutes, occupational education in areas of social and economic transition, and occupational education and community politics--a study of factors underlying program stability and change.

The evaluation program concentrated on the evaluation of a project entitled "Concerted Services in Training and Education in Rural Areas" and in the development of a plan for the accreditation of occupational education institutions. The research development program explored potential research and evaluation projects, and the research training program was a predoctoral and postdoctoral research intern program to develop research competencies. The services and conferences program ran short term seminars and institutes to disseminate information and new techniques and to stimulate new research.

The Research Coordinating Unit (RCU) has become an integral part of State research. Originally conceived as coordinators for research and demonstration activities--duties which all 47 perform

more than adequately--RCU's have in some cases done even more. Arizona in particular had an active RCU that initiated, planned, and developed increasing amounts of vocational research; designed and operated an automatic processing system for student and other vocational education data; administered a stipend program to encourage master and doctoral theses in vocational research; and developed a State plan for vocational research.

Other RCU's converted student reporting, enrollment, and follow-up data into simple data processing operations. Almost all have conducted State- and countywide surveys of employment, attitudes, education, and income. In Connecticut, for example, the RCU conducted or sponsored studies of graphic arts occupations, predictive testing as a selection method for entering vocational-technical school students, and vocational school applicants; it also attempted to measure the impact of research and the extent in which research findings are implemented. The Nevada RCU conducted a series of studies on the vocational education problems of the counties. In Washoe County, for example, a four-part study was conducted; part 1 dealt with dropouts over a 7-year period, part 2 treated the vocational and professional interests of currently enrolled students, part 3 analyzed course offerings, and part 4 studied the county employment situation.

As a whole, State research in vocational and technical education during fiscal year 1968 enabled administrators to create more relevant programs with more up-to-date teaching methods, set reasonable objectives, and establish necessary priorities. The number of personnel, the number of projects, and the amount of funding have all increased--but not enough. There is a need for still greater activity not only across the board, but especially in a few specific areas such as aid to the disadvantaged and the newer vocational education programs in the health, technical, and home economics fields, as well as public and human services.

#### GUIDANCE AND COUNSELING

Vocational guidance and counseling programs were given greater financial support and emphasis during fiscal year 1968 than ever before. Combined State, local, and Federal expenditures for vocational guidance and counseling activities increased from a total of about \$2.2 million during fiscal year 1964 to a total of about \$18.9 million during fiscal year 1968. As a proportion of combined expenditures for all vocational education purposes (apart from construction and work-study) the amounts expended for vocational guidance and counseling represent an increase from .7 percent for fiscal year 1964 to 1.9 percent for fiscal year 1968. For fiscal year 1967 alone, this proportion was 1.19 percent. Between 1967 and 1968, expenditure of Federal vocational education funds for guidance and counseling

increased 53.2 percent from \$2,866,233 to \$4,390,861, and expenditures of State and local vocational education funds increased 57.9 percent from \$9,166,455 to \$14,474,749.

Although the guidance and counseling needs of all enrolled and prospective vocational education students cannot be adequately met with expenditures of this magnitude, the increases reported indicate that greater efforts were being made to close the gap. State departments of education added additional staff and expanded programs and services in vocational counseling and guidance, particularly sponsorship of many conferences, inservice training institutes, and publications to upgrade professionals and update materials. Vocational guidance and counseling personnel also tried to increase their coordination with business and industry as well as community groups who possessed information about job requirements and opportunities, so that services might be more relevant to current needs. Also, many new or innovative ideas and concepts relating to career development were incorporated into experimental programs.

State coordinators and supervisors for vocational guidance and counseling provided leadership and direction for increasing the extent and improving the quality of guidance and counseling services. They sponsored and promoted conferences, visitations, and many other activities.

In some States, new positions for professionally qualified guidance and counseling staff were established at the State level. Vocational guidance consultants in Illinois' State staff held three 1-day regional conferences for coordinators and other interested school personnel, distributed packets of information to orient personnel to State vocational education programs, and assisted the development of plans for improving and extending local school vocational guidance services.

Most States also provided inservice training to help strengthen the knowledge and competence of school counselors, teachers, and other personnel through an increasing number and variety of seminars, workshops, institutes, and conferences which addressed themselves to the needs of vocational guidance and career development. The Arizona State department of education, for example, conducted a summer workshop for counselors in career development and occupational information in an effort to provide firsthand, accurate information about the world of work. In Georgia, monthly 1-day inservice conferences for counselors were provided throughout fiscal year 1968. At these conferences counselors considered in detail the guidance services needed for students in area vocational high schools and made plans for their implementation. Eastern Michigan University operated a 2-week summer graduate level workshop for 20 secondary school guidance counselors. It included a visitation program for participants to Detroit area businesses and industries to acquaint



them with employment procedures, entry level occupations, and personnel policies relating to entry workers. The visits were augmented by speakers from education and business and industry.

An increasing variety of publications and other information materials for orientational, motivational, or reference use by students, school personnel, or parents were developed and disseminated by many State departments. Georgia developed a film entitled The Future, which describes the need for skilled workers and ways in which skills are developed through vocational programs in secondary and area vocational-technical schools. A set of nine 30-minute television programs on vocational guidance were developed to present over the educational television network. These were to help students understand some of the basic problems of career choice and provide information regarding vocational education opportunities in Georgia.

A consultant in New York developed a guidance manual for the use of counselors in Area Occupational Centers and elsewhere. New York also developed and distributed a publication, Getting Your Career into Orbit Through Education and Training, to public junior high schools. This booklet, intended for use by counselors in group guidance sessions, presented five case studies which portrayed careers as they progressed. It emphasized that successful careers were the result of personal development and opportunity. Also, the second issue of GRIST (Guidance Research Information Service Tally), with reports on relevant research, was published and distributed to counselor educators and contributors in New York during the year.

Fiscal year 1968 was also characterized by expansion in efforts to improve both communication and cooperative involvement between the vocational guidance, counseling, and placement activities of the schools and the resources of the community, such as employers, labor unions, employment services, community action agencies, and other public and private organizations. Many conferences held during the year tried to involve groups outside of education. Georgia received considerable cooperation and support from the State Chamber of Commerce in holding TECH DAYS in its schools, a statewide coordinated effort to promote job placement for vocational students.

Many new or innovative experimental, pilot, and special emphasis projects were planned or initiated during 1968. A group of vocational teachers, vocational guidance counselors from area and comprehensive high schools, and the State employment service in Kentucky met at a community college for a 2-week program, conducted by the vocational guidance teacher educator from the University of Kentucky, to design a model vocational guidance program to serve a 10-county area.

Eight guidance and counseling demonstration projects were initiated in New York during fiscal year 1968 in cooperation with the State Division of Occupational Education Supervision. In one

project, vocational education research funds were used to support innovations in adult vocational guidance. In another, a followup of dropouts and former students was implemented, leading to the establishment of an evening high school with special emphasis on attracting dropouts to complete high school requirements.

In January 1968, with the support and cooperation of State directors of vocational education and State directors and supervisors of guidance, the U.S. Office of Education, Division of Vocational and Technical Education, organized and conducted a "National Conference on the Development of State Programs for Vocational Guidance." This conference, held in Washington, D.C., provided opportunities for both State vocational education agencies and State guidance and counseling agencies to review their needs for strengthening the vocational aspects of guidance and counseling, and to review their own program activities in vocational guidance in the light of the vocational guidance development needs and activities of other States. The conference focused on (1) identification of areas of more or less common attention or neglect in vocational guidance program development, and (2) exploration of opportunities for mutual assistance among States and for increasingly constructive State-Federal relationships. In this action oriented conference, participants from 42 States worked to produce task force reports and recommendations on (1) essentials of an effective State program for strengthening the vocational aspects of guidance and counseling, and (2) role, functions, and resources essential to the U.S. Office of Education for helping the States to develop and implement their programs for strengthening the vocational aspects of guidance and counseling. A team of participant observers who evaluated this conference concluded that the concept of these task forces and their resultant contributions were a major strength and achievement of the conference.

#### WORK-STUDY

The work-study program provides financial assistance through part-time employment in public institutions for students aged 15 to 20 who are enrolled full time in vocational education programs. This assistance promotes equality of educational opportunity by enabling students to earn some money while attending school; its prime objective is to keep in school many youths who have economic problems and who would otherwise become dropouts. Work-study not only helps to reduce the number of school dropouts, but also lessens the need for expensive supplementary manpower programs for students leaving school without occupational skills.

In many cases, the work-study program provides socially disadvantaged youths with their first experience in obtaining and holding a job. A sound concept of work, good work habits and attitudes, and

understanding of the reason for work are benefits which all participants may receive. Many students learn work skills of great value to their career development: work-study students are employed part time as library assistants, physical education aides, clerk-typists, appliance repairmen, and in other public service capacities.

Texas reported that 75.1 percent of work-study students were placed in jobs closely related to their vocational objectives. Followup of graduates in Oklahoma indicated that most students found employment in occupations relating to their work-study experience.

Federal expenditures for work-study programs in fiscal year 1968 totaled \$8,140,249, increasing slightly over the \$7,838,385 expended during fiscal year 1967. Total State and local expenditures did not increase significantly either--rising from \$3,506,301 in 1967 to \$3,565,387 in 1968. (See Table 32.) The suspension of program development resulted primarily from uncertainty regarding Federal funding and the allocation of funds late in the school year.

Placing responsibility for the work-study program in the Neighborhood Youth Corps of the Office of Economic Opportunity (OEO) caused part of the problem. Although the OEO eventually transferred \$10 million to the U.S. Office of Education for the continued administration of the program through vocational education, uncertainty at the State level made program implementation difficult. Many States finally used the funds for summer work-study programs; other States set up small programs during the school year using scarce State funds which were expanded when Federal monies were made available.

Many students needing financial assistance were unable to participate in work-study because of reduction or cancellation of programs; total student participation throughout the Nation decreased in number from 50,041 in 1967 to 37,008 in 1968. Illinois reported that if funds had been adequately provided in fiscal year 1968, 10,000 students in 400 school districts could have taken part in work-study programs, instead of the 2,500 served in 114 districts that year. Louisiana reported that 340 schools were eligible for work-study but only 54 participated, due to the uncertainty of Federal funding. In Nebraska alone 2,006 needy students were denied financial assistance; many had to drop out of school before completing their vocational training.

The Neighborhood Youth Corps (NYC) inschool program has objectives similar to work-study, but in some cases different requirements for eligibility. One major difference is the limiting of NYC programs to high school students, preventing postsecondary students from participating. The two programs also vary in cost; although the average cost per work-study enrollee was \$305 (Federal share at \$297), the average cost per enrollee of the NYC inschool program was \$722 (Federal share at \$650). Lastly, 97.7 percent of Federal funds in

the work-study program were used for student compensation, while only 2.3 percent were used for administrative costs. In the more complex NYC inschool program, administrative costs were much higher.

#### FACILITIES

Shortage or obsolescence of facilities created serious obstacles to the development and expansion of vocational education. In recognition of this problem, the Congress authorized expenditures of Federal funds for construction of area vocational facilities in the Vocational Education Act of 1963 to assist States in meeting the cost of constructing adequate vocational schools and facilities. Congress also provided funds for constructing vocational facilities through the Appalachian Regional Development Act of 1965 and the Public Works and Economic Development Act of 1965.

Largely because of this Federal legislation, total local, State, and Federal expenditures for construction increased substantially, as indicated in table E. During fiscal year 1968, combined expenditures for construction amounted to approximately \$279 million, an increase of 12 percent over 1967. During the 4-year period of fiscal year 1965 through fiscal year 1968, 1,230 construction projects received over \$806 million in assistance from local, State, and Federal sources. The expenditures made so far reduced past deficiencies but did not adequately meet the need for the development of facilities to match expansion of programs. In order to provide enough facilities to keep pace with population growth, increased effort and support for construction will be necessary.

A total of 375 separate projects were funded under the Vocational Education Act of 1963 during fiscal year 1968. The projects were of four kinds: (1) expansion, (2) remodeling, (3) construction of a new building or buildings at an existing area vocational school, and (4) construction of a new building or buildings constituting a new area school. See table F for breakdown by type of project. The type of schools participating in these projects included: 93 specialized high schools (vocational or technical); 137 vocational education departments of comprehensive high schools; 50 vocational departments of divisions of a junior or community college, college, or university; and 95 area vocational and technical schools. Several schools were involved in more than one project.

The Appalachian Regional Development Act of 1965 authorized supplementary Federal funds for the development and improvement of the educational, health, and transportation facilities in the Appalachian region, which covers 13 States and stretches from parts of New York to Mississippi. Appalachia is home for almost 10 percent of the total population of the United States.

From 1965 through 1968, about \$140 million, equal to 30.6 percent of the Appalachia funds, were used for the construction of vocational and technical facilities. (See table E.) The new appropriation act

TABLE E

EXPENDITURES FOR CONSTRUCTION OF AREA  
VOCATIONAL-TECHNICAL FACILITIES, BY SOURCE  
FISCAL YEARS 1965-1968

	Vocational Education Act of 1963	Appalachian Regional Development Act of 1965	Public Works and Economic Develop- ment Act of 1965	Total Amount All Acts
1965				
Federal	\$42,730,000	0	0	\$42,730,000
State	16,054,000	0	0	16,054,000
Local	48,942,000	0	0	48,942,000
TOTAL	\$107,726,000	0	0	\$107,726,000
1966				
Federal	\$61,822,000	\$4,867,000	0	\$66,689,000
State	24,194,000	2,444,000	0	26,638,000
Local	74,600,000	2,747,000	0	77,347,000
TOTAL	\$160,616,000	\$10,058,000	0	\$170,674,000
1967				
Federal	\$68,654,000	\$24,635,000	0	\$93,289,000
State	42,214,000	14,475,000	0	56,689,000
Local	84,922,000	14,492,000	0	99,414,000
TOTAL	\$195,790,000	\$53,602,000	0	\$249,392,000
1968				
Federal	\$67,188,473	\$20,696,170	\$14,410,867	\$102,295,510
State	39,267,651	29,170,454	430,000	68,868,105 *
Local	73,028,249	26,825,951	8,363,452	108,217,652 *
TOTAL	\$179,484,373	\$76,692,575	\$23,204,319	\$279,381,267

\* Approximately \$70 million in State and local matching funds not included in the facilities construction figures in the appendix is included in these figures.

in 1967 actually increased the authorization of Federal funds for building and equipping new vocational and technical training facilities in Appalachia from \$16 million for the first 2 years of the program to \$26 million for the next 2 years. During fiscal year 1968, 97 separate projects received funding under the act, totaling about \$20.7 million. Together with additional local, State, and Federal funding provided under the Vocational Education Act of 1963, about \$88.8 million were expended on these projects.

TABLE F  
TYPES OF CONSTRUCTION PROJECTS

<u>Type</u>	<u>Number</u>
Expansion	68
New building/existing school	142
Remodeling	40
New building/new school	125
TOTAL	<u>375</u>

Before the Appalachia act, that part of the country was unable to participate in many Federal assistance programs because the region was too poor to come up with the local and State funds needed to match Federal dollars as required by most Federal programs. The Vocational Education Act of 1963, for example, requires 50 percent matching by the States for Federal funds. Through supplementary legislation, districts in Appalachia may apply for funds provided under the Appalachian Regional Development Act to meet up to 80 percent of the total project cost.

The Public Works and Economic Development Act of 1965 (EDA) authorized the Secretary of Commerce to make grants and loans to States, political subdivisions, Indian tribes, and private or public nonprofit organizations associated with public works and the development of facilities located in redevelopment areas and development centers. A portion of these funds would be allocated for the construction of vocational education facilities

The basic purpose of the act was to create, directly or indirectly, new opportunities for long-term employment and economic growth. Eligible projects in designated areas received direct grants from EDA of up to 50 percent of the total project costs. If an area did not meet this 50 percent matching requirement from State and local funding sources, it could reapply to the Secretary of Commerce for a supplementary grant in addition to the direct grant. For the purpose of making supplementary grants, EDA classified all eligible areas according to the degree of economic need into three groups with maximum total grants of up to 60, 70, or 80 percent.

During fiscal year 1968, 12 States were allocated a total of \$14.4 million under EDA for the construction of vocational education facilities. The funds supported 23 EDA projects, four of which also received funds under the Vocational Education Act of 1963, amounting to \$1.19 million.



**CHAPTER V:  
ADMINISTRATION**

## CHAPTER V: ADMINISTRATION

State and Federal systems of organization and operation had to be redirected and, in many cases, restructured to meet the high quality of administration and leadership required in implementing the Vocational Education Act of 1963. This was largely because of the new emphasis on the vocational education needs of people, rather than on the manpower requirements of business and industry, which have traditionally dictated program emphasis and direction. Achieving this end required much stronger administrative control, more dynamic leadership, and closer coordination of national requirements and priorities with State and local program needs than sometimes existed in the past.

By 1968 concrete evidence that most of the States were responding to provide the type of leadership and administration required for program improvement and expansion was clear in State reports. While some States continued to operate under traditional occupational headings in their administrative structures, many developed new functional organizations and more flexible staffing patterns. Wide use of advisory councils with representatives from all interests assisted administrators and supervisors in developing programs to meet changing manpower requirements and the needs of various groups to be served in the State.

Cooperation between the staff of the State board for vocational education and staffs of other agencies and institutions as well as between different disciplines within vocational education also increased flexibility in program development and responsiveness to State and local needs. One area of concern was the relationship with the State employment service. Several States reported that particularly good support had been received, while others indicated that lack of data from their State employment service continued to create some problems in administering programs.

Almost all States reported increased legislative interest in and support for developing vocational education. Legislation was passed in some States which affected State programs of vocational education directly.

Inadequate data on employment trends and needs and on population groups influenced several States to add staff to coordinate with private industry in determining manpower needs and job opportunities; others added staff to develop data systems for program information.

Administering programs in consonance with the act of 1963 at the Federal level involved many of the same problems experienced by State and local administrators. Data analysis and evaluation, for example, were two areas requiring considerably greater effort.

The reorganization of the Division of Vocational and Technical Education, USOE, in June 1968 was a positive step taken at the national level to provide a more functional organizational structure in light of the new congressional mandate. The reorganization established four branches: planning and evaluation, program development, pilot and demonstration, and program services, permitting increased concentration of staff in areas required to achieve the goals outlined in the act of 1963.

#### FEDERAL-STATE ADMINISTRATIVE SYSTEM

As required under the provisions of the act of 1963 and accompanying regulations, each State board submits a State plan for vocational education for approval by the U.S. Office of Education. The State plan constitutes a contractual agreement with the Office of Education and sets forth the basic policies and procedures under which programs will be administered and conducted in each State. At the beginning of each year, States submit to the national office for approval a document entitled Projected Program Activities describing the State's annual projection of program activities based upon the identified manpower requirements and the vocational education needs of groups to be served. At the end of each fiscal year each State is required to compile and submit to the U.S. Office of Education annual descriptive, fiscal, and statistical reports of program activities and accomplishments. These reports are the primary source of data for the present annual report for vocational education published by the U.S. Office of Education.

Purposes for which Federal funds may be used include any programs preparing people for gainful employment or for homemaking. Programs could include:

- o Vocational education for persons attending high school
- o Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market
- o Vocational education for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment
- o Vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program
- o Construction of area vocational education school facilities

- o Ancillary services and activities to assure quality in vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities

#### ORGANIZATION AND STAFFING

State efforts to clarify administrative functions and responsibilities under the Vocational Education Act of 1963 resulted in many reorganizations of State and local staffs. No uniform trend was evident in reorganizations, but many States have reassigned staff along functional lines rather than by alignment with traditional occupational categories or services. Reorganization by function typically included categories such as: administrative activities, program planning and evaluation, program operations, and ancillary or supporting services. Under this kind of structure, the State staff may bring all available resources to bear in order to respond more effectively to the spirit and intent of the Federal legislation.

One trend which did seem to be emerging was development of administrative agencies with responsibility for administering vocational education programs at the postsecondary level. Several States indicated some concern by vocational education staffs over possible lack of control over postsecondary programs for which they were accountable to the Federal Government.

The National Advisory Council in its first report to the Congress reviewed the administration of vocational education during the 2 years the Vocational Education Act of 1963 had been in effect. The report acknowledged the vastly enlarged responsibilities of vocational administrators under the act and recommended substantial additions of staff at every level and increased appropriations for administrative salaries and expenses. The Council also cited the need for clearer lines of administrative responsibility at every level and for more extensive communication among the various groups to serve that purpose.

The States reported many different types of reorganizations to meet the individual needs of each State. Illinois completed a thoroughly planned reorganization in 1968, which involved realignment of staff along the functional lines indicated above, as well as additional units in research and fiscal and statistical services. Texas reported plans for a reorganization of administrative responsibilities to provide for effective communication of ideas between programs, a component of the entire vocational education effort in

the State. California continued to implement a regional concept in the organization and function of the State staff by assigning staff responsibility according to regions within the State. Kentucky also reorganized on a regional basis following two studies conducted in 1967.

Besides the various forms of reorganization adopted to meet new administrative tasks, State boards provided for the professional preparation and development of administrative personnel and for the coordination of all vocational education programs through a series of training programs for State and local supervisors, teacher trainers, and administrators. In 1968 over one-third of the States reported a schedule of workshops, conferences, and seminars for improving administration as well as attendance at regional and national meetings. State supervisors in Arizona conducted leadership development institutes and a 3-day retreat for State staff members, an experiment in the problem solving techniques of group interaction in areas of mutual concern and interest.

Michigan offered a training program for local directors at the University of Michigan, followed by an internship in a local school system. Massachusetts announced that it would expand its special courses for potential State and local supervisors in order to insure the continued consolidation of administrative control on the local level. In Louisiana, State regional meetings for all area vocational school directors and clerical staffs were devoted to fiscal and administrative procedures intended to improve reporting for subsequent evaluation and planning.

Approximately one-third of the States planned to expand their administrative staffs in 1968 by using limited funds to hire new directors, supervisors, and specialists. Ohio, North Carolina, North Dakota, and California reported that expanded programs required a considerable increase in the number of local directors and supervisors. Arkansas, Illinois, and Texas planned to add a total of 39 professionals to their present staffs. Maine secured a program development specialist to coordinate all of the State's programs.

Many States reported that State staff and supervisory positions were difficult to fill, largely because more attractive salaries and positions were available to qualified personnel in business and industry. Certain States reported approved or anticipated salary increases. Although these increases had been authorized by the State legislatures, the majority of these States felt that raises in salaries were not sufficient to reduce the drain on professional personnel.

## ANALYSIS AND REPORTING

Accurate and timely data is required for effective planning, evaluation, and fiscal control--three administrative functions vital to the continued growth and development of vocational education in any State. Intensified interest and involvement of new persons, organizations, and institutions in vocational education has had a significant impact on increasing data requirements for additional vocational education. Congress, State legislatures, and National and State Advisory Councils are asking for more valid, reliable evidence of results and accountability for funds spent.

Many States have responded to the new data requirements by developing new or improved procedures and methods for the collecting, maintaining, and reporting of vocational education information. All States adopted the standard terminology for instructional programs and reported enrollments in accordance with the OE Code Taxonomy. Almost all States have placed administrative responsibility for vocational education information in the hands of one person or, where the statistical and fiscal functions are separated in a State, the responsibility has been assigned specifically within the several elements of the State staff. Where centralized reporting systems existed, the person with specific responsibility for reporting was increasingly being required to coordinate his activity with the total State information system. Many States were in various stages of developing totally automated data processing systems, but generally they had at least certain segments of their reporting systems computerized.

Significant developments in data analysis and reporting were reported in some States. Arizona operated a data processing system which produced detailed vocational education information by county, and which included followup procedures for all program completions. Input forms, operational procedures, printouts, and data analysis techniques were designed and implemented in Arizona during the year.

The State of Washington designed a followup procedure which lends itself to machine processing. The program provides for the use of an exit interview with each student plus a 5-year plan of contact with each student after leaving school. The State developed procedures, printed necessary forms, estimated cost of processing forms, and assigned responsibility for disseminating the results. Each local program participated in this activity as a regular part of State-local program operation.

## EVALUATION

Combined Federal, State, and local investments for vocational education approached \$1 billion for programs serving over 7 million persons. Such a high magnitude of investment in public funds carried

with it a concomitant requirement for a high degree of accountability on the part of all concerned.

State reports reflect a greater tendency to measure program effectiveness at all levels against preestablished program objectives and the spirit and intent of supporting legislation, particularly the Vocational Education Act of 1963. This most recent piece of legislation identified the major priorities and program emphases against which programs were to be evaluated.

In addition to measuring program success or failure, evaluation must also provide a means for determining whether adequate programs are being planned for all potential groups of students in the community, particularly groups with special needs or socioeconomic handicaps. Vocational education must not only prepare persons for gainful, satisfying work in today's expanding economy; it must also contribute to the solution of major national problems of dropouts, unemployment and underdevelopment, urban and rural poverty, and the intensified problems of metropolitan areas. The evaluation function is further complicated by the constant factor of rapid and complex economic, social, and technical changes, for program success must also be measured in terms of its relevancy and flexibility with respect to meeting these changes.

Evaluation administrators in State and national offices and in research centers were starting to formulate the kinds of questions vital to obtaining the types of quantitative, qualitative, and descriptive information needed for evaluation. It is now being recognized that quantitative data, no matter how thoroughly gathered and inter-related, must be supplemented by qualitative information and descriptive reports of changes and developments. Likewise, States are seeing the resulting evaluative data as an essential tool in the overall planning process.

The Advisory Council on Vocational Education in 1968, in its evaluation of the outcomes of the act of 1963, criticized State and national administrators for failing to develop adequate criteria and techniques of evaluation. The Council found the existing national and State reporting systems inadequate for the purposes of evaluation, and it recommended that the Office of Education devise a new system of State reports which could serve as a basis for evaluation and not merely for purposes of regulation and reporting.

Some States reported continued efforts to improve their system of evaluation, by appointing committees to revise or develop more effective instruments of evaluation and by making more definite requirements for evaluation at the local level. Delaware reported that an evaluation requirement had been built into every request for a special project. Several States found difficulty in developing implementing a simple method of systematic evaluation, coordinated the rest of their tasks.



Some States, including Kentucky, Maryland, Minnesota, Pennsylvania, Wyoming, and the District of Columbia, assigned members of their State staff with responsibility for coordinating evaluation throughout the State. Other States augmented their resources for evaluation by installing or leasing a data processing system. Several States used staff and data resources already available in their Research Coordinating Units and delegated responsibility for evaluation to them. Some States reported that their own evaluation efforts had been enhanced by participating with other States in cooperative evaluation projects under the direction of the University of California and Michigan State University. Louisiana indicated interest in a voluntary accreditation of vocational schools located in the Southern States, a movement sponsored by the Southern Association of Colleges and Schools.

One of the primary steps in building an effective system of evaluation reported during the year has been a careful followup of graduates of vocational education programs. Several States reported efforts to improve their methods of followup as well as their methods of evaluating the information obtained by this technique. The evaluative problem presented by followup studies was clearly outlined in a report from the State of Washington. This report pointed out a kind of evaluation based on followup of graduates is more nearly a rationalization after the fact. It went on to say that this kind of rationalization will usually endorse any given vocational program as being desirable and needed if all of the students enrolled in such a program are subsequently employed. The Washington report stated further that the direct contribution of a vocational education program to successful employment often is not given much consideration.

Of extreme importance is the fact that States are concluding that the mere tabulation of completions and placements should not be accepted as the sole reliable index of the success or failure of vocational education programs. Many of the States have gone outside their own vocational education staffs and enlisted the objective evaluations of persons and groups not directly involved in administration, supervision, or instruction.

Minnesota, the District of Columbia, and Puerto Rico all used some form of standardized testing to help them evaluate their programs. Georgia announced a study--supported by the College Entrance Examination Board and the Educational Testing Service at Princeton--with the purpose of evaluating admissions criteria in terms of students' success in the area vocational-technical schools and of developing a new test battery for the purpose of predicting students' probable success. Some States used approval and accreditation by national medical and nursing associations as one form of evaluation. A few States contracted with professional consulting firms for an evaluation of their programs. Several States reported closer cooperation with State employment service studies and projections as another means of evaluation. Other States enlisted the aid of experts and employers in devising a

more effective followup of graduates. Both New Hampshire and Puerto Rico depended primarily on the observations and recommendations of employers who evaluated graduates on the job. The same method was used in a clinical setting for graduates of health programs in Florida.

Probably the most widespread form of outside evaluation reported during fiscal 1968 was the use of advisory councils, composed of experts from business and industry. Nearly all the States reported some evaluative activity conducted by State and local advisory councils. Representative of such activity was Nebraska, where industrial experts met with department heads in one school, reviewed all programs, and made recommendations for improvements. One effect of this close working relationship was higher placement in the industries represented by the experts.

#### STATE AND OTHER ADVISORY COUNCILS ON VOCATIONAL EDUCATION

In almost all States the State Advisory Council on Vocational Education meets several times each year to advise the State staff for vocational education on matters relating to the development, improvement, and expansion of vocational and technical education. In Nebraska, for example, the State Advisory Council, along with the State director for vocational education, reviewed the programs in each occupational area during fiscal year 1968, giving special attention to innovative happenings. The Nebraska Council also reviewed and made recommendations relating to the problems involved in expanding post high school vocational education in the State and the emerging role of the junior college in vocational-technical education.

The State Advisory Council in Minnesota played a similar role during fiscal year 1968. This Council reviewed progress reports of the various State supervisors of vocational education programs. They also reviewed the State staff's study of post high school vocational education and a special evaluation report concerning the State vocational education program.

The State and local advisory councils are being used increasingly for many different purposes. Many States have advisory councils in every occupational area composed of members from the educational, business and community groups, which help identify job opportunities and requirements, develop up-to-date curriculum and instructional materials, and serve to strengthen the State department in the areas of work experience and job placement, in particular.

Many local advisory councils have been established for the purpose of assisting in the areas of curriculum development, program planning and evaluation, the development of facilities and equipment, public relations activities. For example, in Texas all local schools which have been approved to conduct vocational education programs are required to establish vocational advisory committees

which advise schools in matters pertaining to up-to-date curriculum and instruction, as well as in facilities and equipment and the administration of programs.

Many adult programs, especially in larger educational centers, use advisory committees for the establishment and maintenance of new course offerings. In California, for instance, some of the large adult centers have over 30 business advisory committees working on adult business education courses.

In Minnesota, an advisory committee on data processing management was formed in fiscal year 1968 to develop electronic data processing courses for teachers and students at the secondary level. This committee also developed a presentation to acquaint students with the occupational possibilities in the field of data processing.

#### STATE LEGISLATION

Many State legislatures drafted measures which directly affected vocational education. Pennsylvania authorized up to \$40 million for construction of area vocational-technical schools. The State also increased its support for postsecondary education by allotting \$1.2 million to counties operating postsecondary programs in area vocational-technical centers or approved postsecondary school centers. South Carolina appropriated \$1 million for constructing and equipping area vocational centers.

Laws were passed by some States which required the initiation of additional vocational education programs to enable effective implementation. The Virginia General Assembly, for example, enacted a compulsory school attendance law requiring students to remain in school until age 17. Implications were that local school officials in Virginia would probably increase the number of vocational courses for students with special needs, since fewer would be dropping out of school. A law passed in Wisconsin established licensing requirements for water and wastewater plants, creating a need for new vocational training programs. The Wisconsin State board cooperated with the Division of Resource Development in developing such a program.

Several States appointed legislative committees to study the State program of vocational and technical education. In West Virginia an interim committee of the House examined the status of vocational, technical, and adult education in the State. The committee then assigned the State board this task and authorized funds for a study by the Bureau of Vocational, Technical, and Adult Education, including provision for the use of out-of-State consultants to determine needs, strengths, and weaknesses of the present program, particularly with respect to the financial effort required to develop a program of high quality.

The Education Committee of the Texas House of Representatives appointed a subcommittee to investigate the status and needs of vocational education in Texas. A subcommittee, in cooperation with a similar Senate committee, gathered data concerning adequacy of program administration, teacher recruitment, training, and certification, State financing, the role of Federal and State grants-in-aid, and types and adequacy of programs offered.

The Legislative Research Committee in North Dakota's House studied vocational education during the interim period between sessions. The subcommittee on education of that Committee toured vocational facilities in Minnesota, as well as North Dakota, to gain background in comparable programs.

Legislation which reorganized State administrative structures had great importance for vocational education in those States where this action was taken. Rhode Island's legislature passed a resolution requesting the director of the budget to take all preliminary steps toward inaugurating a State program planning and budgeting system. This step will have a major effect on the State-local administrative system for vocational education.

Maine merged all the State colleges of the University of Maine under one administrative board, but left postsecondary vocational-technical institutes under the control of the State board of education. Nebraska legislators worked on a bill to create a Coordinating Council for Higher Education, including all postsecondary vocational education programs. The Mississippi State Legislature voted to increase all teachers' salaries by \$1,000, across the board.

In Georgia legislation was passed which established a supplemental program providing special, "quick start" training to meet employment needs of new and expanding industries. The program will be administered by the State board of education, assisted by an Industry Services Advisory Committee. The State Director for Vocational Education will serve as secretary of the Advisory Committee.

In several States, both the State legislature and the State board acted to consolidate the administration and supervision of postsecondary education, with particular emphasis on an expanded role for vocational-technical education within the system. Some States appropriated funds for community colleges, conditional upon evidence of substantial offerings in vocational-technical education. With community colleges growing nationally at the rate of one per week and with great demand for postsecondary vocational programs in almost every occupational area, the States' efforts to consolidate at that level were understandable.

Colorado's general assembly passed a bill establishing a Board of Community Colleges and Occupational Education. This legislation is designed to strengthen vocational-technical education programs

in existing 2-year colleges and to assure that similar institutions in the future would establish balanced curriculums with both academic and vocational-technical programs. Connecticut reported plans for removing the Bureau of Technical Institutes from under the Division of Vocational Education and making it the Division of Technical Colleges. This new Division will have the State board of education as its board of trustees and will be a constituent unit of the Commissioner for Higher Education.

Pennsylvania amended its junior college foundation formula by providing increased support for vocational-technical education. Virginia's general assembly also provided the State Board for Community Colleges with increased funds for vocational-technical education. Consultants in agriculture and office education were appointed in Florida to work mainly with junior colleges. A number of community colleges in Maryland have added Deans or Directors of Technical and Continuing Education to their staffs. Legislative or administrative efforts in support of a balanced and coordinated system of postsecondary programs were also reported by Arizona, Nebraska, Nevada, Oklahoma, and Utah.

#### THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

A National Advisory Council on Vocational Education, authorized by the Vocational Education Act of 1963, was established in 1966 and charged with the responsibility of reviewing and evaluating vocational and technical education programs and reporting its findings and recommendations for improvement to Congress.

The following persons were appointed to serve as members on the Advisory Council on Vocational Education:

Martin Essex, Chairman Columbus, Ohio	Lela O'Toole Stillwater, Okla.
Rupert N. Evans Urbana, Ill.	Charles W. Patrick San Diego, Calif.
James T. Harris New York, N.Y.	Otto Pragan Washington, D.C.
Malcolm G. Hunt Santa Fe, N. Mex.	Leonard H. Rosenberg Baltimore, Md.
John W. Letson Atlanta, Ga.	G. Vanney Stewart Huntsville, Tex.
Garth L. Mangum Washington, D.C.	Don M. Thomas Detroit, Mich.

Melvin L. Barlow, Director, Administrative Staff  
George Champion, Assistant Director, Administrative Staff

The General Report of the Advisory Council on Vocational Education, entitled Vocational Education: The Bridge Between Man and His Work, was submitted to the Secretary of Health, Education, and Welfare on December 1, 1967. Highlights and recommendations and the full report were published by the Senate Committee on Labor and Public Welfare in March 1968. Many of the recommendations of this report were incorporated into provisions of proposed legislation for vocational education.

Findings of the National Advisory Council included an identification of the following educational needs:

- o No longer can the emphasis be on matching the best man with an existing job; it must be placed on providing a suitable job for each man or equipping the man to fill a suitable job
- o Less emphasis must be placed on manpower as an economic resource and more on employment as a source of income and status for workers and their families
- o The opportunity must be provided to improve the individual's employment status and earnings and to help him adapt to a changing economic environment and an expanding economy
- o Career consciousness must be integrated throughout the schools in order to enlarge the number of options and alternatives for individual pupils-- both in terms of occupations and higher education
- o The study of the world of work is a valid part of education for all children--it documents for youth the necessity of education both academic and vocational

Critical issues which the council felt must be faced included:

- o Interrelated objectives of manpower training:
  - Training for employability
  - Training for the disadvantaged
  - Training or retraining to improve skills
  - Training to break skill bottlenecks
- o Evaluation of the cooperative training responsibilities of public agencies and private employers
- o Relative merits of inschool and on-the-job training

- o Importance of both work and training in work training programs
- o Rapidly increasing number of Federal, local, and private training programs often designed to serve the same groups
- o New methods needed to find, reach, and motivate more of the unemployed who should undertake training
- o Evaluation of the effectiveness of existing training programs

#### NATIONAL LEGISLATION

The report of the National Advisory Council in 1968 concluded with several recommendations for legislative changes designed to improve vocational-technical education. In March 1968, the Administration introduced to Congress a bill containing several amendments to the Vocational Education Act of 1963, many of them incorporating the recommendations of the National Advisory Council. Among the recommendations included in the proposed amendments were the following:

- o Administrative complexities should be reduced by combining all vocational education legislation into one act. The proposed legislation would consolidate in fiscal year 1970 existing authority for vocational education programs under the Smith-Hughes Act of 1917, George-Barden Act of 1946, and Vocational Education Act of 1963
- o Innovation should be encouraged by contracts or grants between the U.S. Commissioner of Education and State boards, local educational agencies, and other public or nonprofit institutions. The proposed legislation makes provision for such contracts or grants to pay all or part of the cost of (1) planning and developing or (2) establishing, operating, and evaluating exemplary programs and projects to broaden the occupational aspirations and opportunities of youths, especially those with academic, socioeconomic, or other handicaps
- o Specific funds and permanent authority should be provided to develop and operate new and expanded vocational education programs for persons who have academic, socioeconomic, or other handicaps. The proposed legislation would require each State to expend for such programs a minimum of 15 percent of the State's total allotment



- o Vocational homemaking should be included in a separate section of the act with specific funding authorization. The legislation would give homemaking education a separate authorization of \$15 million. Expenditures for home economics under the rest of the act would then be directed entirely to programs for gainful employment
- o The act should permit matching of the Federal allotment on a statewide rather than area-by-area or project-by-project basis. The bill would provide for overall statewide matching, which would allow more flexibility in that varying proportions of Federal funds could be used in matching State and local funds. This proposal would greatly benefit the poorer school districts and the large urban school systems within a State. The act would allow the State boards to initiate programs by investing up to 100 percent of Federal funds in a program. School districts in other areas of the State could provide the funds where local districts could not afford the matching dollars
- o To end the disharmony between the planning processes of the schools and the appropriation practices of Congress, provision should be made for States to receive allotments earlier in the calendar year and to spend funds through the succeeding fiscal year. The bill would provide that the leadtime and advance funding authority, included in the Elementary and Secondary Education Amendments of 1967, would be broadened to include the exemplary programs in vocational education and the consolidated vocational education programs
- o Present State plans should be recognized as merely legal contracts between the Federal and State agencies and revised, together with the projected program of activities, which should become a 5-year plan subject to annual updating. Beginning in fiscal year 1970, every State would submit a 5-year plan, specifying long-range objectives for vocational education in that State--to be supplemented and updated in the State plans for subsequent years so as to always extend over a 5-year period. The State plan for each year would also contain an operational annual plan which would set forth detailed information for the school year and relate annual objective to the needs and objectives set forth in the 5-year plan

- o An annual descriptive and analytical report on vocational education should be submitted to the President and Congress by the U.S. Office of Education. The proposed bill would have a permanently established National Advisory Council review the administration and operation of vocational education programs, make recommendations with respect to them, and make annual reports of its findings and recommendations, including recommendations for changes in legislation
- o Each State should be required to conduct a periodic statewide review and evaluation of its vocational education program. The proposed bill would require the State Advisory Councils to submit an annual report, evaluating the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the objectives set forth in the 5-year program plan

#### COOPERATION WITH OTHER AGENCIES

Most State departments of education were involved in many cooperative activities with other public and private agencies in the conduct of the State vocational education programs during fiscal year 1968. State staffs have long realized that a close relationship with the State branch of the U.S. Training and Employment Service, for example, is essential to assure the relevance of ongoing and proposed vocational education programs to real labor market needs. Cooperation with Manpower Development and other poverty programs has been necessary in order to uncover duplication of effort and to assist in determining the most effective and efficient utilization of the public dollar. The State staffs coordinated and cooperated with many other State agencies in the health, welfare, and transportation fields, to mention a few. State staffs also worked closely with teachers' professional organizations, colleges and universities and special advisory committees. In Wisconsin, for example, the State staff held regular liaison meetings with representatives of secondary and postsecondary vocational school systems and the State employment service.

In the field of health occupational education, Connecticut reported close cooperation with other State agencies, such as the State Department of Health, the Connecticut Regional Medical Program, the Board of Nursing Examiners, the Connecticut Health Careers Council, the University of Connecticut, and the State Department of Labor. State staff in health occupational education benefited greatly from active participation with the State Consulting Committee which has a wide representation of health professionals.

In Michigan the State staff assigned to agricultural education worked with the Farm Bureau, the Michigan Electric Power Suppliers, Soil Conservation Service, Michigan Milk Producers, Michigan Live-stock Exchange, Michigan Department of Agriculture, and the Michigan Farm Power Equipment Association in planning and conducting many vocational education activities.

Further evidence of State vocational education staffs cooperating with other agencies was found in New York and Washington. The Governor's Summer Council Committee in New York, originally initiated to help avert unrest, was renewed as an all-year operation. Involved were the Departments of Education, Health, Social Welfare, Youth and Human Rights, Labor, Mental Health, and the Office of Economic Opportunity. In Washington, trade and industrial supervisors attended State Apprenticeship Committee meetings quarterly and met regularly with representatives from the Bureau of Apprenticeship Training, the Department of Employment Security, the State Apprenticeship Division, and the State Office of Economic Opportunity.

The Occupational Training Center in Kentucky, an experimental project for school dropouts, has moved into its second year of operation. The State Department of Education, the Bureau of Vocational Education, Vocational Rehabilitation Services, and Mental Health and Retardation Agency are cooperating on the project.

State reports also indicated that a great majority of the local educational agencies cooperated and coordinated on a regular basis with private industry and public agencies on program planning, development, and operation. Teachers also worked frequently with advisory committees, State agencies and interested citizens in attempting to provide vocational education programs which were more relevant to the needs of business and industry and the groups to be served in the community.

#### NATIONAL COOPERATION EFFORTS

Efforts to develop and expand cooperative relationships between the U.S. Office of Education and other Federal and State agencies, and the many professional and trade associations in the various fields of vocational education, were continued in fiscal year 1968. The U.S. Office of Education sought to keep these interested organizations informed of new developments on the national level and to involve them in the planning and implementation of vocational and technical programs all over the Nation.

In the field of agriculture, for example, the Division of Vocational and Technical Education, USOE, cooperated with representatives of the Departments of Labor, Commerce, and Agriculture, and other organizations in designing a major study to determine the number and

types of employees needed in the agribusiness fields. The Division cooperated with the Future Farmers of America and the U.S. Department of Agriculture in a nationwide program for 1970-71 entitled "Building Our American Communities." This program will familiarize students of vocational agriculture in both urban and rural areas with the occupational potentials and training needs of their communities in the field of agriculture and involve them in activities through direct community involvement. The Division also worked with organizations such as the Farm and Industrial Equipment Institute, the Feed Manufacturers Association, and the American Forestry Council in updating or developing new curriculums.

The Federal staff was very active during the past year in the health occupations field. The Division coordinated with about 80 health organizations, such as the American Medical Association, the American Nurses Association, and the American Hospital Association. As new occupations in the health field emerged, new associations, such as the American Association for Inhalation Therapy, have been organized. It has been the Division's policy to provide assistance to these new associations. In addition, Division members served on the Advisory Committee of the National Health Council, representing a great many health organizations which work together on major national issues and problems. Of particular interest to vocational education was the National Health Council's decision during the year to take the initiative in developing a national youth organization in the health field.

#### INTERNATIONAL COOPERATION

Vocational education was not limited in fiscal year 1968 to a Federal-State-local involvement. Representatives of about 50 nations visited staff members of the Division of Vocational and Technical Education. By informing them of new developments in vocational and technical education in the United States, foreign visitors were assisted in the evaluation of plans being made for the improvement and development of similar programs in their countries. Assistance was also given in connection with planning itineraries for visitors so they could observe selected occupational training programs in operation in the States.

Members of the Division served as consultants to international agencies such as the International Labor Organization, the Food and Agriculture Organization, UNESCO, the Agency for International Development, and the World Bank. Assistance was given in the recruitment of vocational education instructors and administrators for overseas assignments. Counsel was given to these agencies in planning, developing, and evaluating vocational education programs overseas. Agricultural and labor attaches who were being sent to other nations were briefed on new developments in vocational and technical education.

**CHAPTER VI:  
UNMET NEEDS AND GOALS**



## CHAPTER VI: UNMET NEEDS AND GOALS

Considerable progress was made during fiscal year 1968 in meeting the overall goals set in the Vocational Education Act of 1963. The continuing large increases in financial commitments to vocational education in many States was concrete evidence of the greater efforts being made to redirect and expand programs in order to meet more fully the spirit and intent of the act. In anticipation of continued Federal funding and legislative changes, States reported excellent staff morale and made strong resolutions to move forward in expanding and improving programs.

Many States made specific reference to increasing support for vocational education programs, given by business, industry, and community groups, and considered as a major accomplishment of the program for the year. One outstanding feature cited was the full and active cooperation received from other State agencies and local governments, the State legislature, labor and management, school administrators, and the general public.

Despite the many accomplishments documented in this report for fiscal year 1968, the States recognized that many urgent needs were still largely unmet, and programs to meet them must be pursued more vigorously in future years. For example, one major need cited by almost all States was for more relevant and accessible programs to serve the disadvantaged in both urban and rural areas. Further development and expansion of home economics for gainful employment and of pretechnical programs was mentioned also very frequently as a major unmet need. Quite a few States mentioned the need for more adult programs, because additional funds have been channeled into a secondary program expansion in recent years without corresponding development of adult vocational education.

While perhaps 10 percent of the States reported considerable effort in and useful results from planning and evaluation, others decried the lack of resources and time to perform comprehensive planning and evaluation. A specific need mentioned in this area was for data systems which provide adequate information on manpower requirements and job opportunities needed for developing long-range and annual plans, functional evaluation criteria, guidelines and instruments, and effective placement and followup programs.

A few States indicated that they were making progress towards meeting their facility needs and were proposing to concentrate on program development. However, many others said they had not yet begun to meet existing program needs for classroom space and equipment. Various States with widely distributed populations made efforts to consolidate programs and facilities to maximize the availability and use of resources.

Almost every State expressed the need for more ancillary services and facilities. More State staff and more guidance personnel were cited as essential to further development and expansion of programs. Leadership development for administrators and supervisors as well as preservice and inservice training for teachers and guidance counselors were other priority areas of concern. Other supportive services such as curriculum development and research were frequently mentioned, particularly in connection with the need to establish instructional materials and research centers.

#### UNMET NEEDS IN OCCUPATIONAL FIELDS

Expanded ancillary services are reported as the greatest need in almost every occupational area. Office occupations education has been experimenting with technological innovations such as the use of closed circuit television, simulated instructional methods, and the block-time approach. This created a great need for more adequate and appropriate preservice and inservice teacher education to familiarize office occupations education teachers at all levels with the new techniques and materials now available.

In distributive education a major problem was the need for curriculum research and development. A "master plan" for research in the field, based on the competencies and developmental steps required for specific distributive education occupations, was developed during the year. New or revised curriculums were needed for the whole range of entry level jobs and for introductory programs for students in the ninth and 10th grades. Another significant need was increased availability of information on job opportunities, including replacement needs.

Home economics staffs reported difficulty in securing information from the U.S. Employment Security Service on job opportunities-- particularly in the human service fields. Jobs oriented toward individual and family service such as child care aide and homemaking aide often were not reported. Clearer identification of training levels required to qualify for these jobs, and of the curriculums needed to provide this training, were definitely needed. Home economics also required significant increases of funds to support homemaking programs directed at helping individuals in urban and rural depressed areas.

Agriculture education urgently needed a nationwide study to determine overall employment opportunities and training needs, especially in nonfarm occupations such as agribusiness, forestry, and veterinary science. After determining this information, development of curriculums offering realistic training for these occupations will be required, particularly for the new technologies taught at the postsecondary level. These include programs such as agricultural business management, veterinary technology, agricultural inspection technology, and dairy technology.



Trade and industrial education's greatest need was for an increase in the number and quality of preservice and inservice teacher education programs. These were needed especially at the postsecondary level to increase relevancy of trade and industrial programs to current occupational requirements. More personnel exchange programs between schools and industry would contribute greatly to this effort. Another unmet need in industrial education was the failure to work out agreements between trade unions and schools. Further expansion of apprenticeship programs in vocational education will require trade unions to consider vocational education and training as credit towards their apprenticeship program.

A real need existed in technical education for more effective guidance programs to familiarize students in the early years of high school with the employment opportunities and requirements in the area of technical education. At the postsecondary level, manpower needs required more programs to prepare highly specialized technicians and specialists who could perform as supportive personnel to professionals. Another need in postsecondary programs is for student development (pretechnical) programs offering both remedial and pre-technical courses plus some laboratory experience to prepare students who do not meet entrance requirements.

In the health education occupations field States expressed a desire to develop a core curriculum to prepare secondary students for entry jobs in the health field. Closer articulation of program offerings with job skill requirements was identified as a major need in developing health curriculums. The States also reported that curriculums should be modified or expanded to "career ladders," providing students with more opportunities for career advancement through on-the-job, part-time or evening training programs.

The new field of public service occupations emerged as a separate occupational category. However, there is a need to identify new careers in the human and social service fields which can be included along with the police and fire sciences as public service occupations. Then, appropriate curriculum and training programs need to be designed to prepare students for employment in these occupations.

The biggest problem in the area of cooperative education is the lack of qualified teacher coordinators, who must work effectively with school administrators, teachers, students, and the business community, to develop mutually regarding cooperative work experience arrangements.

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF TECHNICAL EDUCATION

## UNMET NEEDS IN URBAN AREAS

Violence in the cities in 1968 continued to focus attention on the problems at the core of most of the Nation's urban centers. The President's Advisory Commission on Civil Disorders issued its report, and Congress conducted hearings on the opportunities for education and employment in the inner cities. The report of the National Advisory Council on Vocational Education (1968), reviewing the accomplishments of vocational education over the 5 years since the passage of the act of 1963, also revealed great concern for unmet needs in metropolitan areas.

For this reason the National Advisory Council recommended a budget for vocational education calling for approximately \$500 million for the maintenance and expansion of existing programs, and another \$1 billion devoted to programs which would, in whole or in part, benefit disadvantaged persons, many of whom dwell in crowded urban ghettos and slums. Moreover, the Advisory Council would distribute \$1 billion of the recommended total budget of \$1½ billion dollars among the following which would particularly assist urban disadvantaged groups:

TABLE G

Work-Study Program	\$350 million
Exemplary and Innovative Programs	\$200 million
Residential Vocational Schools	\$200 million
Programs for the Socially, Economically, and Culturally Disadvantaged	\$300 million

Earlier in its report the Advisory Council examined the need for far greater State and Federal aid to city schools. The Council took notice of recent studies analyzing the economic decline of the major cities and concluded that the funds needed to operate extremely crowded schools cannot come from local sources alone. With the decline in the property tax base, used to support education, and the demands for more extensive municipal services, large cities have tended to spend less per student than suburbs and smaller cities and towns. Consequently, the Nation spends more on students whose environments generate fewer educational problems.

The Research Council in its publication, Occupational Education in the Great Cities, <sup>1/</sup> identified nine critical issues. They are as follows:

<sup>1/</sup> Occupational Education in the Great Cities, Research Council of the Great Cities for School Improvement, Chicago, 1968

1. The distribution of Federal and State assistance must be achieved in a manner to meet the special needs of large cities for occupational education. A distribution formula should take into consideration such social and economic factors as the nature of the employment market, density of population, degree of unemployment, and ethnic composition of the population. One survey of 19 large cities indicated that only 5 percent of the Federal funds were reaching them, even though these same cities had 25 percent of the State's vocational students. The school survey in one major city revealed 42 percent of the State's under-achieving students were enrolled in the city's schools. The same city served 20 percent of the total school population of the State and 50 percent of the problem youth, but it received only 10 percent of the Federal allotment of vocational education funds for that State.
2. Costly duplication and fragmentation of services should be avoided. There is pressing need for coordination of all education assistance and manpower training programs in the cities. Remedial and supportive services, including medical, dental, and ocular care; transportation; and free meals are usually badly needed by inner city children. One large Midwestern city established a guidance and occupational center which processed 802 out-of-school youth between the ages of 16 and 22, from 1966 through 1968. Over 90 percent of these potential students had health deficiencies which inhibited their full involvement in training and employment. Where remedial and supportive services have not been centrally coordinated, they have not been properly referred and have often faced protracted delays in the delivery of such services.
3. Effective occupational programs to serve all youth and adults must be strengthened. In many instances, urban school districts have developed extensive facilities and competence in occupational education as part of their total educational opportunities for youth and adults. In other cities, educational administrators have not made sufficient efforts to overcome urban obstacles such as crowded facilities and limited professional personnel. In the matter of diploma requirements, almost all schools require units (years) of work rather than a standard of proficiency or level of skill. Work-study and cooperative programs have been immensely successful but severely limited in the number of students who could be served. Too often students have dismissed

the hope of achievement because they have been trapped between the inflexibility of school schedules and the absence of any practical alternatives.

4. Urban school districts should be assured greater opportunity for meaningful participation in the development of State plans for occupational education. Without denying the responsibility of State education departments to develop and coordinate statewide occupational education programs, urban school districts should be given a greater voice in planning.
5. More occupationally oriented education should be provided at earlier ages. At present, program emphasis and major financial aid has been focused upon 11th and 12th grade students and the post high school years. This emphasis has been understandable in light of the need to channel limited resources toward those students about to leave school. The alarming proportion of city students who drop out in the early years of high school, however, demands vocational orientation in the lower grades in order to retain students who might otherwise leave school. Pre-vocational training, if it is to be adequate, would call for more than the current offerings in industrial arts. Considering the projection that soon over half of urban employment will be in the service occupations, prevocational programs could well emphasize group guidance for living and working in large cities and early introduction to such skills as typing, data processing, and customer relations.
6. More research and development in curriculum and instructional methods should be provided. Innovative curriculums, sensitive to the dynamic pattern of urban life, can help the many students who respond to the practicality of working with materials and processes in a problem solving approach. Students in the large cities sense an ever-widening gap between what occurs on in school and what occurs in the complex world around them. Schools should play a major role in integrating society and student. Many city schools, however, have lost students and possibly productive citizens because of a failure to experiment broadly in curriculum and instructional methods. Although one survey showed that 15 of 19 cities made considerable use of audiovisual aids, the same number reported little or no use of programmed materials, team teaching, or computerized teaching.

7. Cooperative relationships should be strengthened among colleges, universities, research agencies, and school districts, for the improvement of occupational education. One aim of such cooperation should be to develop methods of reinstating dropouts in programs leading to various licenses, diplomas, and degrees -- by devising systems of credits for occupational course work and on-the-job training. For this purpose and for many others, educational institutions in the large cities will need to interact more regularly with advisory committees composed of representatives of business, industry, organized labor, citizen groups, and government.
8. Occupational information and guidance services should be extended and improved. The ratio of counselors to students in urban schools is, on the average, one to four hundred. Few cities have assumed responsibility for job placement; few have assigned anyone to this function. Extensive use of State employment services and advisory committees for job information and placement has been rare. Finally, 11 of 17 cities responding to a survey of the Research Council of the Great Cities indicated that they conducted little or no followup of former students.
9. An adequate level of financial support is required to expand occupational education opportunities and to improve the quality of programs. Resources provided by the Federal Government, the States, and local school districts must be increased. Equally important is the need for continuing support to promote orderly and effective planning and stable operations.

#### UNMET NEEDS FOR ADDITIONAL FACILITIES

Many States continue to experience a need for additional vocational work stations (also referred to as learning stations). These States are finding it difficult to alleviate the problem either in terms relating to population growth or in terms of meeting specific instructional demands for actual space requirements. In some programs only one out of four or five applicants can be accepted for occupational training because of inadequate or unavailable facilities.

The population in the United States has been growing at a fairly constant rate, as shown in chart 8. In contrast, with assistance provided by the Vocational Education Act of 1963, the growth in enrollment in vocational education in the last 4 years has almost matched that achieved in the previous 45 years (from 1918 to 1963), as indicated in chart 9. Secondary program enrollments, grades 9 to 12,

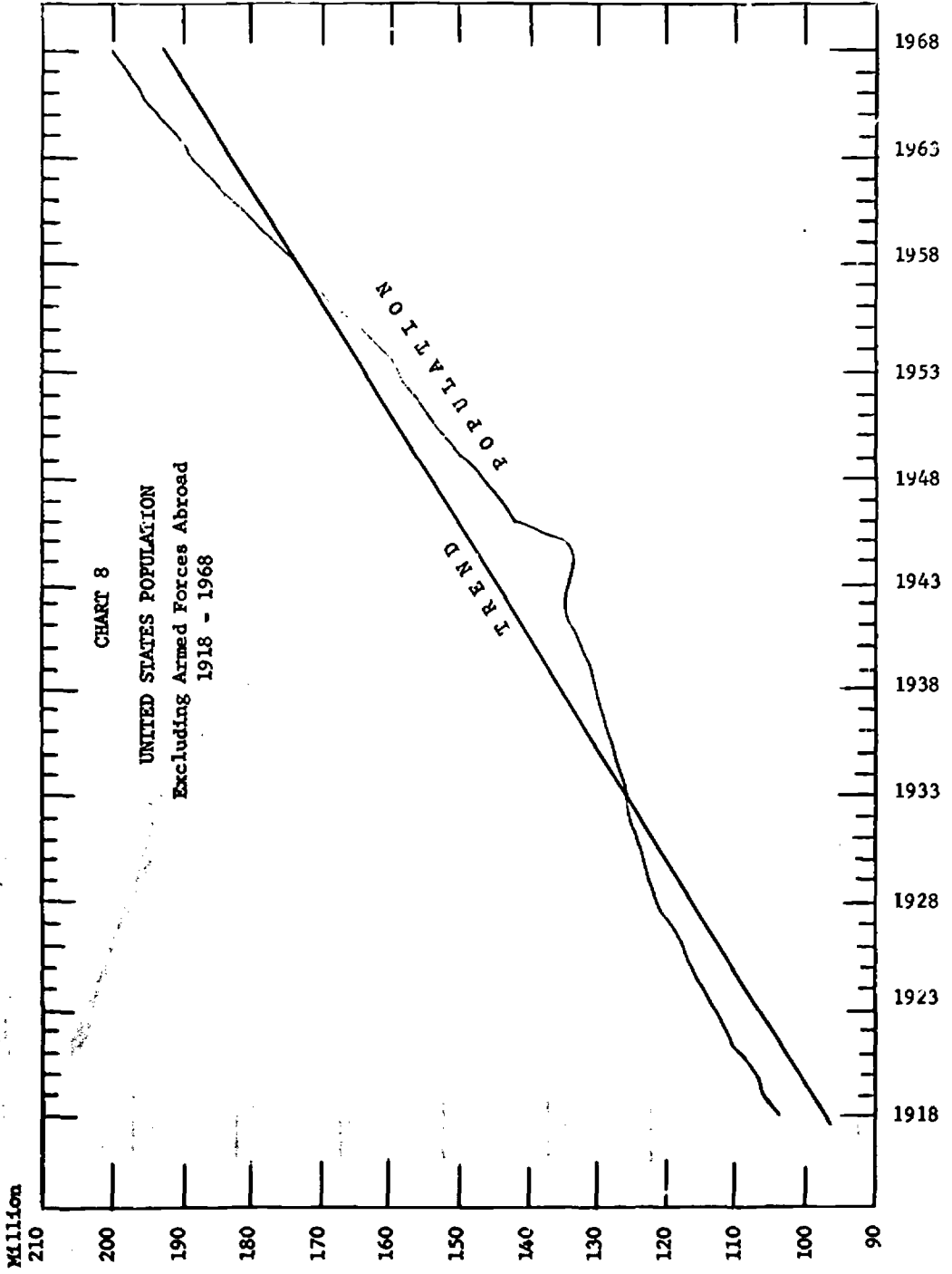
have increased more than 10 percent in the last 4 years, while the number of postsecondary students has jumped 18.6 percent in the last year alone. In 1968, there was a total of 18,458 schools of all categories and levels, with 1,875,000 work stations, offering vocational-technical programs.

If the construction rate of vocational education facilities continues at the predicted level, the deficit will continue to be compounded with an annual short-fall of 307,500 work stations in 1969, to 1,242,610 in 1973. (See chart 10.) Enrollment trends indicate a need for 3,408,000 work stations by 1973 and an immediate need for 307,500 in 1969, in contrast to the 59,470 stations which will probably be constructed.

#### UNMET NEEDS IN RURAL AREAS

With a rural population of 50 million people, including some 14 million of the Nation's poor, the unsettling social and economic pressures in rural areas continued to be a major concern for vocational-technical education during 1968. The number of people on farms continued to decline from the 30 million of 1940 to 11 million today; the projected farm population is 8 million in 1980. Annual migration to the cities decreased somewhat from 600,000 a year during the years 1950-60 to 120,000 a year recently. The generally lower economic level and tax base in rural areas has severely restricted the development of educational, cultural, and medical facilities needed for those areas to attract new business and industry.

Enrollments in vocational-technical education in rural areas continued to be strongest in agriculture and home economics. The steady increase in off-farm enrollments, from 112,000 in 1966 to 171,554 in 1968, indicated vocational education efforts to diversify the program and to prepare students for the agricultural occupations of the future. Home economics programs continued to provide basic homemaking education for a great percentage of rural students. Continuing increases in programs preparing for gainful employment in such areas as food management and production and home and institutional management offered new paths to employment for more young women in rural areas. Office education provided preparation for 50 percent of the women in rural areas to find employment in office occupations. Enrollments in health, distributive, technical, and trade and industrial education were proportionately much lower than in agriculture, home economics, and office. This reflects the lower demand for such programs in the rural economy, which is only beginning to experience significant industrial growth. It reflects also the limited equipment and facilities characteristic of many rural schools as well as the shortage of teachers, who find the lower salaries and limited cultural resources of rural areas unattractive.



Source: Statistical Abstract of the United States, U.S. Department of Commerce, 1968



CHART 9

VOCATIONAL EDUCATION ENROLLMENTS

1918 to 1968

Million

8

7

6

5

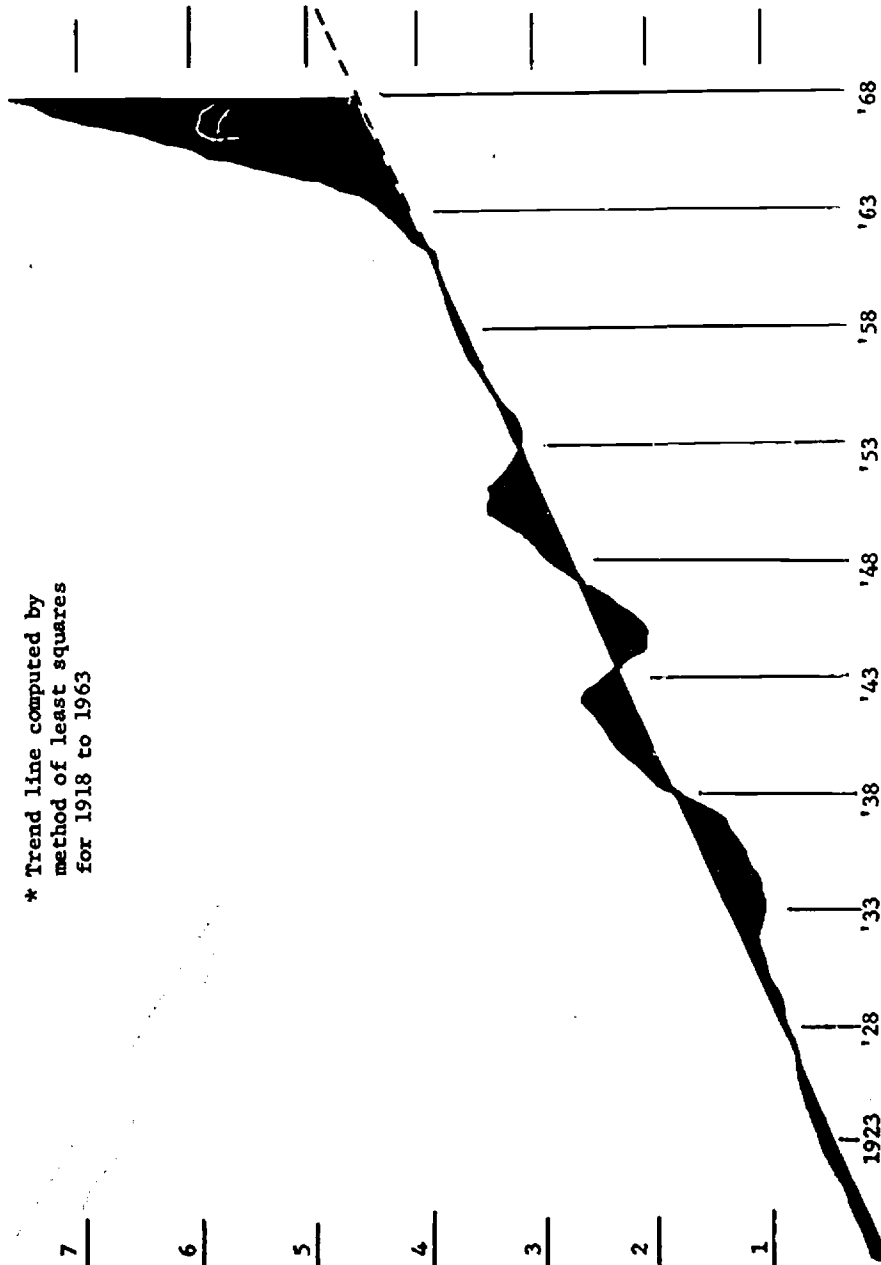
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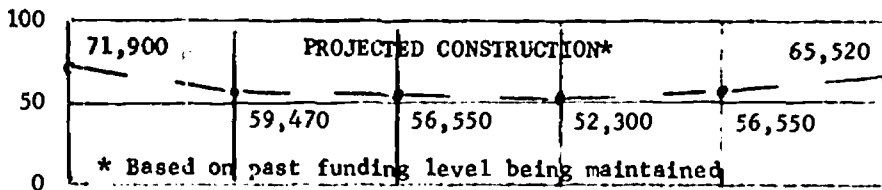
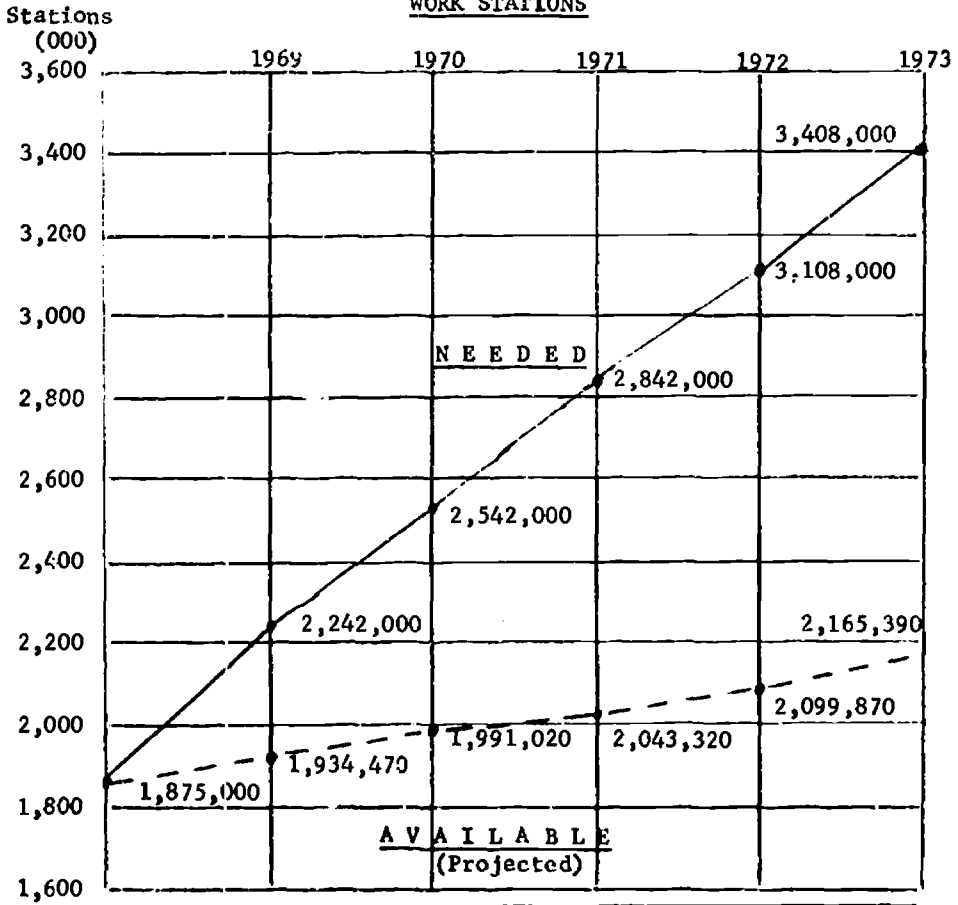
1

\* Trend line computed by  
method of least squares  
for 1918 to 1963



Source: Compiled from certain vocational and technical education annual reports

CHART 1C  
 VOCATIONAL-TECHNICAL EDUCATION  
WORK STATIONS



Source: Developed in the Division of Vocational and Technical Education by Facilities Section from needs indicated by the States at regional meetings, 1968

The size and location of many rural schools continued to affect adversely the quality of guidance and placement services. These services were especially lacking for the thousands of students who left the rural areas for the cities. Many of these students were unprepared for life in a big city or for finding a job and have ended up in ghettos, aggravating already intense problems in the cities. The limited number of guidance personnel was unable to extend services to remote, more sparsely populated areas, and to the thousands of migrant workers, parents and children, who cannot fit into established educational patterns. Curriculums and services were not sufficiently flexible to meet rural students' needs. In general, rural high schools follow the national pattern of being geared primarily to academic education and only secondarily to preparation for the world of work. Although approximately 90 percent of rural students do not go on to college, only 8 percent of those students are receiving vocational education in high school.

The work-study program has allowed many rural students to continue their education rather than leave school in order to contribute to the family income. The facts show, however, that not enough students have been helped. In 1960, 2.3 million rural youth aged 14 to 24 had dropped out of school before graduating. One of the major causes of dropouts in rural areas, where 70 percent of the families make less than \$2,000 per year, has been the need to help support the family by going to work. One administrative failure in rural areas has been insufficient cooperation among government programs in meeting the special economic and educational needs of students from low-income families, especially those among minority groups and migrant workers.

The report of the National Advisory Council pointed to the need for many more counseling and placement services for rural youth. These services are required for students who choose to remain in rural areas, but they are especially necessary for the thousands who migrate to the cities. U.S. employment offices have usually been located in larger cities. In the rural areas, there is need for a representative of the U.S. Training and Employment Service in at least every area vocational education school.

Local school districts must continue to consolidate around an area school, offering diverse programs at both the secondary and postsecondary levels. The advantages of such consolidation have already been seen in many rural districts. These schools allow the area to bring more resources to the solution of problems as the Appalachian Regional Commission has done for several States co-operating in the solution of common regional problems. Many more area schools must be constructed to serve as centers for expanded educational services in rural areas. These schools must also extend their services into remote areas by means of itinerant teachers and counselors and by wider use of resources made available by educational

technology, including television, films, tapes, mobile units, and self-teaching devices. The use of such auxiliary methods will help alleviate the shortage of teachers and counselors. Curriculums and programs will have to be designed in order to fit the needs of many students in remote areas or in migrant worker families--students who cannot fit into established educational patterns.

Work-study programs prevent students from leaving school for financial reasons and residential schools enable students who cannot be reached by area schools or extension services, to receive vocational education.

In general, program offerings will need to reflect better the opportunities of the future. Most rural programs are deficient in technical and trade and industrial education. In Appalachia, projections for 1975 show that 49 percent of the employment opportunities will require some trade and industrial education; yet, enrollment in such programs in that region is less than the national percentage of 21 percent. Trade and industrial, technical, health, and distributive programs must be developed, both for those who migrate from and those who remain in rural areas. New business and industry will be attracted by skilled human resources.

### GOALS

A review of State reports submitted during fiscal year 1968 indicates that States are establishing goals and objectives designed to accelerate progress towards satisfying many of the unmet needs. Representative of the major goals identified by the States were the findings and recommendations of the 1968 Advisory Council on Vocational Education listed here:

- o Provide remedial education
- o Seek out the discouraged and undermotivated and encourage them to take advantage of available educational services
- o Provide education to remedy the academic deficiencies of those left behind by rising educational attainment
- o Develop prevocational orientation to expose those of limited experience to alternative occupational choices
- o Provide training for entry level skills for those unable to take advantage of advanced training because they lack rudimentary education
- o Induce employers to accept less able employees for on-the-job training
- o Provide work-experience for those unaccustomed to the discipline of the work situation

- o Plan, develop, and operate exemplary and innovative programs of occupational orientation and preparation
- o Develop and operate new and expanded vocational education programs and services specifically designed for persons who have academic, social, economic, or other handicaps
- o Provide for work-study programs at the secondary and postsecondary levels structured so as to combine education, training, and work-experience, as well as offer income opportunities
- o Encourage increased enrollment, attendance and improved performance in vocational education programs
- o Support professional and paraprofessional staff recruitment, preparation, and upgrading at all levels, including leadership, administration, teacher education, and counseling and guidance
- o Support research, evaluation, demonstration, and experimental programs in vocational and technical education and dissemination of the results
- o Include the responsibility of education towards initial job placement and followup of persons who:
  - have completed or are about to complete a program of education,
  - require part-time employment to remain in school, and
  - need work experience which is an integral part of an education program

# APPENDIXES

APPENDIX A: STATE DIRECTORS OF VOCATIONAL EDUCATION; EXECUTIVE OFFICERS,  
STATE BOARDS FOR VOCATIONAL EDUCATION

	<u>State Directors</u>	<u>Executive Officers</u>
Alabama	J. F. Ingram	Ernest Stone
Alaska	Ralph W. Matthews	Clifford R. Hartman
Arizona	J. R. Cullison	Sarah Folsom
Arkansas	J. Marion Adams	A. W. Ford
California	Wesley P. Smith	Max Rafferty
Colorado	M. G. Linson	M. G. Linson
Connecticut	Joseph F. Murphy	William J. Sanders
Delaware	Daniel E. Koble, Jr.	Kenneth C. Madden
District of Col.	Harold A. Clark	William Manning
Florida	Carl W. Proehl	Floyd T. Christian
Georgia	George W. Mulling	Jack P. Nix
Guam	Richard L. Spaziani	L. P. Martin
Hawaii	Richard H. Kosaki, Acting	Thomas H. Hamilton
Idaho	William R. Swenson, Acting	D. F. Engelking
Illinois	Sherwood Dees, Acting	Ray Page
Indiana	C. E. Highlen	C. E. Highlen
Iowa	Windol L. Wyatt	Paul F. Johnston
Kansas	F. E. Hartzler	F. E. Hartzler
Kentucky	Carl F. Lamar	Wendell P. Butler
Louisiana	William E. Johnson	William J. Dodd
Maine	Elwood A. Padham	William T. Logan
Maryland	James L. Reid	James A. Sensenbaugh
Massachusetts	Walter J. Markham	Owen B. Kiernam
Michigan	William F. Pierce, Acting	Ira Polley
Minnesota	Robert P. Van Tries	Duane J. Mattheis
Mississippi	A. P. Fatherree	Garvin Johnston
Missouri	B. W. Robinson	Hubert Wheeler
Montana	William A. Ball	Harriet Miller
Nebraska	Cecil E. Stanley	Floyd A. Miller
Nevada	John W. Bunten	Burnell Larson
New Hampshire	Neal D. Andrew	Paul E. Farnum
New Jersey	Robert M. Worthington	Carl L. Marburger
New Mexico	M. G. Hunt	Leonard J. DeLayo
New York	Robert S. Seckendorf	James E. Allen, Jr.
North Carolina	A. G. Bullard	Charles F. Carroll
North Dakota	LeRoy H. Swenson	M. F. Peterson
Ohio	Byrl R. Shoemaker	Martin W. Essex
Oklahoma	Francis T. Tuttle	Francis T. Tuttle
Oregon	Albion Ringo	Jessee V. Fasold
Pennsylvania	John W. Struck	David H. Kurtzman
Puerto Rico	Maria Socorro Lacot	Angel Quintero Alfaro
Rhode Island	Thomas H. Sandham, Jr.	William P. Robinson, Jr.
South Carolina	R. D. Anderson	Cyril B. Busbee
South Dakota	E. B. Oleson	Gordon A. Diedtrich
Tennessee	Charlie M. Dunn	J. Howard Warf



Texas	John R. Guemple	J. W. Edgar
Utah	Walter E. Ulrich	Terrel H. Bell
Vermont	Cola D. Watson	Harvey B. Scribner
Virginia	George L. Sandvig	Woodrow Wilkerson
Virgin Islands	Wilburn Smith, Jr.	Arthur A. Richards
Washington	Ernest G. Kramer	Ernest G. Kramer
West Virginia	Fred W. Eberle	Rex M. Smith
Wisconsin	C. L. Greiber	C. L. Greiber
Wyoming	Charles A. Kline	Harry Roberts

APPENDIX B: REGIONAL OFFICE DIRECTORS--ADULT, VOCATIONAL,  
AND LIBRARY PROGRAMS

Region

I	Boston, Mass.	Urwin Rowntree
II	New York, N.Y.	Clifford L. Rall
III	Charlottesville, Va.	George E. Wallace
IV	Atlanta, Ga.	B. E. Childers
V	Chicago, Illinois	William L. Lewis
VI	Kansas City, Mo.	Thaine D. McCormick
VII	Dallas, Tex.	M. A. Browning
VIII	Denver, Colo.	Charles O'Connor
IX	San Francisco, Calif.	C. Kent Bennion

APPENDIX C: SAMPLE PAGES FROM VOCATIONAL EDUCATION AND OCCUPATIONS (OE 80061)

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DICTIONARY OF OCCUPATIONAL TITLES			U. S. OFFICE OF EDUCATION CLASSIFICATION	
Code	Occupational Title Vol. I	WT Gr. # Page No. Vol. II	Code	Instructional Program
529.138-030	SUPERVISOR, SPECIALTY FOOD PRODUCTS (slaught. & meat pack.)	305	01.0401	FOOD PRODUCTS
529.381-018	CHEESEMAKER (dairy prod.)	312	01.040102	DAIRY PRODUCTS
529.387-022	FRUIT-BUYING GRADER (can. & preserv.)	271	01.0401	FOOD PRODUCTS
529.387-030	GRADER (dairy prod.)	271	01.040102	DAIRY PRODUCTS
529.685-014	X-RAY INSPECTOR (tobacco)	282	17.2001	INSTALLATION, OPERATION, AND MAINTENANCE OF REACTORS
529.687-018	EGG CANDLER (any ind.)	282	01.0401	FOOD PRODUCTS
529.687-054	SORTER, AGRICULTURAL PRODUCE (agric.; can. & preserv.; whole. tr.)	282	01.0401	FOOD PRODUCTS
529.782-010	BUTTERMAKER (dairy prod.)	435	01.040102	DAIRY PRODUCTS
529.782-022	CHEESEMAKER HELPER (dairy prod.)	435	01.040102	DAIRY PRODUCTS
529.782-030	DAIRY-PROCESSING-EQUIPMENT OPERATOR (dairy prod.)	435	01.040102	DAIRY PRODUCTS
529.782-050	FREEZER MAN (dairy prod.)	435	01.040102	DAIRY PRODUCTS
529.886-018	DAIRY HELPER (dairy prod.)	356	01.040102	DAIRY PRODUCTS
530.281-010	COLORMAN (paper & pulp)	312	16.0105	CHEMICAL TECHNOLOGY
539.384-010	PULP-AND-PAPER TESTER (paper & pulp)	271	16.0105	CHEMICAL TECHNOLOGY
539.347-010	FINAL INSPECTOR, PAPER (paper & pulp)	271	16.0111	INDUSTRIAL TECHNOLOGY
542.280-010	STILLMAN (petrol. refin.)	430	16.0110	PETROLEUM TECHNOLOGY
553.884-010	HEAT WELDER, PLASTICS (fabric. plastics prod.)	322	17.27	PLASTICS OCCUPATIONS
556.780-010	MOLD SETTER (fabric. plastics prod.; phonograph)	433	17.27	PLASTICS OCCUPATIONS
556.782-010	ARCH-CUSHION-PRESS OPERATOR (rubber goods)	435	17.27	PLASTICS OCCUPATIONS
556.782-014	COMPRESSION-MOLDING-MACHINE OPERATOR (fabric. plastics prod.)	435	17.27	PLASTICS OCCUPATIONS
556.782-030	INJECTION-MOLDING-MACHINE OPERATOR (fabric. plastics prod.)	435	17.27	PLASTICS OCCUPATIONS
556.782-034	PLATE MOLDER (pen & pencil; print. & pub.)	435	17.27	PLASTICS OCCUPATIONS
556.885-034	COMPRESSION-MOLDING-MACHINE TENDER (fabric. plastics prod.)	447	17.27	PLASTICS OCCUPATIONS
556.885-054	INJECTION-MOLDING-MACHINE TENDER (fabric. plastics prod.; phonograph)	447	17.27	PLASTICS OCCUPATIONS
556.885-070	MOLDER, PIPE COVERING (fabric. plastics prod.)	447	17.27	PLASTICS OCCUPATIONS
556.885-086	FILLING-MACHINE OPERATOR (fabric. plastics prod.; plastics mat.)	447	17.27	PLASTICS OCCUPATIONS
556.885-102	VACUUM PLASTIC-FORMING-MACHINE OPERATOR (fabric. plastics prod.)	447	17.27	PLASTICS OCCUPATIONS
557.782-010	EXTRUDER OPERATOR (fabric. plastics prod.; plastics mat.)	435	17.27	PLASTICS OCCUPATIONS
558.280-010	CHIEF OPERATOR (chem.)	430	16.0105	CHEMICAL TECHNOLOGY
559.389. 010	CHEMICAL-PROCESS OPERATOR (chem.)	430	17.2001	INSTALLATION, OPERATION, AND MAINTENANCE OF REACTORS
559.782-234	WASTE-TREATMENT OPERATOR (chem.)	435	17.2099	INDUSTRIAL ATOMIC ENERGY, OTHER
559.885-130	FOAM-MACHINE OPERATOR (fabric. plastics prod.; plastics mat.)	447	17.27	PLASTICS OCCUPATIONS
575.782-026	FIBER-GLASS-BOWL-DRAWING-MACHINE OPERATOR (fabric. plastics prod.)	435	17.27	PLASTICS OCCUPATIONS
580.782-010	FIXER, BOARDING ROOM (hosiery)	435	17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER
580.782-014	WEFT STRAIGHTENER (textile)	435	17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER
580.884-010	BLOCKER, HAT (hat & cap) I	322	17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER
580.884-014	BLOCKER, HAT (hat & cap) II	322	17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER
580.885-010	HAT-STRETCHING-MACHINE OPERATOR (hat & cap)	447	17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER
580.885-014	CALENDERING-MACHINE OPERATOR (hosiery goods)	447	17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER
580.885-018	CLOTH DRIER (hosiery goods)	447	17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER
580.885-022	COLLAR-TURNER OPERATOR (garment)	447	17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER
580.885-034	HAT-BLOCKING-MACHINE OPERATOR (hat & cap) I	447	17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER

\* Worker Traits Group

U.S. OFFICE OF EDUCATION CLASSIFICATION		DICTIONARY OF OCCUPATIONAL TITLES		
Code	Instructional program	Code	Occupational Title (Vol. I)	Worker Trait Groups (Vol. II) Title
07.0906	<p><b>MEDICAL ASSISTANT (ASSISTANT IN PHYSICIAN'S OFFICE)</b> A combination of subject matter and experiences designed to prepare a person to perform functions and follow procedures concerned with diagnosis and treatment of patients in a physician's office. Instruction includes physical examinations, laboratory tests, x-rays, measurements, and medications.</p>	079.368-022	MEDICAL ASSISTANT (medical ser.)	477 Nursing, X-ray & Rel. Ser.
07.0907	<p><b>CENTRAL SUPPLY TECHNICIAN</b> A combination of subject matter and experiences designed to prepare a person to adjust, clean, sterilize, and assemble hospital equipment, supplies and instruments according to prescribed procedures and techniques. Also included in instruction are inspection, evaluation and recommendation for purchase of equipment and materials and distribution and inventory.</p>	223.887-010	CENTRAL SUPPLY WORKER (medical ser.)	360 Handling
07.0906	<p><b>COMMUNITY HEALTH AID</b> A combination of subject matter and experiences designed to prepare a person to serve as liaison between professional health workers and the recipients of health services. Instruction emphasizes basic understanding of biology, communicable diseases, environmental health, personal hygiene, infants, mothers, and family and community resources.</p>	354.878-010 355.878-010 355.878-026	FIRST-AID ATTENDANT (any ind.) AMBULANCE ATTENDANT (medical ser.) EMERGENCY-ENTRANCE ATTENDANT (medical ser.)	479 479 509 Child & Adult Care " " " " " " Usher, Mess. Ser., & Rel. Wr.
07.0907	<p><b>MEDICAL EMERGENCY TECHNICIAN</b> A combination of subject matter and experiences designed to prepare technicians to become members of the health team responsible to professional members qualified to: a) respond to medical emergency calls; b) evaluate the nature of the emergency; c) take appropriate prompt action to reduce the medical hazard to the receiving station; e) serve as technical assistant to the emergency room staff of general hospitals.</p>			

APPENDIX D: SAMPLE PAGE FROM U.S. OFFICE OF EDUCATION CODES AND TITLES  
FOR VOCATIONAL-TECHNICAL INSTRUCTIONAL PROGRAMS

## 01.000000 AGRICULTURE

- 07 Forestry (Production, Processing, Management, Marketing,  
and Services)
- 0701 Forests
- 0702 Forest Protection
- 0703 Logging (Harvesting and Transporting)
- 0704 Wood Utilization
- 0705 Recreation
- 0706 Special Products
- 0799 Forestry, Other
- 99 Agriculture, Other

## 04.000000 DISTRIBUTIVE EDUCATION

- 01 Advertising Services
- 02 Apparel and Accessories
- 03 Automotive
- 04 Finance and Credit
- 05 Floristry
- 06 Food Distribution
- 07 Food Services
- 08 General Merchandise
- 09 Hardware, Building Materials, Farm and Garden Supplies  
and Equipment
- 10 Home Furnishings
- 11 Hotel and Lodging
- 12 Industrial Marketing
- 13 Insurance
- 14 International Trade
- 15 Personal Services
- 16 Petroleum
- 17 Real Estate
- 18 Recreation and Tourism
- 19 Transportation
- 20 Retail Trade, Other
- 31 Wholesale Trade, Other
- 99 Distributive Education, Other

## 07.000000 HEALTH OCCUPATIONS EDUCATION

- 01 Dental
- 0101 Dental Assisting
- 0102 Dental Hygiene (Associate Degree)
- 0103 Dental Laboratory Technology
- 0199 Dental Other

**APPENDIX E: VOCATIONAL-TECHNICAL EDUCATION STATISTICAL  
TABLES, FISCAL YEAR 1968**

These titles present the area of information covered in each of the tables which follow, by State, unless otherwise indicated. In these tables, the term State usually means the 50 States of the Union, the District of Columbia, Guam, Puerto Rico, the Virgin Islands, and American Samoa.

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Table 1

TOTAL ENROLLMENT IN VOCATIONAL EDUCATION CLASSES, BY TYPE OF PROGRAM AND BY STATE  
FISCAL YEAR 1968

State	All Programs	Agriculture	Distribution	Health	Home Economics	Office	Technical	Trades & Industry	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total	7,533,936	851,158	574,765	140,987	2,283,338	1,735,997	269,832	1,626,542	49,297
		1/						2/	
Alabama	126,977	38,499	5,034	2,589	40,611	10,585	1,965	27,694	--
Alaska	7,654	209	588	79	1,641	3,546	187	1,424	--
Arizona	56,947	3,246	8,788	1,079	22,678	6,665	3,960	6,385	146
Arkansas	97,706	26,862	4,609	929	38,153	5,742	655	18,756	--
California	1,038,086	27,986	135,668	22,821	208,721	335,992	44,705	236,726	23,467
Colorado	81,566	3,550	8,418	1,490	29,615	16,028	3,459	18,658	348
Connecticut	87,082	1,543	2,530	1,299	20,720	30,436	8,785	21,769	--
Delaware	25,160	926	982	292	5,373	7,570	391	9,626	--
Florida	352,339	21,238	40,000	6,815	124,816	66,264	16,870	49,392	4,924
Georgia	275,344	37,949	12,971	3,687	73,819	77,796	9,580	59,362	--
Hawaii	17,717	1,856	502	202	9,366	1,929	736	3,106	--
Idaho	25,526	4,724	942	542	10,565	3,961	670	4,122	--
Illinois	200,890	24,345	7,634	5,469	67,217	44,010	8,833	43,482	--
Indiana	94,741	17,098	3,638	1,901	42,146	4,775	4,095	21,088	--
Iowa	87,369	29,158	3,187	1,766	27,414	4,269	1,666	19,669	--
Kansas	57,316	8,470	6,442	1,099	16,442	4,322	1,994	18,549	--
Kentucky	111,625	17,435	4,256	1,383	43,125	9,929	1,046	34,426	21
Louisiana	154,823	17,407	6,032	2,925	43,693	55,731	3,181	23,854	--
Maine	23,560	867	572	126	3,376	11,539	104	4,974	--
Maryland	159,846	3,555	4,475	962	30,876	65,045	7,972	26,959	--
Massachusetts	137,764	1,237	3,850	2,207	42,416	57,743	2,519	28,822	--
Michigan	283,634	13,931	38,636	5,391	84,848	56,592	6,930	75,306	--
Minnesota	167,936	27,800	10,375	1,047	55,015	24,407	6,241	43,033	--
Mississippi	102,564	34,423	6,000	1,365	36,827	5,424	4,227	14,296	--
Missouri	110,972	16,376	12,925	3,035	44,562	14,503	2,698	16,691	--
Montana	17,392	3,451	747	178	5,822	1,313	1,424	4,457	--
Nebraska	47,196	6,833	4,328	1,539	18,049	6,116	970	9,253	110
Nevada	17,395	810	846	509	6,016	3,111	3,115	3,188	--
New Hampshire	10,742	659	51	174	3,982	2,277	526	3,073	--
New Jersey	177,824	1,915	6,677	2,417	52,975	70,198	6,464	35,156	--
New Mexico	26,605	2,720	1,342	712	6,735	7,541	600	4,755	--
New York	683,385	13,673	47,040	14,379	173,674	269,017	30,098	130,904	4,600
North Carolina	277,459	57,078	11,119	6,373	81,040	18,907	4,992	80,349	15,601
North Dakota	30,474	4,261	501	501	9,672	2,616	708	1,795	--
Ohio	262,583	28,650	16,766	7,637	103,421	38,493	2,736	76,876	--
Oklahoma	87,651	23,236	3,110	1,488	35,762	4,153	3,996	16,904	--
Oregon	60,323	7,661	3,278	1,162	18,663	15,633	3,061	12,647	--
Pennsylvania	300,051	13,648	14,136	5,380	54,832	90,540	11,679	109,636	--
Rhode Island	17,721	742	166	306	5,249	7,922	531	2,901	--
South Carolina	131,526	14,684	5,040	671	67,603	10,685	4,614	18,085	--
South Dakota	18,479	5,351	651	199	7,524	1,581	366	2,727	--
Tennessee	128,067	24,991	5,289	3,725	52,823	9,387	2,640	30,002	--
Texas	499,442	154,097	46,577	7,630	182,335	17,850	19,648	58,311	--
Utah	66,674	6,370	2,466	630	20,026	26,108	1,428	12,930	--
Vermont	11,204	638	296	149	3,266	2,341	704	3,467	--
Virginia	218,301	24,326	45,061	2,808	46,113	56,351	4,217	37,425	--
Washington	206,926	13,767	8,778	3,270	73,742	44,907	9,344	53,140	--
West Virginia	61,711	2,246	840	287	17,631	14,678	1,946	10,763	--
Wisconsin	167,536	17,050	6,934	4,172	40,932	30,870	4,980	53,308	--
Wyoming	11,073	1,947	483	24	6,229	1,763	73	1,353	--
District of Col.	10,264	153	837	632	3,937	1,032	39	3,674	--
Oahu	1,468	45	--	--	--	188	--	1,235	--
Puerto Rico	119,979	7,440	9,304	1,366	69,436	19,031	830	19,460	80
Virgin Islands	1,297	39	42	17	436	658	--	293	--

1/ Includes 171,554 enrollees in off-farm occupations

2/ Includes 1,056 enrollees in fisheries occupations

Table 2  
ENROLLMENT IN SECONDARY VOCATIONAL EDUCATION CLASSES, BY PROGRAM AND BY STATE  
FISCAL YEAR 1968

State	All Programs	Agriculture	Distributive	Health	Home Economics	Office	Technical	Trades & Industry	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Totals	3,842,898	528,146	175,816	20,952	1,558,004	1,059,656	36,286	421,719	42,317
		1/							
Alabama	78,483	25,824	2,243	567	36,972	6,363	232	6,282	--
Alaska	6,404	44	526	24	1,566	3,111	117	1,016	--
Arizona	31,623	2,236	1,997	60	20,810	4,481	7	1,948	84
Arkansas	50,482	18,490	1,073	92	28,652	406	184	1,585	--
California	320,159	21,576	12,290	4,271	92,302	136,815	3,701	26,275	23,128
Colorado	26,968	2,797	2,475	16	12,510	6,774	--	2,396	--
Connecticut	44,823	941	2,258	173	6,096	28,415	--	6,940	--
Delaware	15,057	782	751	141	4,958	6,371	204	1,850	--
Florida	138,613	18,502	2,260	59	91,330	10,575	488	11,817	3,582
Georgia	140,339	27,669	2,154	--	53,773	51,407	--	5,336	--
Hawaii	9,358	1,385	225	--	7,669	79	--	--	--
Idaho	18,499	4,058	589	2	9,853	3,107	--	890	--
Illinois	128,759	17,512	5,683	1,142	65,487	25,345	--	13,590	--
Indiana	82,277	10,598	2,619	600	38,879	3,404	--	6,177	--
Iowa	35,897	10,987	1,087	--	20,960	608	174	2,181	--
Kansas	24,824	6,854	1,262	--	11,861	1,790	292	2,765	--
Kentucky	62,688	13,004	1,220	--	35,268	7,625	135	5,436	--
Louisiana	102,025	14,147	1,948	44	40,955	43,025	26	1,880	--
Maine	18,708	802	166	--	5,378	11,503	--	859	--
Maryland	114,329	3,350	3,394	441	18,619	66,733	702	21,090	--
Massachusetts	76,933	1,076	965	29	1,982	55,562	514	16,805	--
Michigan	153,393	11,823	15,345	1,544	69,006	39,619	--	16,056	--
Minnesota	67,777	14,471	3,600	--	31,866	15,889	--	1,951	--
Mississippi	55,730	17,179	753	14	33,439	374	37	3,934	--
Missouri	71,928	12,393	5,058	328	37,141	8,960	657	7,391	--
Montana	12,099	3,927	687	--	4,529	1,188	1,032	1,756	--
Nebraska	24,351	5,058	1,388	22	11,265	4,535	--	2,083	--
Nevada	8,045	473	259	--	4,617	1,844	621	831	--
New Hampshire	8,355	394	51	--	3,143	2,029	--	738	--
New Jersey	128,208	1,721	5,984	587	33,829	68,277	1,957	15,853	--
New Mexico	17,538	2,601	983	157	8,692	3,561	--	1,544	--
New York	448,087	9,261	36,098	5,305	113,170	185,531	15,778	82,934	--
North Carolina	163,338	41,262	9,328	1,018	68,157	2,682	--	25,468	15,523
North Dakota	13,105	3,302	352	--	7,330	2,030	--	191	--
Ohio	99,931	14,538	6,743	709	50,309	14,684	--	12,958	--
Oklahoma	57,201	17,810	3,013	127	25,715	2,143	847	8,946	--
Oregon	29,469	6,546	1,445	84	10,379	9,101	--	1,904	--
Pennsylvania	145,635	9,655	6,236	296	31,562	70,596	5,402	31,688	--
Rhode Island	13,337	838	131	17	3,433	7,827	33	1,268	--
South Carolina	66,395	18,721	3,337	89	29,245	8,943	482	8,579	--
South Dakota	11,434	3,954	393	--	7,004	350	351	482	--
Tennessee	26,201	22,571	2,888	224	45,115	4,149	345	11,109	--
Texas	231,837	49,668	10,811	1,365	141,459	5,694	1,587	21,373	--
Utah	81,538	4,052	1,236	87	12,521	20,153	--	3,499	--
Vermont	7,835	799	108	--	2,886	2,029	--	2,013	--
Virginia	119,034	18,568	9,159	771	38,078	44,572	177	9,720	--
Washington	94,870	10,817	3,070	150	49,891	28,347	131	2,644	--
West Virginia	34,825	4,811	543	--	12,082	12,518	373	4,481	--
Wisconsin	38,536	18,118	538	19	13,223	4,817	--	2,233	--
Wyoming	8,417	1,755	412	--	4,441	1,290	--	518	--
Dist. of Columbia	4,477	80	147	--	1,998	834	--	1,838	--
Owas	232	--	--	--	--	--	--	232	--
Puerto Rico	73,897	4,841	1,121	398	46,463	12,696	--	8,278	--
Virgin Islands	1,192	39	42	--	438	409	--	264	--

1/ Includes 141,325 enrollees in off-farm occupations.

Table 3  
 ENROLLMENT IN POSTSECONDARY VOCATIONAL EDUCATION CLASSES,  
 BY PROGRAM AND BY STATE  
 FISCAL YEAR 1968

State	Total	Agric- ulture	Distrib- utive	Health	Home Economics	Office	Techn- ical	Trades & Industry	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total	592,970	11,036	44,824	64,592	4,395	225,182	104,746	137,732	463
Alabama	11,423	--	142	1,216	--	1,565	1,101	7,399	--
Alaska	255	24	--	40	--	205	26	--	--
Arizona	5,177	258	406	563	135	1,335	1,442	936	62
Arkansas	4,525	74	19	589	30	1,144	331	2,336	--
California	195,087	2,992	10,257	10,508	1,215	102,035	15,386	52,373	321
Colorado	7,446	108	1,051	778	95	1,707	1,858	1,849	--
Connecticut	5,218	--	236	895	--	1,820	1,939	328	--
Delaware	111	--	11	--	--	100	--	--	--
Florida	68,723	530	14,893	3,692	152	35,545	7,103	6,808	--
Georgia	13,724	137	256	1,407	62	3,602	2,045	6,215	--
Hawaii	3,069	--	67	202	--	1,518	306	976	--
Idaho	1,880	85	130	356	37	128	503	641	--
Illinois	13,525	73	890	2,872	271	5,708	2,343	568	--
Indiana	3,137	--	95	618	6	434	1,296	688	--
Iowa	5,234	274	245	1,227	47	947	1,025	1,469	--
Kansas	3,065	95	176	352	14	516	512	1,400	--
Kentucky	4,919	--	--	1,039	--	392	498	2,990	--
Louisiana	15,306	--	91	1,414	143	5,606	1,689	6,363	--
Maine	897	--	35	126	--	36	104	596	--
Maryland	7,445	--	41	112	--	765	6,464	63	--
Massachusetts	5,455	72	707	1,312	--	2,181	1,183	--	--
Michigan	24,915	505	3,057	2,925	7	7,998	5,538	4,885	--
Minnesota	9,883	373	550	859	58	1,494	1,487	5,062	--
Mississippi	4,591	94	230	676	--	1,109	896	1,586	--
Missouri	6,120	11	253	2,094	42	1,589	2,201	--	--
Montana	827	37	26	101	--	65	284	314	--
Nebraska	2,612	250	38	725	--	302	970	327	--
Nevada	1,104	57	160	323	43	136	348	37	--
New Hampshire	1,148	241	--	40	--	89	208	570	--
New Jersey	1,677	--	--	653	--	16	675	333	--
New Mexico	4,117	29	32	217	--	2,461	730	648	--
New York	38,063	2,038	5,214	6,688	1,050	13,586	9,487	--	--
North Carolina	13,359	684	122	1,930	59	4,797	2,336	3,431	--
North Dakota	2,699	--	48	501	--	566	708	876	--
Ohio	3,495	151	466	187	173	939	1,579	--	--
Oklahoma	2,816	--	--	727	--	--	2,089	--	--
Oregon	6,551	325	509	653	20	1,477	1,432	2,235	--
Pennsylvania	3,247	31	421	149	33	1,264	816	533	--
Rhode Island	432	--	19	222	--	53	138	--	--
South Carolina	3,873	--	14	62	--	--	3,887	536	--
South Dakota	539	--	--	159	--	--	135	245	--
Tennessee	8,101	12	30	2,855	--	1,149	1,044	3,011	--
Texas	21,928	124	375	5,298	112	3,336	9,749	2,934	--
Utah	5,112	34	54	566	--	1,023	871	2,624	--
Vermont	356	--	--	147	--	--	209	--	--
Virginia	7,644	--	386	1,184	--	1,769	2,199	2,106	--
Washington	19,895	257	1,886	2,232	429	5,146	3,188	6,757	--
West Virginia	1,391	--	--	205	--	24	921	241	--
Wisconsin	14,932	255	1,673	1,884	162	4,779	2,668	3,531	--
Wyoming	440	33	--	14	--	202	75	106	--
Dist. of Columbia	1,044	--	--	332	--	238	14	460	--
Oman	72	--	--	--	--	--	--	72	--
Puerto Rico	4,436	237	113	718	--	2,266	730	278	80
Virgin Islands	--	--	--	--	--	--	--	--	--

<sup>1/</sup> Includes 7,506 enrollees in off-farm occupations.

Table 4  
ENROLLMENT IN ADULT VOCATIONAL EDUCATION CLASSES, BY PROGRAM AND BY STATE  
FISCAL YEAR 1968

State	Total	Agri- culture	Distrib- utive	Health	Home Economics	Office	Techn- ical	Trades & Industry	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total	2,987,070	305,357	349,730	52,865	677,478	443,481	127,418	1,030,723	18
Alabama	36,625	12,675	2,594	806	3,616	2,539	632	13,763	--
Alaska	955	141	62	15	75	230	24	408	--
Arizona	18,877	145	6,303	383	1,538	2,635	2,477	5,396	--
Arkansas	41,665	9,846	3,450	45	9,471	4,750	140	14,563	--
California	519,882	2,726	113,121	7,946	115,057	97,342	25,618	158,054	18
Colorado	45,367	569	4,845	687	16,712	7,149	1,577	13,628	--
Connecticut	36,309	544	--	157	14,495	73	6,846	14,194	--
Delaware	9,651	141	220	151	138	1,038	187	7,776	--
Florida	139,125	1,019	22,847	3,016	30,798	42,164	9,279	30,002	--
Georgia	119,761	9,331	10,561	2,460	19,692	22,585	7,535	47,597	--
Hawaii	5,185	471	210	--	1,717	332	430	2,025	--
Idaho	5,128	572	223	184	674	726	167	2,582	--
Illinois	50,931	6,355	535	1,455	1,433	12,718	6,490	22,145	--
Indiana	28,572	6,405	920	683	2,945	924	2,799	13,896	--
Iowa	46,238	17,897	1,855	539	6,507	2,734	487	16,219	--
Kansas	29,374	1,521	5,004	747	4,512	2,016	1,190	14,384	--
Kentucky	42,708	4,410	3,038	344	6,589	2,912	413	26,002	--
Louisiana	36,313	3,260	5,590	1,313	2,467	6,972	1,458	15,253	--
Maine	3,955	65	371	--	--	--	--	3,519	--
Maryland	36,458	205	975	409	12,000	17,042	806	5,051	--
Massachusetts	55,062	89	1,178	856	40,434	--	822	11,683	--
Michigan	104,702	1,603	20,219	922	15,711	8,975	3,392	53,880	--
Minnesota	88,846	12,958	5,714	172	23,091	6,865	4,705	35,343	--
Mississippi	40,411	16,990	5,017	633	3,075	3,941	3,294	7,461	--
Missouri	31,658	3,846	7,319	593	7,006	3,608	40	9,244	--
Montana	4,402	187	54	77	1,243	52	108	2,381	--
Nebraska	19,658	1,496	2,900	792	6,784	1,279	--	6,407	--
Nevada	7,942	55	381	140	1,197	1,703	2,146	2,320	--
New Hampshire	3,211	12	--	134	824	158	318	1,765	--
New Jersey	44,062	188	678	908	16,421	1,866	5,458	18,543	--
New Mexico	4,738	90	282	308	43	1,519	70	2,426	--
New York	163,519	1,810	4,834	1,694	41,417	67,932	3,960	42,072	--
North Carolina	99,444	15,066	1,769	5,373	12,414	11,185	2,656	50,981	--
North Dakota	4,534	1,079	--	--	2,512	220	--	723	--
Ohio	154,147	11,871	9,497	6,690	52,387	12,643	1,159	60,100	--
Oklahoma	27,547	5,626	81	598	10,047	1,975	1,262	7,958	--
Oregon	84,157	851	1,322	425	6,199	5,245	1,629	8,486	--
Pennsylvania	147,921	3,721	7,481	4,817	23,237	18,355	5,661	84,649	--
Rhode Island	3,901	114	28	69	1,816	42	360	1,472	--
South Carolina	60,068	17,967	3,622	417	27,698	1,523	865	8,976	--
South Dakota	8,427	2,297	458	--	520	1,231	--	1,921	--
Tennessee	33,967	2,380	2,525	549	7,621	4,099	1,251	15,542	--
Texas	238,490	104,301	38,511	915	48,360	8,461	8,308	29,738	--
Utah	18,045	702	638	51	8,498	3,643	551	5,962	--
Vermont	3,137	129	192	22	600	312	495	1,387	--
Virginia	88,893	7,533	36,099	752	6,199	11,841	1,841	24,628	--
Washington	91,963	2,673	4,422	888	23,422	11,414	5,425	43,719	--
West Virginia	15,262	390	297	82	3,549	2,437	652	5,855	--
Wisconsin	112,067	8,659	4,712	2,269	27,070	21,060	2,312	45,985	--
Wyoming	3,121	159	70	--	775	199	--	918	--
Dist. of Columbia	4,148	93	680	300	1,215	160	25	1,576	--
Guam	1,109	29	--	--	--	188	--	883	--
Puerto Rico	28,371	2,487	7,026	68	5,557	4,069	100	9,064	--
Virgin Islands	32	--	--	11	--	--	--	21	--

1/ Includes 19,902 enrollees in off-farm occupations.

Table 5  
**ENROLLMENT IN VOCATIONAL EDUCATION CLASSES FOR PERSONS WITH SPECIAL NEEDS, BY PROGRAM AND BY STATE**  
**FISCAL YEAR 1968**

State	All Programs	Agriculture	Distributive	Health	Home Economics	Office	Technical	Trades & Industry	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total	111,000 (107,942)	6,619 (14,691)	4,415 (17,469)	2,578 (1,529)	43,461 (26,783)	7,078 (28,540)	1,382 (568)	38,368 (17,527)	6,498 (835)
Alabama	448 (1,280)	--	55	--	23	134	--	280 (35)	--
Alaska	1,270	567	82	73	195	214	34	105	--
Arizona	1,034 (3,307)	152 (488)	67 (290)	203 (125)	-- (994)	42	(96)	270 (981)	--
Arkansas	938 (24,449)	692	-- (6,986)	96 (164)	147	-- (14,173)	-- (38)	23 (2,185)	-- (835)
California	1,785	78	47	9	298	398	24	307	348
Colorado	327 (539)	58 (2)	56 (79)	74 (12)	129 (3)	128 (347)	--	585 (146)	--
Connecticut	27	3	--	48	277 (470)	61	-- (27)	785 (983)	--
Delaware	5,878	1,187	--	--	2,336	202	--	214	1,342
Florida	1,320	812	--	--	792	--	--	--	--
Georgia	--	--	--	--	--	--	--	--	--
Idaho	105	--	--	--	105	--	--	105	--
Illinois	19 (26)	9	--	--	1 (10)	--	--	9 (26)	--
Indiana	7,975 (4,748)	5	528 (1,570)	-- (299)	26 (188)	239 (708)	-- (4)	7,179 (1,808)	--
Iowa	750	95	4	--	316	13	--	327 (296)	--
Kansas	--	--	--	--	-- (184)	--	-- (120)	--	--
Kentucky	55 (405)	--	--	-- (31)	32 (22)	-- (20)	-- (40)	-- (85)	--
Louisiana	1,310 (3,984)	21 (378)	--	154 (8)	1,268 (3,008)	128 (445)	8	358 (568)	21
Maine	2,179 (1,481)	--	403 (330)	--	128 (400)	--	--	755	--
Maryland	1,244 (87)	4	63	-- (32)	239	505	--	--	--
Massachusetts	344	--	--	10	124	-- (5,488)	--	334 (100)	--
Michigan	924 (8,307)	--	15 (2,622)	38 (13)	124	159 (807)	49	677 (803)	--
Minnesota	1,450 (7,919)	--	569 (1,594)	36 (87)	513	159	--	1,217 (15)	--
Mississippi	1,832 (477)	160 (306)	--	42 (153)	373 (94)	446 (350)	--	56	--
Missouri	1,198 (414)	28	295	--	373 (94)	446 (350)	--	56	--
Montana	64	--	--	--	50	8	--	6	--
Nebraska	375 (2,423)	25 (64)	-- (81)	--	139 (16)	28	--	436 (54)	110
Nevada	304 (26)	25 (88)	46	46	139 (35)	1	--	322	--
New Hampshire	48	12	15	15	15	39	394 (44)	429 (1,887)	--
New Jersey	3,877 (2,070)	6	15 (39)	289 (38)	2,725	1	--	--	--
New Mexico	212 (1,359)	--	45	30	-- (159)	--	--	137	--
New York	33,718	784	894	692	18,037	1,978	873 (122)	5,878 (240)	4,600
North Carolina	1,318 (897)	66 (22)	-- (89)	52 (78)	410 (46)	243 (35)	--	4,469	78
North Dakota	138 (35)	--	101	--	30	--	--	5	--
Ohio	5,010 (3,108)	300 (396)	62 (310)	51 (69)	552 (5,105)	227 (1,086)	--	3,818 (942)	--
Oklahoma	87 (7,818)	--	16	36	-- (3,821)	35	--	-- (2,541)	--
Oregon	146 (48)	25	-- (85)	--	65	30	--	22	--
Pennsylvania	3,248 (128)	39	--	118 (20)	325	160 (850)	--	2,768 (50)	--
Rhode Island	61 (92)	--	-- (11)	--	131	--	--	61	-- (1,003)
South Carolina	1,190 (6,979)	--	67	103 (10)	860	--	--	--	--
South Dakota	79	--	--	--	--	--	--	79	--
Tennessee	998 (758)	28 (80)	46 (2)	97 (41)	87 (125)	--	--	340 (508)	--
Texas	7,267	104	180	52	2,404	359	--	4,268	--
Utah	4,179	482	360	6	1,007	1,289	--	845	--
Vermont	76	11	--	--	--	71	--	65 (7)	--
Virginia	3,750 (3,136)	427 (2,307)	224 (3,136)	101 (267)	1,858 (5,087)	169 (3,170)	--	971 (1,436)	--
Washington	-- (12,307)	-- (80)	--	--	397 (397)	14	--	186	--
West Virginia	233 (408)	47	11	--	33	--	--	1,589	--
Wisconsin	1,261	--	--	--	--	--	--	11	--
Wyoming	95	--	--	--	--	--	--	31	--
Dist. of Columbia	614 (209)	--	-- (7)	--	614 (34)	-- (30)	--	-- (132)	--
Guam	34	6	--	--	--	--	--	48	--
Puerto Rico	9,575	79	44	174	7,438	--	--	1,840	--
Virgin Islands	63	--	--	6	--	49	--	8	--





Table 6  
ENROLLMENT IN VOCATIONAL EDUCATION CLASSES BY PROGRAM AND BY SEX  
FISCAL YEAR 1968

Program	Total	Male	Male as Percentage of Total	Female	Female as Percentage of Total
(1)	(2)	(3)	(4)	(5)	(6)
Total	7,533,936	3,412,486	45.3	4,121,450	54.7
Agriculture	851,158	838,010	98.5	13,148	1.5
Distributive	574,785	320,205	55.7	254,580	44.3
Health	140,987	9,496	6.7	131,491	93.3
Home Economics (Gainful)	73,048	8,670	11.9	64,378	88.1
Home Economics (Useful)	2,210,290	92,430	4.2	2,117,860	95.8
Office	1,735,997	397,077	22.9	1,338,920	77.1
Technical	269,822	247,761	91.8	22,071	8.2
Trades and Industry	1,628,542	1,467,956	90.1	160,586	9.9
Other	49,297	30,881	62.6	18,416	37.4

Table 7  
ENROLLMENT IN SECONDARY VOCATIONAL EDUCATION CLASSES  
BY PROGRAM, BY GRADE LEVEL, AND BY SEX  
FISCAL YEAR 1968

Program	Total	Male	Male as Percentage of Total	Female	Female as Percentage of Total	Grade Level			
						Grade 9	Grade 10	Grade 11	Grade 12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total	3,842,896	1,322,967	34.4	2,519,929	65.6	811,848	787,198	1,028,287	1,215,565
Agriculture	528,146	521,851	98.8	6,295	1.2	169,302	139,078	116,691	101,075
Distributive	175,816	88,283	50.2	87,533	49.8	746	9,299	64,785	100,988
Health	20,952	1,245	5.9	19,707	94.1	166	2,398	5,645	12,543
Home Economics	1,558,004	67,942	4.4	1,490,062	95.6	555,175	351,636	296,078	335,115
Office	1,059,656	220,484	20.8	839,172	79.2	52,324	191,802	369,769	445,761
Technical	36,286	33,312	91.9	2,944	8.1	868	7,800	12,433	15,185
Trades and Industry	421,719	363,298	86.1	58,421	13.9	17,342	83,108	134,452	166,577
Other	42,317	26,522	62.7	15,795	37.3	15,685	1,877	6,436	18,319

Table 8  
 ENROLLMENT IN POSTSECONDARY VOCATIONAL EDUCATION CLASSES,  
 BY PROGRAM, BY GRADE LEVEL, AND BY SEX  
 FISCAL YEAR 1966

Program	Total	Male	Male as Percentage of Total	Female	Female as Percentage of Total	Grade Level	
						Grade 11	Grade 12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	391,970	342,932	87.5	150,038	41.1	646,609	166,361
Agriculture	11,036	10,175	92.1	863	7.8	7,450	3,506
Distributive	44,834	32,050	71.5	12,774	28.5	29,343	15,479
Health	64,592	3,900	6.1	60,612	93.9	55,637	8,955
Home Economics	4,395	803	18.3	3,592	81.7	3,328	1,067
Office	125,182	79,938	63.8	145,244	64.3	161,123	64,027
Technical	106,746	95,672	89.6	9,074	8.7	73,613	31,113
Trade and Industry	137,732	110,611	79.9	17,711	12.9	115,721	37,019
Other	463	305	65.9	158	34.1	379	84

Table 9  
 ENROLLMENT IN ADULT VOCATIONAL EDUCATION CLASSES,  
 BY PROGRAM, BY TYPE OF CLASS, AND BY SEX  
 FISCAL YEAR 1966

Program	Total	Male	Male as Percentage of Total	Female	Female as Percentage of Total	Prepara- tory	Supple- mentary
Total	1,987,070	1,697,413	85.4	1,279,433	64.4	547,106	1,399,664
Agriculture	305,357	299,551	98.1	5,806	1.9	15,130	299,419
Distributive	349,730	197,641	56.5	151,089	43.5	139,347	211,443
Health	51,943	6,078	11.7	45,787	88.3	21,407	30,436
Home Economics	477,478	21,317	4.5	456,161	95.5	54,794	423,182
Office	445,461	94,506	21.2	346,977	78.8	119,540	226,941
Technical	127,418	117,416	92.2	10,002	7.8	30,179	94,340
Trade and Industry	1,006,713	911,974	90.5	77,747	7.7	116,970	913,733
Other	10	11	61.1	7	38.9	10	0

Table 10  
 ENROLLMENT IN VOCATIONAL EDUCATION FOR PERSONS WITH SPECIAL  
 NEEDS BY PROGRAM AND BY SEX  
 FISCAL YEAR 1966

Program	Total	Male	Male as Percentage of Total	Female	Female as Percentage of Total
Total	113,000	49,172	43.5	63,828	56.5
Agriculture	6,619	6,426	97.1	194	2.9
Distributive	4,413	1,910	43.3	2,503	56.7
Health	2,570	193	7.5	2,377	92.5
Home Economics	43,441	1,130	2.6	42,311	97.4
Office	7,470	1,151	15.4	4,319	57.8
Technical	1,300	1,130	86.9	170	13.1
Trade and Industry	30,368	21,671	71.4	8,697	28.6
Other	6,499	4,063	62.5	2,436	37.5

Table 11  
 ENROLLMENT IN VOCATIONAL EDUCATION CLASSES AND PERCENTAGE DISTRIBUTION  
 BY LEVEL, AND BY PROGRAM  
 FISCAL YEARS 1966, 1967, and 1968

Program	(Thousands)												Persons with Special Needs		
	All Levels			Secondary			Postsecondary			Adult			1966	1967	1968
	1966	1967	1968	1966	1967	1968	1966	1967	1968	1966	1967	1968			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Total	4	7,063	4,070	3,463	3,535	3,068	593	500	642	2,987	2,961	2,571	131.0	73.6	69.0
Agriculture	-	835	907	528	509	510	31	2	8	305	613	391	6.8	4.9	0.7
Distribution	515	651	620	176	151	102	45	21	16	350	304	301	4.4	4.9	1.8
Health	241	115	84	21	17	10	65	54	34	53	63	37	2.8	1.5	0.3
Home Economics	2,283	2,137	1,998	1,558	1,475	1,280	4	4	3	678	845	602	63.4	23.0	12.4
Office	1,736	1,373	1,238	1,060	895	788	225	193	165	643	379	271	7.7	5.1	3.0
Technical	270	266	254	36	28	29	105	97	100	127	143	125	1.4	0.9	0.1
Trade & Industry	1,689	1,491	1,269	422	368	319	138	123	116	1,031	966	904	58.4	33.3	30.7
Other	40	-	-	42	-	-	-	-	-	-	-	-	6.3	-	-

Program	Percentage Distribution												Persons with Special Needs		
	All Levels			Secondary			Postsecondary			Adult			1966	1967	1968
	1966	1967	1968	1966	1967	1968	1966	1967	1968	1966	1967	1968			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture	11.3	13.3	14.9	13.7	14.6	16.3	1.9	1.6	1.9	10.1	16.8	15.4	6.0	6.7	1.4
Distributive	7.6	6.8	6.9	6.6	6.5	3.3	7.5	4.2	3.6	11.7	10.3	11.9	4.0	6.8	3.7
Health	1.9	1.6	1.4	0.5	0.5	0.3	10.9	10.9	0.2	1.9	1.3	1.5	2.3	1.1	0.6
Home Economics	30.3	31.0	33.5	44.6	41.7	42.4	0.7	0.1	0.6	22.7	27.3	23.8	29.2	31.3	25.3
Office	23.0	21.3	20.3	27.6	22.9	26.6	30.8	34.6	37.3	14.4	13.2	10.9	8.9	6.9	6.1
Technical	3.6	3.8	4.2	0.9	0.8	0.9	17.7	19.4	21.6	4.3	4.9	4.9	1.2	1.1	0.1
Trade & Industry	21.6	21.2	20.8	11.0	10.4	10.4	13.3	16.7	16.0	24.5	24.9	21.9	34.6	13.3	61.7
Other	0.7	-	-	1.1	-	-	0.1	-	-	-	-	-	3.0	-	-

Table 12

## ENROLLMENT IN VOCATIONAL EDUCATION CLASSES, BY TYPE OF PROGRAM FOR SELECTED YEARS

(1)	Total (2)	Type of Program						Trades and Industry	
		(3)	(4)	(5)	(6)	(7)	(8)	(9)	
		Agriculture	Distributive	Health	Economics	Office	Technical	Industry	
1968	7,533,936 <sup>1/</sup>	851,158	574,785	140,987	2,283,338	1,735,997	269,832	1,628,542 <sup>2/</sup>	
1967	7,047,501	935,170	481,034	115,109	2,186,992	1,572,335	266,054	1,490,807	
1966	6,070,059	907,354	420,426	83,677	1,897,670	1,238,043	253,838	1,269,051	
1965	5,430,611	887,529	333,342	66,772	2,098,520	730,904	225,737	1,087,807	
1964	4,566,390	860,605	334,126	59,006	2,022,138	0	221,241	1,069,274	
1963	4,217,198	827,827	309,593	53,957	1,839,450	0	184,595	1,001,776	
1962	4,072,677	822,664	321,065	48,985	1,725,660	0	148,920	1,005,383	
1961	3,855,564	805,322	306,083	47,264	1,610,334	0	122,952	963,609	
1960	3,768,149	796,227	303,784	40,250	1,588,109	0	101,279	938,490	
1959	3,701,121	757,223	310,591	30,769	1,585,860	0	48,564	968,114	
1958	3,629,339	775,892	282,558	27,423	1,559,822	0	0	983,644	
1948	2,836,121	540,791	292,936	0	1,139,766	0	0	762,628	
1938	1,810,082	460,876	36,008	0	627,394	0	0	685,804	
1928	858,456	144,901	0	0	175,944	0	0	537,611	
1918	164,186	15,453	0	0	30,799	0	0	117,934	

<sup>1/</sup> Includes 49,297 enrolled in other classes, not classified by occupational category.<sup>2/</sup> Includes 1,056 enrolled in Fishery occupations.

Table 10  
 OTHER ENROLLMENT IN VOCATIONAL EDUCATION CLASSES, BY STATE OF CLASSES, SEX, AND STATE  
 (NOT CLASSIFIED BY OCCUPATIONAL CATEGORY)  
 FISCAL YEAR 1988

State	SECONDARY										POSTSECONDARY				ADULT		PERSONS WITH SPECIAL NEEDS							
	Grade 9		Grade 10		Grade 11		Grade 12		Grade 13		Grade 14		Grade 15		Grade 16		Grade 17		Grade 18					
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				
Totals	49,297	30,281	18,416	10,468	5,219	1,210	667	3,984	2,472	10,862	7,437	282	117	43	41	11	7	0	0	4,043	(608)	2,438	(227)	
Alabama	146	75	71	-	-	2	3	17	15	23	24	11	15	22	14	-	-	-	-	-	-	-	-	-
California	22,487	16,898	6,798	121	41	1,708	864	3,947	2,457	9,208	5,492	182	91	21	27	11	7	-	-	-	-	(608)	-	(227)
Colorado	348	203	143	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	205	-	143	-
Florida	4,264	2,776	2,146	-	-	-	-	-	-	1,651	1,353	-	-	-	-	-	-	-	-	-	1,125	-	217	-
Georgia	21	13	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	-	6	-
Idaho	110	68	44	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66	-	44	-
New York	1,600	2,378	2,026	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,376	-	2,024	-
North Carolina	18,401	10,401	5,200	19,343	5,179	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	56	-	22	-
Puerto Rico	89	69	11	-	-	-	-	-	-	-	-	69	31	-	-	-	-	-	-	-	-	-	-	-

U In regular classroom and involved individual services.

Table 19

 KINDS OF SCHOOLS OFFERING VOCATIONAL EDUCATION  
 BY TYPE OF PROGRAM, BY TYPE OF CLASH, AND BY STATE  
 FISCAL YEAR 1968

State	Agriculture		Distribution		Health		Home Economics		Office		Technical		Trades & Industries	
	Adult Prepa- ratory and Supple- mentary	Prepa- ratory (2- Schnoll)	Adult Prepa- ratory and Supple- mentary	Prepa- ratory (2- Schnoll)	Adult Prepa- ratory and Supple- mentary	Prepa- ratory (2- Schnoll)	Adult Prepa- ratory and Supple- mentary	Prepa- ratory (2- Schnoll)	Adult Prepa- ratory and Supple- mentary	Prepa- ratory (2- Schnoll)	Adult Prepa- ratory and Supple- mentary	Prepa- ratory (2- Schnoll)	Adult Prepa- ratory and Supple- mentary	Prepa- ratory (2- Schnoll)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Total	5,701	4,753	956	3,636	731	1,158	4,392	13,476	1,420	7,401	747	957	2,039	4,542
Alabama	354	354	13	69	23	117	89	392	-	141	9	31	42	143
Alaska	2	-	1	8	-	1	2	23	3	21	4	3	5	15
Arizona	9	42	13	39	5	9	11	96	10	44	11	4	17	36
Arkansas	244	188	18	28	10	18	37	373	10	33	13	16	19	54
California	2	134	13	129	41	63	177	471	130	424	115	160	162	200
Colorado	34	67	21	65	11	11	9	141	24	93	7	14	14	53
Connecticut	4	16	-	49	2	24	94	39	-	103	13	6	15	69
Delaware	4	12	2	14	2	4	7	31	14	41	3	3	15	29
Florida	14	235	42	94	39	66	71	443	61	164	34	65	47	121
Georgia	303	300	12	72	14	19	27	163	82	304	23	23	27	134
Hawaii	20	23	10	11	1	2	24	55	1	7	2	2	5	6
Iowa	21	37	5	19	10	14	25	123	13	40	7	9	25	29
Illinois	207	465	1	144	21	46	11	655	67	246	22	25	44	213
Indiana	196	237	14	63	14	5	45	400	14	113	17	-	45	72
Iowa	230	264	22	61	8	19	116	204	29	53	10	-	29	56
Kansas	72	169	6	11	27	9	50	101	14	33	21	22	35	34
Kentucky	10	174	7	41	9	14	115	372	27	80	12	11	15	39
Louisiana	47	214	16	64	10	21	69	340	35	353	7	4	12	51
Maine	4	1	1	5	-	4	8	45	-	102	1	2	14	14
Maryland	4	46	12	23	5	17	73	107	53	140	13	21	33	91
Massachusetts	4	15	5	43	4	23	134	44	-	232	14	24	41	69
Michigan	44	141	14	243	14	44	103	523	45	325	16	16	44	214
Minnesota	274	235	21	93	3	26	314	331	5	424	13	27	34	69
Mississippi	223	225	21	31	14	1	52	404	43	38	5	34	27	120
Missouri	131	235	41	107	10	11	34	275	64	242	1	17	36	71
Montana	19	81	1	15	3	4	13	75	3	35	1	4	31	29
Nebraska	64	114	6	23	23	5	18	133	13	27	-	3	16	44
Nevada	3	16	6	12	1	4	21	35	12	37	12	15	13	20
New Hampshire	-	10	-	1	2	3	5	52	1	19	1	1	4	14
New Jersey	9	34	7	43	14	7	10	65	12	172	21	24	33	132
New Mexico	2	57	2	26	2	15	4	75	1	52	3	4	14	24
New York	64	261	103	337	22	88	244	1,230	354	742	46	74	164	331
N. Carolina	440	467	24	212	38	55	419	547	41	148	34	13	45	179
North Dakota	34	32	2	11	-	3	15	121	10	40	-	3	11	4
Ohio	234	594	78	196	78	96	112	518	70	324	3	13	44	123
Oklahoma	364	366	1	44	37	3	241	317	15	57	14	14	-	124
Oregon	14	156	4	44	10	14	26	91	13	56	3	9	25	44
Pennsylvania	97	214	6	103	41	11	244	390	199	642	33	43	71	74
Rhode Island	3	8	1	9	1	4	11	27	1	31	1	2	4	8
So. Carolina	171	272	16	64	19	5	211	249	14	157	12	11	39	142
South Dakota	31	69	5	17	-	7	21	104	20	14	2	7	14	30
Tennessee	131	252	4	88	31	65	33	344	35	100	14	14	44	144
Texas	447	449	13	309	18	67	11	942	32	214	6	33	45	127
Utah	35	43	10	47	3	6	43	59	22	41	3	5	57	69
Vermont	7	20	3	8	3	2	14	47	7	5	3	8	17	22
Virginia	127	210	141	145	12	44	148	435	43	515	11	10	74	164
Washington	13	180	28	87	15	31	80	313	59	213	31	25	43	62
West Virginia	2	89	7	21	7	7	37	139	38	79	14	14	3	44
Wisconsin	9	247	45	40	31	15	-	144	64	134	14	24	62	116
Wyoming	7	44	4	12	-	1	-	43	11	47	3	3	11	10
Dist. of Col.	3	1	-	5	2	1	-	11	2	4	2	-	1	1
Guam	1	1	-	-	-	-	-	1	1	1	-	-	1	1
Puerto Rico	16	68	23	21	7	11	83	353	27	74	3	1	12	47
Virgin Islands	-	1	-	-	2	-	-	6	-	2	-	2	-	2

Table 15  
 NUMBER OF SCHOOLS OFFERING VOCATIONAL EDUCATION PROGRAMS, BY TYPE OF INSTITUTION  
 FISCAL YEAR 1968

State	Grand Total	Specialized Secondary School	Technical or Vocational School ( Post- secondary)	Regular or Compre- hensive Secondary School	Community or Junior College	College or University	Secondary Post- secondary (combined)	Under Contract Private Schools Institution(s) Association(s) Government(s) Offering Program
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	18,458	319	499	16,872	474	117	158	19
Alabama	494	2	27	464	1	-	-	-
Alaska	32	-	-	28	5	1	-	-
Arizona	112	-	-	100	9	-	-	-
Arkansas	397	2	13	375	2	-	-	3
California	765	13	-	672	79	1	-	-
Colorado	209	-	1	192	9	3	4	-
Connecticut	159	5	4	132	7	2	9	-
Delaware	57	5	1	48	1	2	-	-
Florida	632	7	88	490	22	2	18	4
Georgia	529	-	23	503	3	-	-	-
Hawaii	52	-	2	46	4	-	-	-
Idaho	142	-	-	137	2	3	-	-
Illinois	790	22	1	732	33	2	-	-
Indiana	522	11	8	497	1	4	1	-
Iowa	261	1	4	238	11	3	4	-
Kansas	241	-	-	214	9	5	13	-
Kentucky	361	1	1	317	4	3	35	-
Louisiana	499	-	33	466	-	-	-	-
Maine	117	-	6	105	-	2	-	4
Maryland	271	25	-	231	13	1	1	-
Massachusetts	302	16	17	242	12	-	15	-
Michigan	617	10	-	576	23	8	-	-
Minnesota	650	3	26	598	10	7	6	-
Mississippi	442	2	1	421	13	1	4	-
Missouri	393	2	1	372	11	7	-	-
Montana	118	-	-	112	3	1	2	-
Nebraska	211	-	4	203	3	1	-	-
Nevada	43	1	6	31	1	2	1	-
New Hampshire	66	-	6	60	-	-	-	-
New Jersey	267	10	8	227	-	6	15	1
New Mexico	80	3	2	76	2	5	2	-
New York	1,539	83	-	1,419	34	3	-	-
North Carolina	703	-	37	633	13	-	-	-
North Dakota	142	-	1	132	1	7	-	1
Ohio	846	21	40	778	6	1	-	-
Oklahoma	412	-	10	371	14	4	13	-
Oregon	168	-	-	154	12	-	-	-
Pennsylvania	702	29	5	650	12	6	(9)	-
Rhode Island	41	2	1	35	1	1	1	-
South Carolina	378	8	10	360	-	-	-	-
South Dakota	123	1	-	116	-	1	4	1
Tennessee	437	2	22	408	3	-	2	-
Texas	1,011	-	1	966	42	2	-	-
Utah	93	1	1	84	3	3	-	-
Vermont	39	-	3	36	-	-	-	-
Virginia	463	11	3	435	9	5	2	-
Washington	330	-	6	303	21	-	-	-
West Virginia	233	1	6	220	1	5	-	-
Wisconsin	448	1	64	381	2	-	-	-
Wyoming	82	-	-	76	6	-	-	-
Dist. of Columbia	20	5	-	10	-	-	5	-
Guam	1	-	-	-	-	-	1	-
Puerto Rico	378	13	5	353	-	2	-	5
Virgin Islands	6	-	-	6	-	-	-	-



Table 16

NUMBER OF TEACHERS OF VOCATIONAL EDUCATION CLASSES BY TYPE OF PROGRAMS  
FISCAL YEAR 1968

State	Agri- culture	Distri- butive	Health	Home Economics	Office	Techn- ical	Trades & Industry	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	12,262	8,542	6,521	29,402	31,428	10,276	47,742	892
Alabama	388	106	124	463	320	127	878	-
Alaska	2	9	1	28	83	6	49	-
Arizona	63	83	46	232	195	132	243	-
Arkansas	472	57	55	394	165	74	431	-
California	545	778	727	1,213	3,634	1,280	4,861	-
Colorado	95	179	97	431	308	119	754	14
Connecticut	44	59	45	561	583	194	615	-
Delaware	20	17	21	80	198	16	233	-
Florida	311	429	301	1,033	791	554	1,350	198
Georgia	479	210	148	697	1,272	245	1,246	-
Hawaii	55	29	10	72	46	23	202	-
Idaho	99	27	42	157	101	38	162	15
Illinois	551	154	287	923	587	874	1,300	-
Indiana	272	119	127	674	171	192	858	-
Iowa	260	152	188	398	202	201	588	-
Kansas	190	236	81	275	115	102	415	-
Kentucky	285	92	85	572	330	30	739	2
Louisiana	237	133	128	561	953	117	457	-
Maine	20	31	28	92	310	6	278	-
Maryland	64	51	24	336	756	144	478	-
Massachusetts	103	71	102	1,452	1,522	218	1,313	-
Michigan	232	670	309	1,115	1,117	364	2,121	-
Minnesota	388	235	122	1,172	628	280	763	-
Mississippi	399	138	68	499	159	92	412	-
Missouri	253	225	143	524	539	141	692	-
Montana	64	15	10	117	43	36	106	-
Nebraska	142	70	101	261	166	64	291	9
Nevada	29	23	11	92	69	113	155	-
New Hampshire	21	1	17	102	59	39	119	-
New Jersey	44	136	115	165	1,015	365	865	62
New Mexico	64	29	51	98	163	56	176	7
New York	374	808	516	3,361	3,405	716	8,115	27
North Carolina	757	329	310	895	651	417	2,814	183
North Dakota	121	13	48	188	80	47	90	-
Ohio	417	368	313	1,044	1,119	158	2,267	-
Oklahoma	391	47	84	387	121	162	548	-
Oregon	176	91	98	275	303	218	605	-
Pennsylvania	290	146	225	1,248	2,903	314	1,214	309
Rhode Island	13	10	11	94	281	23	108	-
South Carolina	517	79	67	343	306	283	404	-
South Dakota	67	31	25	143	64	23	134	-
Tennessee	307	119	165	512	193	158	834	33
Texas	1,177	544	327	2,759	483	405	1,599	17
Utah	87	61	25	236	304	53	389	-
Vermont	26	18	18	98	40	63	148	-
Virginia	449	457	144	668	1,317	269	1,182	-
Washington	212	259	186	818	1,013	332	1,494	-
West Virginia	104	17	28	311	288	42	236	-
Wisconsin	358	418	236	991	1,508	313	1,610	-
Wyoming	58	11	8	106	108	17	42	-
Dist. of Columbia	3	9	21	25	16	1	124	7
Guam	-	-	-	-	-	-	69	-
Puerto Rico	165	145	50	695	311	38	558	5
Virgin Islands	2	-	2	12	15	2	10	4

Table 17

NUMBER OF TEACHERS OF VOCATIONAL EDUCATION CLASSES, BY LEVEL OF CLASS, BY FULL AND PART TIME, AND BY STATE  
FISCAL YEAR 1968

State	Total Unduplicated Count	Secondary		Postsecondary		Number of Adult Teachers				Teachers for Persons with Special Needs	
		Full-Time	Part-Time	Full-Time	Part-Time	Number of Full-Time	That are secondary Teachers	That are Post-secondary Teachers	From Business, Industry, Etc.	Full-Time	Part-Time
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total	166,552	86,728	16,850	16,841	9,479	2,476	17,742	5,006	26,318	1,378	2,686
Alabama	2,406	1,333	106	511	-	5	430	19	375	15	111
Alaska	178	112	5	8	3	6	6	-	36	-	-
Arizona	992	510	1	150	15	1	38	27	321	6	8
Arkansas	1,637	471	324	237	1	16	680	80	556	16	103
California	13,038	1,841	2,458	2,481	3,100	181	672	1,036	2,330	1	18
Colorado	1,997	424	132	276	116	43	115	127	922	68	16
Connecticut	2,101	1,092	4	172	20	16	115	46	767	30	-
Delaware	585	329	4	7	-	10	30	6	224	-	2
Florida	4,967	1,619	318	1,005	231	109	374	192	1,573	88	24
Georgia	4,297	1,923	38	655	-	49	642	294	1,614	18	-
Hawaii	427	32	78	132	140	1	28	10	47	7	-
Idaho	639	148	171	132	31	-	-	-	155	2	-
Illinois	4,682	880	1,632	520	462	98	-	-	979	64	27
Indiana	2,413	1,124	372	137	171	21	300	-	622	15	44
Iowa	1,989	727	29	419	87	38	163	104	713	(89)	32
Kansas	1,414	551	29	202	50	13	104	53	609	1	272
Kentucky	2,135	863	448	196	131	21	366	117	540	9	3
Louisiana	2,586	1,388	233	461	81	11	232	172	399	28	5
Maine	765	436	37	143	7	-	8	44	141	-	1
Maryland	1,852	1,058	181	42	64	-	543	-	-	70	26
Massachusetts	4,781	1,981	1,174	201	129	-	837	29	1,297	-	12
Michigan	2,928	1,518	1,515	654	500	447	232	264	1,572	9	11
Minnesota	1,588	1,108	298	579	95	19	330	213	1,326	111	952
Mississippi	1,767	759	198	316	36	17	376	56	463	66	3
Missouri	2,517	1,024	419	190	134	16	300	15	692	18	6
Montana	385	75	145	28	12	1	29	32	75	-	7
Nebraska	1,104	921	352	119	92	5	125	20	332	1	70
Nevada	492	87	94	32	46	-	45	7	217	11	5
New Hampshire	358	141	37	93	3	-	7	33	82	2	-
New Jersey	2,787	1,118	875	133	47	107	226	39	539	26	30
New Mexico	624	324	110	89	73	8	19	71	88	16	4
New York	17,305	11,029	413	1,053	300	123	2,329	6	3,389	14	532
North Carolina	6,356	2,558	118	866	636	18	1,524	393	2,092	16	90
North Dakota	587	144	141	140	20	1	60	1	136	1	2
Ohio	5,422	2,790	91	143	97	580	601	58	1,862	184	4
Oklahoma	1,740	1,173	26	152	15	9	759	19	522	4	9
Oregon	1,786	255	154	281	381	19	60	47	659	-	18
Pennsylvania	8,648	3,990	816	108	96	132	1,105	41	1,455	38	2
Rhode Island	340	178	224	30	3	-	37	5	112	4	-
South Carolina	1,999	1,045	279	204	89	4	-	-	356	7	13
South Dakota	487	174	113	66	16	-	110	17	181	6	1
Tennessee	2,321	978	309	409	9	20	303	41	554	61	5
Texas	8,711	4,390	96	687	323	53	2,261	98	975	172	35
Utah	1,155	202	160	166	138	3	122	38	263	12	6
Vermont	412	97	133	53	8	-	45	1	139	2	4
Virginia	6,486	2,076	731	387	78	27	707	85	1,146	39	23
Washington	4,092	1,432	-	1,087	-	-	199	351	1,811	-	-
West Virginia	1,024	337	292	45	55	-	112	6	393	8	13
Wisconsin	8,454	291	886	709	1,107	93	156	621	2,448	100	45
Wyoming	350	179	71	23	19	-	27	9	57	1	-
Dist. of Columbia	206	121	-	39	-	-	21	5	33	-	7
Oahu	28	17	-	3	-	-	8	-	41	-	-
Puerto Rico	1,967	1,233	48	87	225	24	97	2	307	33	105
Virgin Islands	47	41	2	-	-	2	4	-	4	-	4

Table 18

## NUMBER OF LOCAL ANCILLARY PERSONNEL IN VOCATIONAL EDUCATION (OTHER THAN TEACHERS)

FISCAL YEAR 1968

State	Total	Vocational Guidance (Director)		Vocational Guidance (Counselor)		Work-Study Program (Supervisor)		Local Director		Local Supervisor		Special Needs		Other	
		Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
		(2)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Total	12,728	284	81	3,521	2,658	40	694	1,201	593	1,245	885	61	108	690	667
Alabama	71	-	-	53	-	-	-	10	-	8	-	-	-	-	-
Alaska	8	-	-	-	-	-	2	5	1	-	-	-	-	-	-
Arizona	384	5	-	293	55	-	14	6	-	9	1	1	-	-	-
Arkansas	69	-	-	6	7	-	14	17	1	12	4	1	-	4	3
California	1,878	23	26	114	350	9	39	89	145	101	172	-	-	261	549
Colorado	59	3	-	-	-	-	8	24	7	8	9	-	-	-	-
Connecticut	87	18	-	2	3	-	-	31	-	10	-	-	-	23	-
Delaware	19	-	-	1	2	-	1	4	-	6	4	1	-	-	-
Florida	370	-	-	14	4	2	21	28	1	108	34	1	60	76	21
Georgia	170	23	-	20	-	-	-	4	-	35	-	-	-	88	-
Hawaii	11	-	-	8	2	-	-	-	-	1	-	-	-	-	-
Idaho	23	-	-	5	1	-	5	6	1	1	2	-	-	2	-
Illinois	328	-	-	39	71	-	-	6	31	4	53	11	9	22	80
Indiana	136	5	-	17	-	-	-	17	13	27	44	1	-	12	-
Iowa	824	-	-	728	50	-	-	15	-	23	8	-	-	-	-
Kansas	62	-	-	5	2	-	-	15	2	19	19	-	-	-	-
Kentucky	102	-	-	10	-	1	-	16	-	62	-	-	-	13	-
Louisiana	334	-	-	240	35	-	-	-	33	5	-	-	-	21	-
Maine	26	-	-	-	-	-	-	7	12	-	7	-	-	-	-
Maryland	931	-	-	-	882	-	-	5	-	31	-	-	-	13	-
Massachusetts	502	-	-	24	243	1	4	66	161	-	-	-	3	-	-
Michigan	166	-	-	3	-	-	-	73	9	19	62	-	-	-	-
Minnesota	1,006	5	30	712	134	-	25	30	4	34	16	5	11	-	-
Mississippi	77	-	-	16	-	-	-	21	7	30	3	-	-	-	-
Missouri	763	2	-	401	236	-	76	34	-	14	-	-	-	-	-
Montana	23	-	-	3	-	-	8	4	6	-	2	-	-	-	-
Nebraska	53	-	-	-	-	-	14	6	10	10	13	-	-	-	-
Nevada	128	-	4	8	86	-	8	5	5	-	5	8	-	2	-
New Hampshire	7	-	-	-	-	-	-	1	3	-	3	-	-	-	-
New Jersey	254	3	12	20	10	13	61	29	15	30	20	4	1	26	10
New Mexico	57	-	-	3	2	-	42	6	-	3	-	-	1	-	-
New York	578	90	-	33	-	3	3	74	-	215	16	23	1	-	-
North Carolina	232	42	-	77	5	-	-	101	7	-	-	-	-	-	-
North Dakota	101	-	-	47	28	-	22	3	1	-	2	-	-	-	-
Ohio	292	16	-	85	-	-	-	62	2	131	3	3	-	-	-
Oklahoma	14	-	-	3	-	-	-	8	1	-	2	-	-	-	-
Oregon	113	4	3	7	22	-	-	24	26	9	17	-	-	-	-
Pennsylvania	339	-	-	42	11	8	28	130	30	22	7	-	-	59	2
Rhode Island	28	-	-	7	-	-	13	7	1	-	1	-	-	-	-
South Carolina	48	-	-	15	3	-	-	21	1	1	7	-	-	-	-
South Dakota	15	-	-	2	-	-	3	6	2	-	-	2	-	-	-
Tennessee	363	3	-	22	-	-	240	17	2	25	2	-	-	54	-
Texas	201	32	-	81	1	-	-	45	4	34	3	1	-	-	-
Utah	345	-	-	2	290	-	13	7	28	5	-	-	-	-	-
Vermont	44	7	1	9	1	-	9	7	5	-	2	-	-	-	-
Virginia	102	3	3	12	6	-	-	12	1	60	6	-	-	-	-
Washington	105	-	-	32	4	-	-	34	7	25	3	-	-	-	-
West Virginia	38	-	-	3	-	-	-	13	-	18	-	-	-	2	2
Wisconsin	458	-	-	46	31	1	18	32	1	101	207	0	22	-	-
Wyoming	150	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Dist. of Columbia	15	-	-	-	-	-	1	1	-	3	1	-	-	9	-
Guam	7	-	-	1	-	1	-	1	-	1	-	-	-	3	-
Puerto Rico	268	-	-	250	-	-	-	16	-	-	-	-	-	-	-
Virgin Islands	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 19

STATUS OF TEACHER TRAINING IN VOCATIONAL EDUCATION, ALL PROGRAMS  
FISCAL YEAR 1968

State	Number of Approved Institutions	Number of Teacher Trainers		Number Enrolled		Number Completed State Plan Requirements		Number Completed State Plan Requirements and placed in field trained	
		Full-time	Part-time	Pre-service	In-service	Secondary	Adult	Secondary	Adult
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total	768	1,138	1,420	49,579	48,203	16,055	6,758	10,685	2,323
Alabama	15	20	5	1,116	787	303	82	61	11
Alaska	1	1	7	7	55	3	-	3	-
Arizona	13	16	3	1,331	1,200	202	95	118	7
Arkansas	15	14	10	552	396	215	14	135	14
California	14	9	63	147	4,134	194	1,701	341	-
Colorado	9	11	13	308	631	176	20	134	20
Connecticut	12	18	15	411	684	260	-	106	1
Delaware	7	11	6	360	113	62	-	40	-
Florida	13	23	22	771	1,621	241	124	149	114
Georgia	28	61	-	574	1,546	297	708	202	707
Hawaii	4	3	-	50	129	5	-	5	-
Idaho	12	8	14	345	253	99	114	69	92
Illinois	31	21	83	1,951	1,683	655	153	294	-
Indiana	4	29	30	1,412	1,266	484	1	312	3
Iowa	22	29	21	1,373	989	301	18	193	48
Kansas	12	13	4	600	437	177	13	153	20
Kentucky	25	27	21	1,351	1,809	424	9	327	11
Louisiana	30	31	28	901	982	522	-	362	-
Maine	7	26	13	134	432	89	-	73	-
Maryland	6	6	22	698	324	137	-	47	-
Massachusetts	19	1	119	672	1,656	604	1,500	371	37
Michigan	44	30	54	2,703	1,801	928	73	778	65
Minnesota	28	46	88	2,954	1,517	336	142	456	51
Mississippi	14	16	25	302	422	285	68	170	63
Missouri	29	46	70	2,243	933	567	41	449	28
Montana	8	8	7	641	228	93	39	69	2
Nebraska	11	10	22	459	376	221	-	90	-
Nevada	8	2	3	88	201	53	31	45	31
New Hampshire	4	5	3	215	6	67	-	44	-
New Jersey	24	37	25	1,735	297	384	59	346	55
New Mexico	14	3	16	434	327	94	15	52	1
New York	21	60	165	7,556	2,110	657	6	653	19
North Carolina	12	24	27	574	374	432	48	421	46
North Dakota	12	15	26	401	242	201	27	151	17
Ohio	29	47	14	2,066	1,375	865	47	651	37
Oklahoma	11	12	28	1,034	826	231	67	146	65
Oregon	11	12	5	583	849	163	345	114	189
Pennsylvania	30	118	66	4,557	3,564	1,161	242	690	17
Rhode Island	7	6	14	170	62	171	-	92	-
South Carolina	7	15	3	420	1,036	209	4	169	1
South Dakota	4	5	8	314	82	92	-	62	14
Tennessee	32	20	10	1,187	574	310	120	142	13
Texas	35	46	45	2,468	3,292	881	166	515	137
Utah	12	40	20	939	809	233	7	169	18
Vermont	8	6	21	114	182	35	4	64	3
Virginia	26	61	19	1,715	1,315	345	199	333	6
Washington	13	29	42	742	1,758	224	8	194	4
West Virginia	7	4	22	126	202	107	-	37	-
Wisconsin	23	20	62	728	1,234	-	409	67	261
Wyoming	4	7	6	157	66	39	9	32	7
Dist. of Columbia	8	-	1	-	43	7	-	9	-
Guam	-	-	-	-	-	-	-	-	-
Puerto Rico	5	10	3	460	381	209	2	110	1
Virgin Islands	-	-	-	-	-	-	-	0	-

1/ Number of institutions offering one or more approved teacher training programs in vocational education.

Table 20  
STATUS OF TEACHER TRAINING IN VOCATIONAL EDUCATION, BY PROGRAM  
FISCAL YEAR 1968

Program	(1)	(2)	(3)	(4)	(5)	(6)	(7)		(8)		(9)		(10)		(11)		(12)		(13)		(14)		(15)		(16)
							Number of Approved Institutions	Teacher Trainers	Part-Time	Full-Time	Pre-Service	In-Service	Number Enrolled	Number Completed State Plan Requirements	Number Completed State Plan Requirements Placed in Field	Secondary	Adult	In State	Out of State	In State	Out of State	Number Completed State Plan Requirements	Number Completed State Plan Requirements Placed in Field	Secondary	
Total	768	1,138	1,420	49,579	48,203	16,055	6,758	9,030	1,655	1,980	343	18,840	4,748	17,426	6,414										
Agriculture	79	178	84	5,488	6,002	1,260	305	766	85	78	17	1,571	143	1,472	213										
Distribution	75	51	78	2,023	2,733	1,101	429	759	99	130	11	1,048	477	1,463	469										
Health	40	9	32	135	1,978	202	681	95	-	153	1	353	497	503	862										
Home Economics	214	314	235	21,118	7,878	5,517	498	2,652	310	111	193	7,112	64	4,711	540										
Office	140	301	197	9,177	5,822	3,339	437	2,131	416	119	33	3,860	184	3,569	619										
Technical	45	22	91	601	1,932	295	562	142	21	117	27	353	432	398	984										
Trades & Industry	108	176	548	8,051	19,021	3,369	3,401	1,783	55	1,265	52	3,614	2,895	3,041	2,598										
Other	9	1	36	108	1,053	87	406	72	-	-	-	112	-	152	-										
Guidance	58	86	119	2,878	1,784	885	39	630	169	7	9	817	56	2,117	129										

Table 21

ALLOTMENTS OF FUNDS TO STATES UNDER THE BIRTH-DEATH ACT, COMBINATION ACT, AND VOCATIONAL RECOVERY ACT OF 1962  
FOR THE FISCAL YEAR 1966

State	Grand Total	Smith-Briggs Act 2/		George Herman Act		Vocational Rehabilitation Act		WVIA-171		WVIA-171		WVIA-171	
		Actual	Available	Actual	Available	Actual	Available	Actual	Available	Actual	Available	Actual	Available
<b>Total</b>	\$868,377,878	\$7,249,458	\$2,049,258	\$1,118,313	\$3,407,288	\$8,182,828	\$8,213,703	\$75,000	\$8,000,000	\$18,000,000	\$18,000,000	\$18,000,000	\$10,000,000
Alabama	6,071,029	14,029	43,173	18,393	1,346,849	282,348	47,704	213,132	36,419	15,514	56,237	4,546,684	183,287
Alaska	3,197,489	14,000	14,000	14,000	17,819	17,819	17,819	17,819	17,819	17,819	17,819	11,461	11,461
Arizona	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
Arkansas	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
California	18,819,786	882,187	118,963	337,081	84,023	2,796,200	274,763	2,796,200	274,763	274,763	274,763	14,317,076	119,639
Colorado	86,764	86,764	86,764	86,764	86,764	86,764	86,764	86,764	86,764	86,764	86,764	86,764	86,764
Connecticut	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Delaware	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
District of Columbia	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Florida	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Georgia	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Illinois	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Indiana	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Iowa	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Kansas	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Kentucky	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Louisiana	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Maine	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Maryland	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Massachusetts	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Michigan	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Minnesota	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Mississippi	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Missouri	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Montana	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Nebraska	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Nevada	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
New Hampshire	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
New Jersey	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
New Mexico	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
New York	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
North Carolina	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
North Dakota	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Ohio	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Oklahoma	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Oregon	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Pennsylvania	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Rhode Island	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
South Carolina	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
South Dakota	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Tennessee	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Texas	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Utah	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Vermont	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Virginia	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Washington	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
West Virginia	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Wisconsin	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289
Wyoming	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289	2,209,289

1/ Allotments are based on the number of deaths in each State under the Birth-Death Act, the Combination Act, and the Vocational Recovery Act of 1962. The total number of deaths in the United States in 1962 was 1,100,000. The total number of deaths in each State is shown in the table. The total number of deaths in each State is shown in the table. The total number of deaths in each State is shown in the table.



Table 23

TOTAL EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION  
FROM FEDERAL AND MATCHING FUNDS

FISCAL YEAR 1968

State	Grand Total	Federal <sup>1/</sup>	State and local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	3,192,862,955	\$262,383,716	\$930,479,249	\$400,362,023	\$530,117,226
Alabama	24,844,096	6,043,835	18,800,261	7,333,815	11,466,446
Alaska	1,531,884	546,329	985,555	183,589	801,966
Arizona	7,276,945	2,242,941	5,034,004	2,093,343	2,940,661
Arkansas	9,612,715	3,439,504	6,173,211	3,051,541	3,121,670
California	79,206,766	18,743,695	60,463,071	824,948	59,658,123
Colorado	8,903,480	2,585,920	6,317,560	944,289	5,373,271
Connecticut	19,720,656	2,844,033	16,876,623	12,700,235	4,176,388
Delaware	3,697,031	605,002	3,092,029	2,724,727	367,302
Florida	34,796,445	7,567,468	27,228,977	21,428,388	5,800,589
Georgia	26,725,949	7,517,074	19,208,875	9,208,575	10,000,300
Hawaii	3,148,169	1,071,050	2,077,119	2,077,119	0
Idaho	3,567,881	1,260,292	2,307,589	1,065,068	1,242,526
Illinois	36,673,653	11,196,741	25,476,912	6,982,748	18,494,164
Indiana	20,164,960	6,609,460	13,555,480	2,707,734	10,847,746
Iowa	26,729,162	4,401,831	22,327,331	10,107,142	12,220,189
Kansas	11,188,904	3,282,470	7,906,434	1,745,739	6,160,695
Kentucky	18,197,560	3,717,775	14,479,785	10,359,984	2,119,761
Louisiana	15,900,496	5,515,712	10,384,784	807,445	9,577,339
Maine	5,341,894	1,583,451	3,758,443	2,223,911	1,534,532
Maryland	22,833,783	4,204,862	18,628,921	8,107,011	10,521,910
Massachusetts	30,362,048	5,682,110	24,679,938	556,906	24,123,032
Michigan	28,321,782	10,258,597	18,063,185	2,607,394	25,255,791
Minnesota	24,472,920	5,276,402	19,196,518	8,154,421	11,042,097
Mississippi	13,057,634	4,541,173	8,516,461	3,980,428	4,536,033
Missouri	23,959,216	5,316,218	17,643,018	3,424,205	14,218,813
Montana	3,584,687	1,157,867	2,426,820	481,381	1,945,439
Nebraska	5,453,083	2,232,816	3,220,267	430,832	2,789,435
Nevada	4,756,742	602,328	4,154,414	432,737	1,721,677
New Hampshire	3,407,349	872,482	2,534,867	1,343,145	1,084,718
New Jersey	29,020,934	6,730,215	22,290,719	10,798,895	11,491,824
New Mexico	4,871,516	1,614,016	3,257,500	451,281	2,806,219
New York	187,486,792	17,635,062	169,851,731	87,238,890	82,612,841
North Carolina	44,249,840	9,085,124	35,164,716	24,285,986	10,238,730
North Dakota	4,431,108	1,322,079	3,109,029	1,426,332	1,702,778
Ohio	49,902,736	12,803,963	37,098,773	20,101,227	17,197,546
Oklahoma	15,051,414	3,914,650	11,136,764	1,649,870	9,486,894
Oregon	10,027,202	2,669,787	7,357,415	3,298,657	4,060,838
Pennsylvania	92,830,613	14,492,256	78,338,357	31,567,863	46,770,494
Rhode Island	3,569,931	1,174,117	2,394,814	1,482,194	912,620
South Carolina	20,659,343	4,793,754	15,865,609	11,669,583	4,396,026
South Dakota	3,050,741	1,290,419	1,760,322	367,428	1,392,894
Tennessee	18,573,714	6,669,877	11,903,837	5,347,900	6,555,937
Texas	37,131,637	13,738,533	23,393,104	14,513,104	8,879,722
Utah	6,032,335	1,804,440	4,227,895	3,206,149	4,321,646
Vermont	4,693,819	762,163	3,931,704	2,743,463	1,188,241
Virginia	29,607,338	6,492,078	23,115,260	7,839,166	14,976,154
Washington	23,992,477	3,841,020	20,151,457	4,204,328	15,947,129
West Virginia	11,304,487	3,111,835	8,192,652	1,002,059	7,190,593
Wisconsin	28,854,871	5,793,763	23,061,108	7,916,526	15,244,582
Wyoming	2,234,020	614,656	1,619,364	136,446	1,482,918
Dist. of Columbia	2,377,324	791,067	1,586,257	1,585,357	0
Guam	571,349	263,196	308,143	306,143	0
Puerto Rico	14,172,285	4,248,348	9,923,918	9,323,918	0
Virgin Islands	390,213	88,040	302,173	302,173	0



Table 24

TOTAL EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION  
BY SOURCE OF FUNDS AND BY STATE  
(EXCLUDES CONSTRUCTION AND WORK-STUDY)  
FISCAL YEAR 1968

State	Grand Total	State	Local	Federal			V. E. Act of 1953
				Total	Smith-Rughe	George-Barden	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	\$973,707,386	\$343,674,230	\$438,273,815	\$191,752,343	\$3,793,040	\$28,170,673	\$159,795,630
Alabama	21,448,380	7,335,815	9,834,517	4,280,048	143,330	1,113,052	3,023,666
Alaska	1,513,600	179,616	891,36	572,618	0	192,538	340,078
Arizona	7,178,673	2,072,584	2,935,867	2,188,422	8,010	47,907	2,112,505
Arkansas	9,505,188	3,025,628	3,120,701	3,358,860	0	474,863	7,853,997
California	70,632,707	814,848	53,842,518	15,065,241	468,657	2,591,918	12,904,866
Colorado	8,348,949	813,083	5,158,228	2,277,448	66,744	432,580	1,778,121
Connecticut	16,024,449	9,134,439	4,153,905	2,736,105	0	79,435	2,652,686
Delaware	3,384,820	2,320,835	367,302	498,663	28,888	168,637	299,161
Florida	27,268,906	19,452,300	3,681,052	4,173,554	0	191,981	3,981,573
Georgia	25,241,723	9,181,101	9,356,213	6,704,409	0	243,488	6,460,921
Hawaii	2,999,014	2,014,830	0	584,184	31,661	227,259	725,264
Idaho	3,529,206	1,059,692	1,238,231	1,231,283	39,430	333,375	858,478
Illinois	29,481,799	6,941,562	15,067,745	7,472,692	56,458	319,874	7,096,560
Indiana	18,271,580	2,698,948	9,068,674	4,593,060	183,488	1,438,178	2,962,318
Iowa	16,634,041	4,872,083	1,507,088	4,294,870	122,555	1,328,003	2,846,311
Kansas	9,384,088	1,745,729	3,236,604	2,401,745	91,385	787,887	1,542,473
Kentucky	14,185,416	9,239,132	1,120,261	3,809,025	5,675	219,121	3,581,229
Louisiana	15,640,073	864,382	9,454,513	5,321,172	134,293	905,363	4,281,514
Maine	4,272,751	1,373,782	1,521,529	1,177,440	0	83,901	1,093,539
Maryland	18,299,144	6,529,411	9,303,958	2,464,775	0	122,368	2,542,407
Massachusetts	22,876,368	556,901	18,367,294	3,954,188	179,461	872,550	2,972,157
Michigan	30,645,866	1,654,874	21,744,310	7,046,662	297,785	1,798,365	4,252,532
Minnesota	20,569,023	8,154,421	9,150,466	3,264,136	0	180,589	3,077,546
Mississippi	9,922,082	3,977,068	3,449,086	3,995,934	7,318	178,517	2,812,099
Missouri	18,791,810	3,109,005	11,709,963	3,973,240	173,805	1,388,763	2,410,672
Montana	2,898,269	423,642	1,632,187	839,120	38,365	286,137	514,216
Nebraska	3,326,444	427,830	3,747,221	2,182,993	4,400	96,830	2,080,263
Nevada	3,732,030	431,048	1,718,817	584,165	30,000	228,058	326,107
New Hampshire	3,059,490	1,340,190	889,703	829,837	4,000	35,362	790,095
New Jersey	22,209,561	9,714,718	8,224,388	4,270,457	154,498	100,051	4,013,906
New Mexico	4,759,806	438,080	3,787,866	1,539,750	43,107	243,818	1,282,823
New York	187,115,980	77,925,719	78,871,837	15,218,321	0	0	15,318,331
North Carolina	40,030,187	15,418,850	9,384,037	8,236,840	0	402,666	7,834,174
North Dakota	3,906,538	1,428,332	1,441,811	1,032,584	0	59,206	979,378
Ohio	25,506,739	20,101,227	10,044,063	5,361,460	369,365	3,187,475	2,794,610
Oklahoma	13,113,176	1,616,311	6,047,517	3,451,348	0	118,295	2,339,083
Oregon	9,176,805	3,294,837	5,294,045	3,245,083	0	28,257	2,123,636
Pennsylvania	48,044,880	7,224,027	39,828,708	7,728,148	0	418,402	7,319,748
Rhode Island	1,930,048	700,107	700,110	399,831	0	38,000	371,851
South Carolina	17,020,199	10,668,460	3,337,758	3,813,981	0	208,470	3,611,511
South Dakota	2,782,607	367,045	1,250,848	1,155,694	42,935	434,600	678,159
Tennessee	18,158,891	5,907,119	6,555,937	8,393,735	7,000	231,374	6,187,361
Texas	31,879,312	34,513,382	4,078,984	12,687,148	359,602	3,356,287	9,871,207
Utah	7,988,804	2,206,149	4,305,172	1,659,179	38,478	28,979	1,184,132
Vermont	3,481,070	692,666	1,188,841	870,963	33,318	226,183	320,462
Virginia	22,303,214	7,899,106	20,121,818	4,843,420	173,136	889,017	3,180,377
Washington	23,602,812	4,261,317	12,331,725	3,848,810	113,306	701,017	3,635,587
West Virginia	3,145,788	880,815	3,238,870	1,218,703	81,287	990,943	636,063
Wisconsin	34,408,409	7,816,528	17,018,316	3,478,987	106,822	268,133	2,774,182
Wyoming	3,212,478	1,806,448	1,482,781	999,245	30,000	178,183	393,083
Dist. of Columbia	1,826,357	1,293,018	0	644,342	0	326,183	418,159
Oman	423,662	234,949	0	186,414	0	80,000	109,414
Puerto Rico	14,012,888	8,283,816	0	4,798,269	105,000	1,583,177	3,368,188
Virgin Islands	237,981	280,878	0	77,378	0	66,909	20,467

Table 25

TOTAL EXPENDITURES FOR VOCATIONAL-TECHNICAL EDUCATION  
FROM FEDERAL V. E. ACT OF 1963 FUNDS AND MATCHING FUNDS  
FISCAL YEAR 1968

State	Grand Total <sup>1</sup>	Federal (V.E. Act of 1963)	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$967,297,096	\$230,420,003	\$736,877,093	\$327,915,164	\$408,961,929
Alabama	20,010,541	4,787,453	15,223,086	4,161,672	11,061,416
Alaska	937,863	353,791	584,072	103,932	480,140
Arizona	5,785,729	2,187,024	3,598,705	1,779,800	1,818,905
Arkansas	6,857,850	2,964,641	3,893,209	2,301,961	1,384,248
California	50,352,640	12,663,120	34,689,520	3,978	34,685,542
Colorado	1,129,834	2,086,596	5,043,238	945,289	4,099,949
Connecticut	19,143,594	2,764,608	16,379,086	12,642,150	3,736,936
Delaware	2,763,793	407,480	2,356,318	2,133,119	223,199
Florida	25,587,416	7,375,507	22,212,369	16,649,024	5,563,285
Georgia	22,198,450	7,273,586	14,924,864	8,696,233	6,228,631
Hawaii	2,327,265	812,130	1,515,135	1,515,135	0
Idaho	2,106,665	887,487	1,219,178	748,012	472,166
Illinois	30,533,308	10,820,609	19,712,699	5,986,085	13,846,314
Indiana	12,282,676	4,927,814	7,354,860	1,602,462	5,752,398
Iowa	23,832,044	2,953,272	20,878,772	10,107,142	10,771,630
Kansas	7,333,493	2,423,198	4,910,300	1,326,249	3,584,051
Kentucky	15,106,731	3,492,979	9,613,752	7,652,325	1,961,427
Louisiana	10,341,643	4,478,034	5,863,589	131,467	5,734,122
Maine	4,780,957	1,499,550	3,281,407	1,895,103	1,286,304
Maryland	21,260,817	4,082,494	17,178,323	7,259,499	9,918,824
Massachusetts	25,144,060	4,700,099	20,443,961	505,836	19,938,125
Michigan	24,582,284	8,164,467	16,417,817	1,927,235	14,490,582
Minnesota	21,747,587	5,389,814	16,357,773	6,898,451	9,759,322
Mississippi	11,240,500	4,357,338	6,883,162	3,370,522	3,512,640
Missouri	18,745,060	4,753,850	11,491,210	2,055,574	9,435,636
Montana	2,295,397	832,965	1,462,432	337,300	1,125,132
Nebraska	4,488,167	2,131,486	2,356,681	309,093	2,047,588
Nevada	1,966,208	344,270	1,621,938	251,828	1,370,110
New Hampshire	3,055,958	939,927	2,116,031	7,333,312	782,719
New Jersey	27,401,958	0,475,668	20,926,292	10,101,344	10,824,948
New Mexico	3,538,175	1,327,091	2,211,084	261,264	1,949,820
New York	187,486,793	17,635,062	169,851,731	57,238,890	82,612,841
North Carolina	37,495,269	8,832,458	28,662,811	20,321,745	8,481,066
North Dakota	3,680,175	1,262,873	2,417,302	1,816,797	1,100,505
Ohio	30,666,576	10,037,123	20,629,453	8,281,565	12,347,888
Oklahoma	12,833,391	3,802,353	8,830,936	1,217,598	7,613,338
Oregon	9,295,401	2,577,510	6,717,891	3,196,349	3,521,542
Pennsylvania	86,773,163	14,073,834	74,699,329	30,843,160	43,856,169
Rhode Island	3,220,837	1,146,117	2,074,720	1,471,325	603,395
South Carolina	17,940,942	4,551,264	13,389,678	10,405,336	2,984,342
South Dakota	1,627,966	812,884	815,082	233,703	581,379
Tennessee	15,447,328	6,441,303	9,006,025	4,749,691	4,256,334
Texas	39,545,974	13,022,664	25,523,310	19,723,663	5,799,647
Utah	5,256,579	1,238,953	4,017,626	1,858,414	2,859,182
Vermont	3,184,409	802,664	2,381,745	2,222,900	436,845
Virginia	17,752,208	5,829,825	11,922,383	2,814,150	9,308,133
Washington	18,594,097	3,126,897	9,467,400	2,138,968	7,328,432
West Virginia	8,145,750	2,429,735	5,716,015	878,606	5,140,409
Wisconsin	23,907,783	5,091,378	18,816,405	7,721,859	11,094,546
Wyoming	1,818,728	408,473	1,410,255	118,448	1,291,807
Dist. of Columbia	1,434,089	565,784	1,068,306	1,068,306	0
Guam	411,969	185,126	226,843	226,843	0
Puerto Rico	8,606,704	3,488,182	8,118,512	8,118,512	0
Virgin Islands	152,874	41,131	111,743	111,743	0

Table 26

VOCATIONAL EDUCATION EXPENDITURES FOR  
SECONDARY EDUCATION FROM FEDERAL  
V. Z. ACT OF 1963 FUNDS AND MATCHING FUNDS  
FISCAL YEAR 1963

State	Grand Total	Federal	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$364,978,336	\$67,909,615	\$297,009,321	\$115,580,423	\$180,428,898
Alabama	6,260,020	2,352,058	3,897,962	3,550,623	347,334
Alaska	390,697	136,902	253,795	10,738	243,057
Arizona	2,875,306	1,080,017	1,795,289	17,711	977,579
Arkansas	2,147,005	758,583	1,388,422	188,710	1,199,712
California	14,658,400	4,796,909	9,861,491	0	9,861,491
Colorado	2,443,866	535,490	1,913,378	256,720	1,656,656
Connecticut	8,319,513	1,412,621	6,906,892	3,595,074	3,311,818
Delaware	1,448,276	108,221	1,340,055	1,121,342	219,313
Florida	9,563,824	1,048,375	8,515,449	6,037,527	1,617,922
Georgia	7,093,648	1,214,932	5,868,714	673,607	5,195,107
Hawaii	242,169	77,978	164,191	164,191	0
Idaho	727,409	304,583	422,826	14,667	408,159
Illinois	11,336,416	2,779,178	8,457,338	2,875,452	5,561,786
Indiana	4,652,380	1,727,080	2,925,300	389,292	2,536,008
Iowa	3,408,383	701,880	2,706,503	547,533	2,158,970
Kansas	2,333,072	655,971	1,677,101	559,359	1,117,732
Kentucky	5,662,031	1,065,948	4,596,083	4,009,112	586,971
Louisiana	3,759,120	1,517,359	2,241,761	0	2,241,761
Maine	1,591,202	467,167	1,124,035	2,760	1,121,253
Maryland	13,744,430	1,341,771	11,402,659	4,689,221	6,713,438
Massachusetts	14,867,519	2,092,253	12,775,266	0	12,775,266
Michigan	8,699,276	2,496,002	6,203,274	185,930	3,017,344
Minnesota	4,290,526	485,582	3,804,944	1,645,450	2,159,494
Mississippi	3,129,808	938,367	2,191,441	885,712	1,305,729
Missouri	5,348,071	1,379,795	3,768,276	630,405	3,137,871
Montana	626,422	191,779	434,643	107,727	326,916
Nebraska	2,267,472	1,066,216	1,199,256	0	1,199,256
Nevada	759,715	133,535	626,180	40,229	585,951
New Hampshire	730,255	152,103	578,152	106	578,046
New Jersey	16,987,265	2,762,963	14,224,302	7,423,857	6,800,445
New Mexico	1,694,555	593,900	1,100,655	115,313	985,342
New York	84,679,268	5,629,753	79,049,515	36,362,777	42,686,738
North Carolina	15,344,810	5,219,889	10,124,921	4,876,437	5,248,484
North Dakota	1,029,206	433,172	596,034	96,479	489,555
Ohio	10,831,988	1,352,679	9,479,309	6,135,056	3,344,253
Oklahoma	6,575,932	1,029,119	5,546,813	510,742	5,036,071
Oregon	2,667,279	874,392	1,792,887	1,792,887	0
Pennsylvania	24,922,657	2,645,102	22,277,555	3,849,950	18,427,605
Rhode Island	496,442	86,971	409,471	0	409,471
South Carolina	5,049,288	1,868,781	4,080,507	2,427,100	1,653,407
South Dakota	596,318	298,159	298,159	18,611	281,548
Tennessee	6,997,945	2,314,853	4,683,092	766,253	3,916,839
Texas	17,857,434	3,034,201	14,823,233	13,008,812	914,821
Utah	2,850,626	235,167	2,115,459	33,412	2,082,047
Vermont	118,629	209,200	327,829	166,328	161,501
Virginia	5,675,282	1,502,170	4,173,112	1,092,812	2,280,300
Washington	6,370,530	1,034,287	5,316,263	1,234,449	4,081,814
West Virginia	1,233,712	329,738	903,974	48,125	855,849
Wisconsin	3,788,021	1,366,822	2,421,199	0	2,421,199
Wyoming	1,133,138	127,757	995,381	0	995,381
Dist. of Columbia	689,754	224,000	465,754	445,754	0
Guam	103,233	37,001	66,234	66,234	0
Puerto Rico	3,859,777	1,381,774	2,478,003	2,478,003	0
Virgin Islands	83,990	17,110	66,880	66,880	0

Table 27

 VOCATIONAL EDUCATION EXPENDITURES FOR POSTSECONDARY EDUCATION  
 FROM FEDERAL V. E. ACT OF 1963 FUNDS AND MATCHING FUNDS

FISCAL YEAR 1968

State	Grand Total	Federal	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$185,459,370	\$42,892,770	\$142,566,600	\$71,436,575	\$71,130,025
Alabama	7,651,691	32,473	7,619,218	22,126	7,597,092
Alaska	335,402	113,360	223,042	31,884	191,158
Arizona	1,715,234	788,091	927,143	362,542	564,601
Arkansas	3,242,382	593,856	1,648,526	1,579,171	69,355
California	15,143,601	3,918,778	11,330,823	0	11,330,823
Colorado	2,294,723	753,701	1,541,022	188,268	1,352,754
Connecticut	2,184,832	448,287	1,736,545	1,736,545	0
Delaware	572,813	50,009	522,810	522,810	0
Florida	5,470,889	549,757	4,921,032	3,986,036	934,996
Georgia	7,853,086	2,994,080	4,864,006	4,734,303	129,703
Hawaii	1,359,214	441,773	917,441	917,441	0
Idaho	897,773	402,441	495,332	448,314	48,518
Illinois	6,352,405	2,138,133	4,218,272	1,880,922	2,935,350
Indiana	707,549	209,057	498,492	228,799	269,693
Iowa	6,317,674	1,064,055	5,253,619	2,800,251	2,453,368
Kansas	2,009,219	506,878	1,442,341	469,086	973,315
Kentucky	1,630,828	763,808	916,920	778,959	137,961
Louisiana	3,711,432	1,797,627	1,913,605	0	1,913,605
Maine	1,436,592	379,943	1,058,649	976,564	80,085
Maryland	2,148,696	371,328	1,777,368	547,502	1,229,866
Massachusetts	1,463,831	633,479	830,352	744,653	385,697
Michigan	3,837,046	1,255,792	2,581,254	80,805	2,500,449
Minnesota	7,143,704	701,373	6,442,331	2,824,978	3,617,353
Mississippi	3,146,702	1,135,987	2,010,735	1,647,118	383,619
Missouri	1,031,922	319,505	712,417	175,325	537,092
Montana	436,525	136,239	300,286	80,571	219,715
Nebraska	1,486,658	721,561	765,077	68,492	696,585
Nevada	346,540	121,087	228,253	3,413	224,840
New Hampshire	1,656,060	524,641	1,131,419	1,131,419	0
New Jersey	598,920	156,549	442,371	151,139	291,232
New Mexico	1,078,342	429,876	648,466	54,177	594,289
New York	32,718,025	1,788,186	30,349,839	14,862,196	16,087,643
North Carolina	8,806,055	2,209,680	6,116,375	6,030,362	286,013
North Dakota	1,588,585	302,412	1,286,173	1,020,468	265,707
Ohio	1,019,454	366,713	652,741	313,907	338,834
Oklahoma	1,388,913	646,435	742,478	146,576	595,902
Oregon	3,545,244	1,051,666	2,493,576	1,814,928	678,650
Pennsylvania	8,199,088	1,239,709	3,959,579	0	3,959,579
Rhode Island	370,066	13,698	356,370	356,370	0
South Carolina	5,911,864	180,459	5,751,405	5,747,365	4,040
South Dakota	631,386	265,693	285,693	123,620	142,073
Tennessee	4,852,054	2,385,433	2,456,601	2,335,751	120,850
Texas	4,988,542	2,313,775	2,674,767	1,421,685	1,253,082
Utah	1,808,511	487,497	1,321,014	1,321,014	0
Vermont	0	0	0	0	0
Virginia	2,972,638	1,181,792	1,785,046	261,009	1,524,037
Washington	4,375,656	1,814,675	3,181,181	745,461	2,415,700
West Virginia	0	0	0	0	0
Wisconsin	7,828,877	516,267	7,113,610	5,420,000	1,692,610
Wyoming	874,391	131,020	143,371	0	143,371
Dist. of Columbia	187,540	77,824	109,716	109,716	0
Guam	71,528	10,760	10,728	10,828	0
Puerto Rico	8,243,802	1,181,654	1,132,248	1,122,848	0
Virgin Islands	0	0	0	0	0

Table 28

VOCATIONAL EDUCATION EXPENDITURES FOR ADULT EDUCATION  
FROM FEDERAL V. E. ACT OF 1963 FUNDS AND MATCHING FUNDS  
FISCAL YEAR 1968

State	Grand Total	Federal	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$57,086,189	\$10,855,071	\$46,251,112	\$25,081,669	\$21,149,449
Alabama	340,874	167,286	173,588	173,588	0
Alaska	37,481	12,394	25,087	9,316	15,771
Arizona	367,445	18,431	349,014	161,583	187,431
Arkansas	487,566	227,832	254,734	239,768	14,966
California	4,469,514	813,508	3,656,006	0	3,656,006
Colorado	402,546	22,989	379,557	101,105	278,452
Connecticut	667,175	63,996	603,179	601,120	2,059
Delaware	182,964	35,169	147,795	147,795	0
Florida	3,021,612	693,513	2,328,099	1,885,767	442,339
Georgia	1,937,514	693,633	1,243,881	1,195,530	48,351
Hawaii	229,553	48,542	181,011	181,011	0
Idaho	45,129	20,183	27,946	27,946	0
Illinois	1,623,719	539,397	1,084,322	548,014	526,308
Indiana	480,926	185,841	295,085	93,614	201,471
Iowa	974,043	1,823	972,220	485,452	496,768
Kansas	405,430	118,352	287,078	93,464	193,614
Kentucky	816,406	318,468	497,938	473,444	24,494
Louisiana	393,949	101,172	292,777	0	292,777
Maine	119,801	57,903	61,898	42,529	19,369
Maryland	308,853	136,310	172,543	29,625	142,918
Massachusetts	128,612	34,110	94,502	0	94,502
Michigan	1,838,093	321,611	1,516,484	83,844	1,432,640
Minnesota	1,210,074	223,902	986,172	707,820	278,352
Mississippi	503,733	200,052	303,681	256,738	46,943
Missouri	99,163	27,711	71,452	53,690	12,762
Montana	37,417	3,167	34,250	15,541	18,709
Nebraska	220,190	96,678	123,602	47,666	75,936
Nevada	118,687	18,340	102,347	13,833	88,514
New Hampshire	47,062	22,239	24,825	15,639	9,187
New Jersey	1,661,772	557,201	1,104,591	638,756	465,835
New Mexico	93,384	31,363	62,021	17,881	44,140
New York	16,166,125	978,672	15,187,453	9,746,230	5,441,223
North Carolina	1,281,019	0	1,281,019	1,229,049	1,970
North Dakota	100,155	48,799	51,356	2,704	48,652
Ohio	879,878	120,160	759,718	389,142	370,576
Oklahoma	301,391	84,724	216,667	55,653	161,017
Oregon	833,545	29,906	803,639	614,831	188,808
Pennsylvania	4,889,511	758,490	4,130,031	2,143,024	1,987,007
Rhode Island	78,011	30,139	47,872	40,323	7,549
South Carolina	923,482	254,881	668,601	440,174	228,627
South Dakota	32,176	16,086	16,086	0	16,086
Tennessee	572,511	254,461	318,050	304,492	13,558
Texas	2,170,259	1,085,099	1,085,160	597,058	488,102
Utah	141,761	84,106	117,645	104,865	12,680
Vermont	8,139	4,028	4,111	3,333	578
Virginia	314,263	78,378	235,887	103,459	132,428
Washington	1,080,590	418,549	644,041	140,553	501,488
West Virginia	253,372	80,954	172,418	82,939	110,038
Wisconsin	3,324,550	569,142	2,735,408	451,628	2,303,549
Wyoming	29,798	14,899	14,899	101	14,798
Dist. of Columbia	117,252	48,220	69,032	69,032	0
Guam	92,392	40,871	51,621	51,621	0
Puerto Rico	287,788	103,678	184,092	184,092	0
Virgin Islands	447	223	224	224	0

Table 29

 VOCATIONAL EDUCATION EXPENDITURES FOR PERSONS WITH SPECIAL NEEDS  
 FROM FEDERAL V. E. ACT OF 1963 FUNDS AND MATCHING FUNDS

FISCAL YEAR 1968

State	Grand Total	Federal	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$24,631,208	\$6,166,530	\$18,464,678	\$8,513,573	\$9,951,105
Alabama	166,408	3,571	162,837	17,677	145,160
Alaska	1,519	682	837	683	154
Arizona	154,229	34,561	119,668	94,009	25,639
Arkansas	220,153	92,433	127,720	50,962	76,758
California	2,349,873	901,864	1,448,009	0	1,448,009
Colorado	323,592	128,503	195,089	8,177	186,912
Connecticut	416,372	88,485	327,887	40,038	287,849
Delaware	43,786	14,731	29,055	23,469	5,586
Florida	224,970	98,319	126,651	102,588	24,063
Georgia	107,528	50,198	57,330	50,645	6,685
Hawaii	53,016	31,997	61,019	61,019	0
Idaho	11,166	4,841	6,325	4,814	1,511
Illinois	335,928	84,082	251,846	63,714	168,132
Indiana	474,532	237,266	237,268	22,155	215,111
Iowa	65,638	0	65,638	27,230	38,408
Kansas	61,181	16,518	44,663	14,724	29,939
Kentucky	29,603	14,631	14,972	12,312	2,660
Louisiana	217,419	98,069	119,350	0	119,350
Maine	4,861	2,143	2,718	1,647	1,071
Maryland	424,538	64,470	360,063	99,648	260,422
Massachusetts	195,802	77,538	118,264	0	118,264
Michigan	22,735	5,456	17,279	0	17,279
Minnesota	361,928	44,709	317,217	137,724	179,493
Mississippi	389,928	120,121	269,807	200,786	69,021
Missouri	64,400	12,638	41,762	1,862	39,900
Montana	52,124	18,108	34,016	874	33,142
Nebraska	63,472	30,200	33,272	0	33,272
Nevada	80,533	19,090	61,443	1,633	59,810
New Hampshire	0	0	0	0	0
New Jersey	413,489	108,301	305,188	305,188	0
New Mexico	90,582	27,132	63,450	189	63,261
New York	11,142,456	1,914,869	9,227,587	4,244,689	4,982,898
North Carolina	67,747	21,775	41,972	22,455	19,517
North Dakota	3,286	1,643	1,643	0	1,643
Ohio	1,504,071	0	1,504,071	1,149,565	354,506
Oklahoma	92,484	10,505	81,979	10,125	71,854
Oregon	74,548	33,431	41,117	0	41,117
Pennsylvania	0	0	0	0	0
Rhode Island	29,200	2,040	27,160	0	27,160
South Carolina	44,076	3,512	40,564	40,564	0
South Dakota	54,273	27,136	27,137	27,137	0
Tennessee	276,272	112,080	164,192	112,081	52,111
Texas	3,878,220	1,289,460	1,289,460	1,214,853	74,605
Utah	327,783	45,063	282,720	15,876	267,144
Vermont	33,310	13,074	19,636	19,636	0
Virginia	174,591	25,451	149,140	57,455	91,685
Washington	115,672	87,619	37,853	764	37,089
West Virginia	85,607	12,723	52,884	0	52,884
Wisconsin	319,005	0	319,005	50,000	169,005
Wyoming	22,824	11,412	11,413	0	11,412
Dist. of Columbia	56,973	21,192	35,781	35,781	0
Guam	10,764	3,278	7,486	7,486	0
Puerto Rico	278,549	118,045	160,504	160,504	0
Virgin Islands	1,494	747	747	747	0

Table 30

 VOCATIONAL EDUCATION EXPENDITURES FOR AREA SCHOOL CONSTRUCTION (AND NUMBER OF PROJECTS)  
 FROM FEDERAL V. E. ACT OF 1963 FUNDS AND MATCHING FUNDS

FISCAL YEAR 1968

State	Grand Total	Federal	State and Local			Number of Projects
			Total	State	Local	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Total	\$207,449,941	\$62,864,124	\$144,965,817	\$55,820,605	\$89,145,212	375
Alabama	3,132,000	1,566,000	1,566,000	0	1,566,000	9
Alaska	0	0	0	0	0	0
Arizona	0	0	0	0	0	0
Arkansas	0	0	0	0	0	0
California	7,577,285	2,012,360	5,564,925	0	5,564,925	23
Colorado	429,706	214,853	214,853	0	214,853	2
Connecticut	3,551,680	0	3,551,680	3,551,680	0	8
Delaware	278,247	83,350	194,897	194,897	0	1
Florida	7,212,301	3,177,354	4,034,947	1,973,325	2,061,622	17
Georgia	1,150,000	575,000	575,000	0	575,000	11
Hawaii	100,000	50,000	50,000	50,000	0	1
Idaho	0	0	0	0	0	0
Illinois	6,599,442	3,282,590	3,316,852	34,255	3,220,597	7
Indiana	3,418,000	1,808,980	1,869,020	85,020	1,724,000	4
Iowa	9,951,883	0	9,931,883	5,271,226	4,660,657	6
Kansas	1,673,403	783,565	889,738	0	889,738	8
Kentucky	3,815,877	1,749,559	2,066,318	1,088,540	977,778	18
Louisiana	0	0	0	0	0	0
Maine	985,000	358,000	630,000	630,000	0	2
Maryland	4,319,000	1,577,600	2,741,400	1,577,600	1,163,800	7
Massachusetts	7,172,546	1,497,368	5,675,178	0	5,675,178	10
Michigan	7,161,500	2,826,123	4,335,377	952,500	3,382,877	6
Minnesota	3,662,644	1,831,322	1,831,322	0	1,831,322	8
Mississippi	2,957,731	1,412,428	1,545,303	0	1,545,303	12
Missouri	4,967,682	2,128,468	2,741,214	315,200	2,426,014	18
Montana	648,307	288,043	360,264	55,855	304,409	2
Nebraska	0	0	0	0	0	0
Nevada	0	0	0	0	0	0
New Hampshire	319,000	129,000	190,000	0	190,000	1
New Jersey	6,377,550	2,138,775	4,138,775	1,000,000	3,138,775	16
New Mexico	35,017	18,664	18,353	0	18,353	2
New York	18,758,381	4,687,189	14,261,192	8,938,907	5,322,285	12
North Carolina	3,985,355	885,000	3,320,355	1,836,154	1,484,201	13
North Dakota	500,000	350,000	350,000	0	350,000	1
Ohio	14,317,843	7,108,971	7,108,972	0	7,108,972	18
Oklahoma	2,781,992	1,350,171	1,431,821	33,559	1,398,262	7
Oregon	715,329	283,297	432,032	0	432,032	1
Pennsylvania	46,917,470	6,201,901	40,715,569	23,843,836	17,071,733	14
Rhode Island	1,580,474	730,474	850,000	850,000	0	4
South Carolina	3,750,134	1,913,833	1,836,333	800,000	1,036,333	10
South Dakota	266,100	133,050	133,080	0	133,050	4
Tennessee	140,000	70,000	70,000	70,000	0	16
Texas	5,410,846	2,705,473	2,705,473	0	2,705,473	21
Utah	0	0	0	0	0	0
Vermont	2,201,682	161,809	2,040,173	2,040,173	0	7
Virginia	7,386,447	2,436,345	4,750,102	0	4,750,102	22
Washington	274,988	142,494	142,494	0	142,494	10
West Virginia	6,082,983	1,735,245	4,347,738	435,544	3,912,194	13
Wisconsin	4,370,000	2,185,000	2,185,000	0	2,185,000	2
Wyoming	0	0	0	0	0	0
Dist. of Columbia	408,000	125,085	282,915	282,915	0	1
Guam	139,970	69,985	69,985	69,985	0	1
Puerto Rico	0	0	0	0	0	0
Virgin Islands	87,984	18,800	29,434	29,434	0	1

Table 31

VOCATIONAL EDUCATION EXPENDITURES FOR ANCILLARY SERVICES  
FROM FEDERAL V. E. ACT OF 1963 FUNDS AND MATCHING FUNDS

FISCAL YEAR 1968

State	Grand Total	Federal	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$115,985,816	\$31,911,544	\$84,074,172	\$49,615,131	\$34,459,041
Alabama	2,195,832	458,278	1,737,554	397,653	1,339,901
Alaska	153,480	76,740	76,740	46,740	30,000
Arizona	573,243	191,385	381,858	323,136	58,692
Arkansas	458,218	211,293	246,925	224,437	22,488
California	5,151,192	2,573,607	2,577,585	3,978	2,573,607
Colorado	1,105,576	337,441	768,135	357,813	410,322
Connecticut	3,859,596	643,291	3,216,305	3,103,577	112,728
Delaware	205,142	91,031	114,111	113,811	300
Florida	3,787,082	1,591,609	2,205,473	1,801,025	404,448
Georgia	3,727,452	1,508,078	2,219,374	2,014,674	204,700
Hawaii	234,156	124,974	126,384	129,184	0
Idaho	383,510	126,430	257,080	246,397	10,683
Illinois	3,812,886	1,437,770	2,355,116	1,156,597	1,198,519
Indiana	2,073,929	603,072	1,470,857	769,814	701,043
Iowa	2,981,185	1,078,553	1,882,632	971,617	911,015
Kansas	721,780	184,754	537,026	189,806	347,220
Kentucky	2,885,731	1,416,274	1,467,457	1,257,536	209,891
Louisiana	1,999,540	767,287	1,232,253	128,410	1,103,843
Maine	556,358	186,383	372,975	321,426	51,551
Maryland	1,098,651	428,528	670,123	315,905	354,218
Massachusetts	1,004,818	134,777	869,839	61,181	808,658
Michigan	2,509,216	873,871	1,635,345	619,086	1,016,259
Minnesota	4,837,460	1,621,982	3,215,478	1,582,679	1,632,799
Mississippi	934,777	417,592	517,185	378,802	140,383
Missouri	4,534,078	461,223	4,072,855	904,092	3,168,763
Montana	453,491	164,925	288,566	74,888	213,698
Nebraska	353,608	163,608	189,998	168,733	21,265
Nevada	633,221	36,055	597,166	191,031	406,135
New Hampshire	274,689	91,112	183,577	183,083	494
New Jersey	929,119	430,894	498,225	498,225	0
New Mexico	469,492	170,554	298,938	54,503	244,435
New York	22,410,106	2,028,871	20,381,235	12,709,620	7,673,415
North Carolina	8,119,923	382,830	7,737,093	6,338,726	1,400,369
North Dakota	414,283	183,352	230,931	197,148	33,783
Ohio	2,035,186	953,058	1,080,128	293,893	786,233
Oklahoma	1,338,333	563,270	770,063	460,946	309,117
Oregon	1,324,118	204,241	1,119,877	768,590	353,287
Pennsylvania	5,976,374	2,676,455	3,299,919	1,408,350	1,891,569
Rhode Island	606,075	239,005	369,070	222,545	146,525
South Carolina	1,373,088	324,078	949,010	949,010	0
South Dakota	145,479	71,083	74,396	45,972	28,424
Tennessee	2,333,843	1,090,334	1,243,509	1,090,333	153,176
Texas	5,078,694	2,348,872	2,730,022	2,581,313	248,649
Utah	1,254,577	92,289	862,288	383,447	478,841
Vermont	191,533	93,660	97,972	2,440	95,532
Virginia	1,211,048	386,486	624,562	299,415	525,147
Washington	181,504	90,257	91,247	4,890	86,357
West Virginia	432,380	213,188	219,172	39,578	189,594
Wisconsin	4,401,048	321,931	4,079,097	1,800,000	2,279,097
Wyoming	546,037	107,974	338,053	116,345	121,708
Dist. of Columbia	181,583	68,923	134,660	134,660	0
Guam	35,744	17,866	17,878	17,878	0
Puerto Rico	1,776,808	643,143	1,133,665	1,133,665	0
Virgin Islands	4,778	2,367	2,388	2,388	0



Table 32

 VOCATIONAL EDUCATION EXPENDITURES FOR WORK-STUDY (AND STUDENT PARTICIPATION)  
 FROM FEDERAL V. E. ACT OF 1963 FUNDS AND MATCHING FUNDS

FISCAL YEAR 1968

State	Grand Total	Federal	State and Local			Student Participation
			Total	State	Local	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Total	\$11,705,636	\$8,140,249	\$3,565,387	\$867,188	\$2,698,199	37,008
Alabama	263,716	197,787	65,929	0	65,929	654
Alaska	18,284	13,713	4,571	4,571	0	31
Arizona	100,272	74,519	25,753	20,759	4,994	237
Arkansas	107,526	80,844	26,682	25,913	769	443
California	996,775	746,094	250,681	0	150,681	2,799
Colorado	124,825	93,819	31,206	31,206	0	277
Connecticut	144,586	107,928	36,596	14,116	22,482	481
Delaware	33,964	24,969	8,995	8,995	0	78
Florida	297,238	218,580	80,658	2,783	77,895	967
Georgia	334,234	237,665	96,559	27,474	69,085	595
Hawaii	49,155	36,866	12,289	12,289	0	88
Idaho	38,678	29,009	9,669	5,374	4,295	119
Illinois	592,412	441,459	150,953	7,131	143,822	2,466
Indiana	375,360	298,520	68,840	13,788	55,072	566
Iowa	143,238	108,961	36,277	3,833	32,444	286
Kansas	122,413	87,060	32,353	0	32,353	103
Kentucky	216,256	162,191	54,064	32,312	21,752	859
Louisiana	260,383	194,540	65,843	3,037	62,786	1,002
Maine	84,163	31,011	33,132	20,198	12,973	136
Maryland	216,649	163,487	54,163	0	54,163	635
Massachusetts	311,134	230,574	80,560	0	80,560	1,314
Michigan	516,416	385,312	128,604	0	128,604	2,847
Minnesota	341,253	180,844	60,309	0	60,309	727
Mississippi	177,821	132,811	45,010	3,366	41,644	388
Missouri	299,744	218,510	83,234	0	83,234	803
Montana	41,111	30,704	10,407	1,864	8,543	71
Nebraska	96,699	71,223	25,416	3,202	22,214	419
Nevada	24,713	18,163	6,549	1,689	4,860	100
New Hampshire	28,889	20,823	8,067	3,048	5,019	109
New Jersey	533,823	320,983	312,840	84,179	128,661	1,775
New Mexico	76,803	57,602	19,201	18,201	0	618
New York	1,818,432	819,542	792,890	374,271	418,619	2,600
North Carolina	244,278	183,284	61,094	582	60,532	985
North Dakota	44,660	33,498	11,165	0	11,165	134
Ohio	178,086	133,548	44,514	0	44,514	443
Oklahoma	184,248	112,121	41,115	0	41,115	295
Oregon	128,338	100,577	34,761	0	34,761	323
Pennsylvania	899,062	582,187	316,876	0	316,876	2,296
Rhode Island	88,389	45,792	14,867	3,087	11,810	165
South Carolina	88,976	65,920	23,058	1,152	21,915	306
South Dakota	2,224	1,675	566	363	198	27
Tennessee	374,723	294,142	70,861	70,861	0	2,280
Texas	681,179	343,884	118,295	0	118,295	1,011
Utah	73,221	54,881	18,470	0	18,470	300
Vermont	31,117	20,693	10,424	10,424	0	174
Virginia	17,727	13,202	4,424	0	4,424	192
Washington	904,927	148,818	96,221	3,011	83,210	526
West Virginia	79,716	60,787	19,928	0	19,928	155
Wisconsin	178,862	122,196	44,086	0	44,086	848
Wyoming	20,548	16,411	6,127	0	6,127	101
Dist. of Columbia	22,967	22,960	10,427	10,427	0	121
Guam	7,828	8,727	1,899	1,899	0	22
Puerto Rico	190,000	120,000	60,000	60,000	0	1,970
Virgin Islands	6,228	2,164	2,164	2,164	0	12

Table 33  
 EXPENDITURES FOR VOCATIONAL EDUCATION  
 FROM SMITH-HUGHES ACT AND MATCHING FUNDS  
 FISCAL YEAR 1968

State	Grand Total	Federal	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$20,367,427	\$3,793,040	\$16,574,387	\$5,607,835	\$10,966,552
Alabama	286,660	143,330	143,330	143,330	0
Alaska	0	0	0	0	0
Arizona	62,684	8,010	54,674	49,997	4,677
Arkansas	0	0	0	0	0
California	4,637,049	468,657	4,168,392	88,022	4,080,370
Colorado	213,882	66,744	147,138	1,000	146,138
Connecticut	0	0	0	0	0
Delaware	37,770	28,883	28,883	28,883	0
Florida	0	0	0	0	0
Georgia	0	0	0	0	0
Hawaii	107,988	31,461	76,527	76,527	0
Idaho	78,840	39,430	39,430	10,000	29,430
Illinois	114,274	56,458	57,816	14,377	43,239
Indiana	398,103	193,488	404,817	54,524	350,093
Iowa	245,112	122,556	122,556	0	122,556
Kansas	397,270	91,588	305,888	12,783	293,105
Kentucky	11,350	5,675	5,675	0	5,675
Louisiana	431,598	134,393	297,305	0	297,305
Maine	0	0	0	0	0
Maryland	0	0	0	0	0
Massachusetts	1,158,563	179,461	979,122	9,571	969,551
Michigan	1,432,433	297,785	1,134,648	70,118	1,064,530
Minnesota	0	0	0	0	0
Mississippi	14,634	7,318	7,318	7,318	0
Missouri	620,275	175,605	446,870	175,602	268,068
Montana	156,089	38,665	117,424	4,251	113,173
Nebraska	13,987	4,400	9,587	9,587	0
Nevada	60,000	30,000	30,000	30,000	0
New Hampshire	8,000	4,000	4,000	4,000	0
New Jersey	907,966	184,498	723,468	301,501	421,967
New Mexico	116,301	43,107	73,194	8,360	64,834
New York	0	0	0	0	0
North Carolina	0	0	0	0	0
North Dakota	0	0	0	0	0
Ohio	4,990,336	369,363	4,620,971	3,381,743	1,139,128
Oklahoma	0	0	0	0	0
Oregon	0	0	0	0	0
Pennsylvania	0	0	0	0	0
Rhode Island	0	0	0	0	0
South Carolina	0	0	0	0	0
South Dakota	85,869	42,935	42,934	10,330	32,604
Tennessee	14,000	7,000	7,000	7,000	0
Texas	731,887	336,602	395,285	313,858	81,427
Utah	148,007	34,478	113,529	34,843	78,686
Vermont	83,128	33,316	49,812	10,000	39,812
Virginia	1,144,466	172,136	971,330	466,403	504,927
Washington	346,718	113,308	133,412	12,478	120,934
West Virginia	398,987	81,237	307,750	0	307,750
Wisconsin	822,504	106,233	416,332	83,541	332,791
Wyoming	60,000	30,000	30,000	10,000	20,000
Dist. of Columbia	0	0	0	0	0
Ocean	0	0	0	0	0
Puerto Rico	309,776	108,000	201,776	201,776	0
Virgin Islands	0	0	0	0	0

Table 34

EXPENDITURES FOR VOCATIONAL EDUCATION  
FROM GEORGE-BARDEN ACT, TITLE I FUNDS AND MATCHING FUNDS  
FISCAL YEAR 1968

State	Grand Total	Federal	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$172,662,461	\$19,166,346	\$153,496,115	\$61,897,781	\$91,598,334
Alabama	3,665,660	681,131	2,984,529	2,984,529	0
Alaska	479,953	135,504	344,449	61,987	282,462
Arizona	1,428,532	47,907	1,380,625	283,546	1,117,079
Arkansas	2,954,965	474,863	2,480,002	742,580	1,737,422
California	16,933,169	1,561,515	15,371,654	732,948	14,638,706
Colorado	978,574	258,191	720,383	0	720,383
Connecticut	786,962	79,425	497,537	58,085	439,452
Delaware	525,028	108,916	616,110	537,283	78,827
Florida	5,206,629	191,981	5,018,648	4,779,364	237,284
Georgia	4,527,499	243,488	4,284,011	512,342	3,771,669
Hawaii	522,852	135,200	387,652	387,652	0
Idaho	1,105,520	198,979	906,541	172,567	733,974
Illinois	5,909,171	319,874	5,589,297	982,086	4,607,211
Indiana	5,384,486	858,381	4,526,105	514,682	4,009,223
Iowa	1,681,924	790,962	790,962	0	790,962
Kansas	2,668,715	466,982	2,201,733	356,389	1,845,344
Kentucky	3,079,469	219,121	2,860,348	2,707,739	152,609
Louisiana	4,373,904	548,639	3,825,265	705,766	3,119,499
Maine	590,937	83,901	477,036	228,638	248,398
Maryland	1,572,978	122,368	1,450,608	847,512	603,096
Massachusetts	3,226,350	489,313	2,737,037	32,862	2,724,175
Michigan	8,540,397	1,071,609	7,468,788	509,464	6,959,324
Minnesota	2,725,333	186,588	2,538,745	1,255,970	1,282,775
Mississippi	1,602,498	178,517	1,424,981	302,588	1,023,393
Missouri	5,353,187	828,900	4,524,287	862,606	3,661,681
Montana	908,201	176,314	731,887	130,160	301,727
Nebraska	950,989	96,930	854,059	112,152	741,907
Nevada	548,168	136,875	411,293	76,478	334,815
New Hampshire	343,391	35,862	307,529	5,893	301,636
New Jersey	711,010	100,051	610,959	393,750	217,209
New Mexico	989,721	145,526	844,195	165,735	678,460
New York	0	0	0	0	0
North Carolina	6,754,571	402,666	6,351,905	3,924,231	2,427,674
North Dakota	771,013	59,206	711,807	109,536	602,271
Ohio	11,324,287	1,311,132	9,913,155	7,445,540	2,467,615
Oklahoma	2,418,123	112,295	2,305,828	432,272	1,873,556
Oregon	731,961	92,257	639,704	100,308	539,396
Pennsylvania	4,057,650	418,402	3,639,248	722,703	2,916,545
Rhode Island	348,874	28,000	320,874	10,869	309,403
South Carolina	2,916,401	202,470	2,713,931	1,264,247	1,451,684
South Dakota	986,498	259,396	727,102	39,687	687,415
Tennessee	2,112,386	321,374	1,791,012	591,209	1,199,803
Texas	15,982,044	1,411,888	14,570,156	12,995,504	1,574,652
Utah	1,582,740	135,475	1,448,265	61,683	1,386,582
Vermont	1,027,460	135,000	892,460	234,009	658,451
Virginia	10,199,327	759,094	9,440,233	4,612,24	4,828,009
Washington	2,008,051	414,078	1,593,973	1,903,354	6,890,639
West Virginia	4,030,882	256,091	3,774,791	365,871	3,408,920
Wisconsin	4,524,404	596,133	3,928,271	141,126	3,787,145
Wyoming	270,000	135,000	135,000	0	135,000
Dist. of Columbia	584,474	198,787	385,687	385,687	0
Oceania	80,000	80,000	80,000	80,000	0
Puerto Rico	4,438,029	846,389	3,591,640	3,591,640	0
Virgin Islands	198,138	40,000	158,138	158,138	0

Table 35

EXPENDITURES FOR VOCATIONAL EDUCATION  
FROM GEORGE-BARDEN ACT TITLE II FUNDS AND MATCHING FUNDS  
FISCAL YEAR 1969

State	Grand Total	Federal	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$10,944,660	\$2,419,590	\$8,525,070	\$1,969,398	\$6,555,672
Alabama	230,412	114,744	115,668	10,852	101,815
Alaska	51,028	25,519	25,519	11,039	14,480
Arizona	0	0	0	0	0
Arkansas	0	0	0	0	0
California	2,203,694	257,601	1,946,293	0	1,946,293
Colorado	145,542	43,597	101,945	0	101,945
Connecticut	0	0	0	0	0
Delaware	46,002	23,001	23,001	23,001	0
Florida	0	0	0	0	0
Georgia	0	0	0	0	0
Hawaii	46,030	23,015	23,015	23,015	0
Idaho	70,245	35,599	36,646	32,798	3,848
Illinois	0	0	0	0	0
Indiana	306,217	144,944	241,273	96,330	144,943
Iowa	207,520	133,760	133,760	0	133,760
Kansas	168,064	76,321	91,743	41,274	50,469
Kentucky	0	0	0	0	0
Louisiana	193,569	90,857	102,712	30,212	72,500
Maine	0	0	0	0	0
Maryland	0	0	0	0	0
Massachusetts	231,877	63,309	148,568	4,036	144,532
Michigan	1,779,448	181,189	1,598,259	230,577	1,367,682
Minnesota	0	0	0	0	0
Mississippi	0	0	0	0	0
Missouri	483,095	139,966	343,129	138,379	204,750
Montana	60,330	29,728	30,602	3,175	27,427
Nebraska	0	0	0	0	0
Nevada	45,592	22,796	22,796	16,697	6,099
New Hampshire	0	0	0	0	0
New Jersey	0	0	0	0	0
New Mexico	49,605	24,573	25,032	8,772	16,260
New York	0	0	0	0	0
North Carolina	0	0	0	0	0
North Dakota	0	0	0	0	0
Ohio	1,345,291	221,586	1,123,705	383,563	740,142
Oklahoma	0	0	0	0	0
Oregon	0	0	0	0	0
Pennsylvania	0	0	0	0	0
Rhode Island	0	0	0	0	0
South Carolina	0	0	0	0	0
South Dakota	87,602	43,801	43,801	1,421	42,380
Tennessee	0	0	0	0	0
Texas	473,267	236,130	336,147	124,723	111,424
Utah	72,966	25,676	30,080	50,080	0
Vermont	150,190	55,796	107,394	107,394	0
Virginia	511,397	129,923	381,474	144,187	237,287
Washington	1,323,343	71,738	1,251,607	207,667	1,043,940
West Virginia	129,735	60,761	78,974	50,974	28,000
Wisconsin	0	0	0	0	0
Wyoming	25,893	13,796	13,796	0	13,796
Dist. of Columbia	133,274	23,796	99,578	99,578	0
Guam	0	0	0	0	0
Puerto Rico	236,210	119,137	119,137	119,137	0
Virgin Islands	17,380	6,754	10,626	10,626	0

Table 36  
 EXPENDITURES FOR VOCATIONAL EDUCATION  
 FROM GEORGE-BARDEN ACT TITLE III FUNDS AND MATCHING FUNDS  
 FISCAL YEAR 1968

State	Grand Total	Federal	State and Local		
			Total	State	Local
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$21,591,321	\$6,584,737	\$15,006,584	\$2,971,845	\$12,034,739
Alabama	630,823	317,177	333,646	33,431	300,215
Alaska	63,030	31,515	31,515	6,631	24,884
Arizona	0	0	0	0	0
Arkansas	0	0	0	0	0
California	5,089,014	772,802	4,307,212	0	4,307,212
Colorado	435,648	130,792	304,856	0	304,856
Connecticut	0	0	0	0	0
Delaware	102,435	36,720	65,715	2,439	63,276
Florida	0	0	0	0	0
Georgia	0	0	0	0	0
Hawaii	144,034	69,044	74,990	74,990	0
Idaho	206,564	100,797	105,797	103,688	2,108
Illinois	0	0	0	0	0
Indiana	1,515,456	434,251	1,080,625	439,536	641,089
Iowa	602,582	401,281	401,281	0	401,281
Kansas	619,357	224,584	394,773	9,064	385,709
Kentucky	0	0	0	0	0
Louisiana	579,742	285,869	293,873	0	293,873
Maine	0	0	0	0	0
Maryland	0	0	0	0	0
Massachusetts	601,176	349,828	351,250	4,601	346,649
Michigan	1,987,220	543,567	1,443,653	75,000	1,368,653
Minnesota	0	0	0	0	0
Mississippi	0	0	0	0	0
Missouri	1,257,619	419,697	837,722	159,044	678,678
Montana	164,670	80,195	84,475	6,465	77,980
Nebraska	0	0	0	0	0
Nevada	136,774	68,387	68,387	57,734	10,653
New Hampshire	0	0	0	0	0
New Jersey	0	0	0	0	0
New Mexico	177,714	73,719	103,995	7,150	96,845
New York	0	0	0	0	0
North Carolina	0	0	0	0	0
North Dakota	0	0	0	0	0
Ohio	1,776,368	664,757	1,111,611	608,614	502,787
Oklahoma	0	0	0	0	0
Oregon	0	0	0	0	0
Pennsylvania	0	0	0	0	0
Rhode Island	0	0	0	0	0
South Carolina	0	0	0	0	0
South Dakota	962,806	131,403	131,403	82,307	49,096
Tennessee	0	0	0	0	0
Texas	1,419,485	708,359	711,126	355,713	355,413
Utah	369,953	68,628	201,325	201,325	0
Vermont	368,686	68,387	200,298	169,180	31,138
Virginia	0	0	0	0	0
Washington	1,620,369	215,204	1,605,165	211,880	1,393,285
West Virginia	689,333	173,991	415,342	9,608	405,734
Wisconsin	0	0	0	0	0
Wyoming	81,702	26,387	33,316	0	33,316
Dist. of Columbia	16,407	4,600	11,807	11,807	0
Guam	0	0	0	0	0
Puerto Rico	579,521	389,781	389,781	389,781	0
Virgin Islands	21,821	10,155	11,666	11,666	0

Table 37

TOTAL FEDERAL EXPENDITURES FOR VOCATIONAL EDUCATION BY FUNCTION  
(EXCLUDES CONSTRUCTION AND WORK-STUDY)

FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruc- tion	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>Total</b>	<b>\$191,759,343</b>	<b>\$19,498,566</b>	<b>\$9,849,989</b>	<b>\$6,652,123</b>	<b>\$117,834,593</b>	<b>\$4,348,570</b>	<b>\$29,084,641</b>	<b>\$4,390,861</b>
Alabama	4,280,048	180,170	322,625	79,846	3,496,928	0	0	200,479
Alaska	532,616	49,000	0	13,186	392,290	73,576	4,584	0
Arizona	2,168,422	44,120	152,078	16,250	1,933,505	1,664	0	16,807
Arkansas	3,358,860	663,192	234,734	56,101	2,190,257	0	153,948	60,628
California	15,965,241	2,866,784	1,193,242	91,061	7,803,008	51,535	3,887,616	45,935
Colorado	2,277,448	260,931	0	13,237	1,190,140	31,073	739,667	42,200
Connecticut	2,726,165	227,599	205,116	151,103	1,817,460	31,048	283,953	19,826
Delaware	496,683	56,615	77,836	36,091	274,026	14,693	37,422	0
Florida	4,173,534	597,066	703,737	233,423	390,340	100,696	2,096,428	49,666
Georgia	6,704,409	868,119	435,638	92,816	4,533,636	5,038	577,642	191,516
Hawaii	984,184	110,105	10,667	30,970	692,934	0	139,508	0
Idaho	1,231,283	66,845	0	62,935	1,062,611	0	6,483	30,409
Illinois	7,472,692	494,215	289,341	193,138	5,018,513	365,973	937,909	213,603
Indiana	4,593,960	443,763	0	204,034	2,617,376	125,905	678,078	127,184
Iowa	4,294,670	543,474	228,598	118,776	2,368,509	87,723	797,363	153,110
Kansas	2,401,745	175,210	90,042	26,650	1,405,083	0	668,448	16,112
Kentucky	3,806,025	990,134	235,493	274,823	1,792,537	25,690	457,945	29,403
Louisiana	5,321,172	221,495	371,214	235,556	4,247,041	20,858	0	228,006
Maine	1,177,440	108,995	52,439	11,968	690,690	0	300,367	12,994
Maryland	2,464,775	225,472	0	104,519	1,290,676	1,570	732,151	110,987
Massachusetts	3,954,188	246,597	103,174	63,713	2,640,798	0	760,136	119,750
Michigan	7,046,662	441,662	298,569	112,500	4,211,248	55,026	1,617,930	9,707
Minnesota	3,264,136	781,422	87,641	222,591	1,591,081	19,022	489,154	73,025
Mississippi	2,995,934	106,096	144,748	178,405	2,521,920	6,387	0	36,378
Missouri	3,973,240	17,194	343,672	110,074	2,285,721	0	659,744	656,835
Montana	639,120	185,138	4,165	39,935	516,385	12,012	77,015	4,470
Nebraska	2,181,093	196,011	56,061	96,870	1,531,077	0	297,907	2,867
Nevada	584,164	17,565	0	20,099	519,613	0	15,744	10,964
New Hampshire	629,657	47,732	30,286	17,655	296,315	0	501,895	5,774
New Jersey	4,270,457	10,728	430,388	387,341	1,496,913	1,690,659	324,992	19,633
New Mexico	1,538,750	118,396	133,850	30,937	1,098,235	4,905	166,661	6,606
New York	12,318,331	1,228,061	0	155,864	10,898,660	271,459	0	27,487
North Carolina	6,236,840	815,725	0	140,668	7,505,841	0	348,369	26,437
North Dakota	1,038,564	106,319	4,047	74,747	679,504	0	189,751	4,206
Ohio	5,361,450	455,883	442,153	461,170	1,806,153	15,055	1,741,482	497,552
Oklahoma	2,451,348	188,210	381,626	114,614	1,789,635	24,520	18,829	33,524
Oregon	2,285,893	163,490	51,790	104,778	1,714,367	88,072	178,643	10,853
Pennsylvania	7,736,148	1,328,865	0	764,603	4,337,318	585,646	568,683	188,251
Rhode Island	396,851	190,998	83,085	12,792	149,718	13,393	358	20,638
South Carolina	2,813,681	103,653	158,289	63,137	1,978,153	7,546	465,183	12,170
South Dakota	1,155,694	81,367	32,636	57,285	687,366	0	290,616	6,564
Tennessee	6,386,735	1,175,755	369,666	126,115	4,514,442	42,377	103,284	64,256
Texas	13,667,178	1,136,865	873,466	156,376	7,646,394	341,189	2,314,631	216,490
Utah	1,446,524	178,872	233,807	60,872	895,118	19,336	25,831	85,458
Vermont	679,663	51,792	81,323	27,846	316,154	0	94,763	28,084
Virginia	4,342,430	21,106	0	221,055	2,267,221	137,858	1,666,060	18,730
Washington	3,646,910	488,796	493,963	488,796	709,703	63,012	1,213,618	188,318
West Virginia	1,218,703	196,088	134,512	30,053	748,133	13,466	190,179	16,373
Wisconsin	2,476,524	378,872	233,807	74,398	1,790,049	20,807	1,003,120	77,061
Wyoming	699,246	22,443	121,356	77,218	344,777	0	25,451	0
Dist. of Columbia	544,342	45,862	0	1,360	480,072	0	117,346	0
Guam	196,414	17,124	4,641	0	143,383	0	20,878	2,882
Puerto Rico	4,724,366	354,778	211,061	40,363	3,997,683	10,300	640,067	179,180
Virgin Islands	77,376	16,627	0	0	60,939	0	0	0

Table 38

TOTAL STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL EDUCATION BY FUNCTION (EXCLUDES CONSTRUCTION AND WORK-STUDY)

FISCAL YEAR 1968

State	Total	Admin- stration	Super- vision	Teacher Education	Instruc- tion	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>Total</b>	<b>\$781,948,045</b>	<b>\$84,180,690</b>	<b>\$9,329,953</b>	<b>\$12,038,210</b>	<b>\$641,509,137</b>	<b>\$4,790,949</b>	<b>\$45,624,357</b>	<b>\$16,474,749</b>
Alabama	17,188,332	1,467,017	279,712	97,303	15,123,626	0	0	200,460
Alaska	980,894	52,751	0	14,896	902,640	724	10,173	0
Arizona	5,008,251	173,610	79,446	173,213	4,418,492	14,681	0	149,187
Arkansas	6,145,329	670,692	93,738	213,610	4,865,364	0	242,443	60,262
California	54,647,466	4,105,112	434,087	523,481	45,284,861	161,596	4,097,853	80,578
Colorado	6,071,501	493,545	0	236,463	4,534,249	12,942	753,842	39,460
Connecticut	13,286,344	2,543,051	248,024	39,005	9,437,001	0	784,899	235,364
Delaware	2,688,137	16,264	49,481	73,887	2,743,836	0	569	0
Florida	23,113,352	1,139,969	48,670	97,864	20,720,032	4,412	0	102,405
Georgia	16,537,316	1,444,007	352,331	211,928	12,678,143	2,788	3,891,358	356,783
Hawaii	1,014,830	67,451	110,894	26,131	1,743,229	0	67,225	0
Idaho	2,297,923	145,341	116,079	21,518	1,678,209	0	28,328	28,943
Illinois	23,009,107	771,558	306,650	195,888	18,944,778	579,218	625,373	565,742
Indiana	11,677,620	1,196,194	0	247,534	8,554,189	196,913	882,641	210,135
Iowa	13,336,171	1,304,672	191,789	320,451	8,769,414	143,676	1,636,700	162,069
Kansas	4,883,343	545,701	103,376	137,450	4,910,031	0	1,239,689	45,904
Kentucky	10,336,352	993,365	235,513	375,241	8,239,306	37,124	500,541	89,404
Louisiana	10,318,901	411,428	672,100	454,313	8,504,847	70,778	0	251,318
Maine	3,085,311	312,845	67,718	5,897	2,425,432	0	336,684	6,497
Maryland	18,933,369	328,319	0	104,897	14,376,512	1,570	773,968	236,703
Massachusetts	18,824,300	1,026,382	63,499	3,721	17,670,706	0	0	281,890
Michigan	23,899,304	674,568	530,269	664,324	19,822,368	55,026	1,917,930	14,660
Minnesota	17,304,887	3,320,878	83,743	327,959	12,094,833	40,006	2,082,345	345,319
Mississippi	6,996,248	134,077	113,850	302,904	6,300,052	7,408	0	78,457
Missouri	16,818,870	696,685	55,537	497,310	6,373,926	0	1,217,718	3,977,394
Montana	2,066,148	276,376	0	61,956	1,428,169	17,485	348,578	34,584
Nebraska	3,174,851	243,388	36,449	150,364	2,583,469	0	351,927	3,364
Neveda	3,147,885	146,768	111,008	36,586	1,496,477	0	39,158	284,217
New Hampshire	3,218,893	106,326	36,470	17,347	1,806,795	0	629,598	38,187
New Jersey	17,638,104	514,663	430,838	490,313	13,888,572	1,736,720	855,500	222,454
New Mexico	2,218,846	340,873	84,587	46,912	3,278,980	4,246	465,436	6,493
New York	194,797,848	11,607,867	603,907	1,444,470	128,339,414	86,720	0	2,612,741
North Carolina	21,753,387	6,723,018	0	386,918	16,533,288	4,636	4,134,241	1,147,867
North Dakota	2,467,844	47,782	18,489	196,351	2,459,556	0	134,485	0
Ohio	30,168,289	380,680	111,976	460,383	28,728,553	0	2,020,821	482,747
Oklahoma	6,643,228	334,813	273,964	147,172	6,796,653	27,334	15,562	67,426
Oregon	6,866,798	825,299	103,334	186,489	5,403,813	53,439	76,310	260,584
Pennsylvania	27,399,132	1,794,953	0	786,241	29,318,184	930,898	4,433,130	140,447
Rhode Island	1,896,317	318,114	43,467	11,783	1,190,090	0	258	7,588
South Carolina	14,399,316	374,343	381,690	286,731	10,829,241	17,736	1,411,127	625,880
South Dakota	1,696,713	83,676	26,869	87,284	1,143,062	0	290,518	6,343
Tennessee	11,793,366	1,361,146	263,944	309,476	8,217,429	98,330	1,865,604	54,396
Texas	34,892,336	841,816	694,815	62,874	24,427,796	0	3,221,632	12,622
Utah	6,399,323	441,363	23,690	71,848	4,869,918	13,390	729,866	348,416
Vermont	1,641,197	117,029	63,967	13,616	1,466,604	0	110,567	116,614
Virginia	17,090,794	125,690	629,663	766,362	14,297,238	234,466	1,761,223	19,588
Washington	10,288,642	666,111	173,314	173,314	17,090,010	28,000	1,194,909	263,227
West Virginia	3,085,065	277,641	73,890	173,248	2,437,948	16,206	2,221,645	12,622
Wisconsin	20,831,849	6,275,867	262,000	496,061	16,089,028	192,905	1,243,641	569,339
Wyoming	1,614,287	10,984	6,863	111,468	1,343,733	0	23,481	110,671
Dist. of Columbia	1,268,016	134,848	72,866	7,266	1,059,141	0	17,231	0
Guam	794,948	7,967	4,641	6	1,777,414	0	30,879	3,268
Puerto Rico	6,119,916	261,360	266,679	61,051	7,469,263	0	674,662	760,264
Virgin Islands	2,075	16,428	0	0	200,264	0	23,313	0

Table 39

TOTAL EXPENDITURES BY FUNCTION AND PERCENTAGE DISTRIBUTION  
(EXCLUDES CONSTRUCTION AND WORK-STUDY)  
FISCAL YEARS 1968, 1967, 1966

Function	1968	Percent Distri- bution	1967	Percent Distri- bution	1966	Percent Distri- bution
(1)	(2)	(3)	(4)	(5)	(6)	(7)
TOTAL	\$973,707,388	100.0	\$796,998,124	100.0	\$618,383,958	100.0
Administration	73,679,256	7.6	52,840,746	6.6	15,868,740	2.6
Supervision	19,279,942	2.0	18,461,927	2.3	33,431,195	5.4
Teacher Training	18,690,333	1.9	14,302,601	1.8	13,727,521	2.2
Instruction	759,343,730	78.0	616,810,569	77.4	440,120,202	71.2
Research	9,139,519	0.9	7,672,963	1.0	5,350,720	0.9
Instructional Equipment	74,708,998	7.7	74,876,630	9.4	71,778,812	11.6
Vocational Guidance	18,865,610	1.9	12,032,688	1.5	5,315,621	0.8
Other Allowable	-	-	-	-	32,791,086	5.3

Table 40

TOTAL EXPENDITURES AND PERCENTAGE OF TOTAL FOR VOCATIONAL EDUCATION BY FUNCTION  
(EXCLUDES CONSTRUCTION AND WORK-STUDY)  
FISCAL YEAR 1968

Function	Total	Federal	Per- centage Distri- bution	Federal as Percentage of total	Local	Per- centage Distri- bution	State & Local Percentage of total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	973,707,388	191,759,343	100.0	19.7	781,948,045	100.0	80.3
Administration	73,679,256	19,498,568	10.2	26.5	54,180,690	6.9	73.5
Supervision	19,279,942	9,949,989	5.2	51.6	9,329,953	1.2	48.4
Teacher Education	18,690,333	6,652,123	3.5	35.6	12,038,210	1.6	64.4
Instruction	759,343,730	117,834,593	61.4	15.5	641,509,137	82.2	84.5
Research	9,139,519	4,348,570	2.3	47.6	4,790,949	0.6	52.4
Instructional Equipment	74,708,998	29,084,641	15.1	38.9	45,624,357	5.8	61.1
Vocational Guidance	18,865,610	4,390,861	2.3	23.3	14,474,749	1.9	78.7



TABLE 42

Summary of National Insurance Claims by Type of Claim, Sex, and State

State	Total		Male		Female		Total		Male		Female		Number of Special Claims
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	
Alabama	1,287	1,413	688	745	599	668	689	768	599	668	689	768	134
Alaska	1	1	1	1	0	0	1	1	0	0	1	1	0
Arizona	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Arkansas	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
California	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Colorado	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Connecticut	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Delaware	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
District of Columbia	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Florida	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Georgia	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Idaho	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Illinois	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Indiana	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Iowa	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Kansas	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Kentucky	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Louisiana	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Maine	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Maryland	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Massachusetts	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Michigan	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Minnesota	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Mississippi	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Missouri	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Montana	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Nebraska	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Nevada	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
New Hampshire	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
New Jersey	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
New Mexico	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
New York	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
North Carolina	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
North Dakota	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Ohio	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Oklahoma	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Oregon	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Pennsylvania	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Rhode Island	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
South Carolina	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
South Dakota	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Tennessee	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Texas	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Utah	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Vermont	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Virginia	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Washington	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
West Virginia	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Wisconsin	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0
Wyoming	1,000	1,000	500	500	500	500	1,000	1,000	500	500	1,000	1,000	0

1. Includes 1,000 claims for 17 persons in 1964 who were paid 1 year.

2. In regular claims and included national employees.

Table 42

EXPENDITURES FOR VOCATIONAL AGRICULTURE EDUCATION  
BY SOURCE OF FUNDS AND BY STATE

FISCAL YEAR 1968

State (1)	Grand Total (2)	State (3)	Local (4)	Federal			
				Total (5)	Smith- Hughes (6)	George- Barden (7)	V. E. Act of 1963 (8)
Total	\$109,846,337	\$35,685,337	\$48,014,901	\$26,146,099	\$1,713,762	\$5,647,797	\$18,784,540
Alabama	3,441,281	2,499,440	0	941,821	91,178	283,349	567,294
Alaska	36,262	8,157	9,974	18,131	0	16,004	2,127
Arizona	765,182	302,338	257,029	212,795	0	0	212,795
Arkansas	2,099,322	280,317	1,157,186	631,819	0	233,263	446,556
California	8,527,393	215,144	6,296,057	2,016,192	145,401	235,107	1,635,684
Colorado	766,722	57,478	477,552	231,694	28,760	89,720	113,214
Connecticut	392,123	194,542	137,936	59,645	0	0	59,645
Delaware	276,343	201,672	13,088	61,583	12,250	31,469	17,864
Florida	2,774,022	1,622,547	419,837	521,638	0	0	521,638
Georgia	3,592,653	133,782	2,668,548	790,325	0	0	790,325
Hawaii	362,223	244,941	0	117,282	12,000	40,000	65,282
Idaho	701,011	99,936	277,961	323,114	22,430	93,382	207,292
Illinois	4,174,716	976,844	2,069,529	1,128,343	30,700	0	1,097,643
Indiana	2,771,677	419,463	1,489,277	862,937	105,959	341,459	415,519
Iowa	2,719,056	442,547	1,445,672	830,877	77,278	45,787	287,812
Kansas	1,574,439	150,364	1,063,840	360,235	51,267	225,430	83,538
Kentucky	2,679,473	1,984,321	207,622	477,530	0	0	477,530
Louisiana	2,539,297	382,890	1,351,342	825,095	77,491	163,978	588,638
Maine	189,184	0	80,550	88,852	0	0	88,852
Maryland	1,420,372	847,295	349,111	223,947	0	0	223,947
Massachusetts	914,021	11,999	755,451	146,571	52,722	40,000	53,849
Michigan	2,112,445	87,979	1,482,339	542,127	130,289	310,134	101,724
Minnesota	3,641,376	1,566,419	1,515,911	579,046	0	0	579,046
Mississippi	2,254,344	658,931	856,435	736,978	0	0	736,978
Missouri	2,342,893	3,342,907	1,497,306	619,680	88,165	380,371	151,144
Montana	567,737	31,466	374,418	160,855	22,665	73,707	64,483
Nebraska	1,125,486	85,813	511,228	325,645	0	0	325,645
Nevada	369,355	23,789	191,785	78,511	14,000	40,000	19,601
New Hampshire	197,189	114,747	28,288	54,154	0	0	54,154
New Jersey	560,350	297,703	173,001	89,644	0	0	89,644
New Mexico	893,555	40,349	45,083	312,135	22,679	40,980	248,464
New York	4,546,195	1,749,548	1,926,741	871,690	0	0	871,690
North Carolina	6,156,383	1,790,356	2,115,713	2,322,751	0	0	2,322,751
North Dakota	824,331	76,021	310,549	237,661	0	0	237,661
Ohio	4,347,860	2,606,785	1,030,997	710,098	160,692	365,400	184,008
Oklahoma	3,218,159	177,556	2,445,914	364,787	0	0	364,787
Oregon	1,238,076	141,164	744,239	333,874	0	0	333,874
Pennsylvania	4,136,634	870,946	8,886,789	408,909	0	0	408,909
Rhode Island	110,953	13,811	81,895	45,849	0	0	45,849
South Carolina	2,854,336	1,639,531	748,354	369,451	0	0	369,451
South Dakota	501,791	22,654	226,687	350,450	26,273	144,671	79,508
Tennessee	2,371,940	57,541	1,391,931	822,468	0	0	822,468
Texas	11,084,092	9,150,664	319,094	1,614,234	150,650	481,465	975,319
Utah	655,963	83,000	686,875	108,718	15,735	40,000	49,983
Vermont	234,840	40,174	123,187	71,509	16,818	40,000	14,691
Virginia	3,354,888	1,413,678	1,237,413	803,867	105,197	279,355	219,315
Washington	1,409,364	309,906	586,050	213,128	56,879	114,817	341,633
West Virginia	769,801	83,023	507,987	173,881	68,796	83,043	19,042
Wisconsin	3,632,331	201,117	2,254,419	574,796	86,719	389,361	89,516
Wyoming	519,176	16,388	380,343	136,374	18,000	40,000	83,574
Dist. of Columbia	34,072	18,883	0	15,446	0	9,590	5,958
Guam	0	0	0	0	0	0	0
Puerto Rico	1,466,738	882,302	0	694,436	33,000	543,505	47,931
Virgin Islands	17,283	14,019	0	3,740	0	3,840	0

Table 43  
 FEDERAL EXPENDITURES FOR VOCATIONAL AGRICULTURE EDUCATION BY FUNCTION  
 FISCAL YEAR 1968

State	Total	Admini- stration	Super- vision	Teacher Education	Instruc- tion	Research	Instructi- onal Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$28,146,101	\$90,512	\$1,821,348	\$1,413,579	\$19,709,196	\$224,360	\$1,651,374	\$135,732
Alabama	941,821	18,480	60,702	37,831	826,698	0	0	0
Alaska	18,131	4,967	0	0	11,121	2,043	0	0
Arizona	2,279,5	6,722	32,060	8,782	162,231	0	0	3,000
Arkansas	601,819	19,249	52,258	8,000	601,579	0	1,067	1,668
California	2,016,181	278,393	218,673	29,445	1,219,721	0	271,959	0
Colorado	231,694	26,289	0	4,559	173,682	0	27,164	0
Connecticut	59,645	0	0	0	59,643	0	0	0
Delaware	61,583	6,107	7,702	17,332	28,128	0	4,316	0
Florida	521,838	74,467	106,533	47,097	113,510	1,791	168,948	9,292
Georgia	790,325	11,098	0	11,433	732,790	0	39,004	0
Hawaii	117,282	1,000	3,334	1,000	56,225	0	54,723	0
Idaho	323,114	2,645	0	14,823	305,589	0	57	0
Illinois	1,128,343	5,234	0	79,902	988,932	0	54,275	0
Indiana	862,938	56,539	0	44,415	639,291	42,232	80,461	0
Iowa	830,877	0	0	29,200	751,884	0	49,713	0
Kansas	360,236	17,792	32,136	10,302	277,024	0	21,357	1,625
Kentucky	477,529	6,109	57,322	57,899	347,730	0	8,212	157
Louisiana	825,095	20,025	129,788	86,218	589,068	0	0	0
Maine	88,652	0	4,710	0	79,060	0	4,882	0
Maryland	223,947	18,525	0	18,068	180,537	0	36,817	0
Massachusetts	146,571	7,998	17,747	8,012	111,635	0	2,800	379
Michigan	442,127	0	64,796	15,774	423,799	0	35,758	0
Minnesota	579,046	88,076	0	51,755	423,404	0	13,948	1,863
Mississippi	736,978	28,704	41,252	72,374	594,648	0	0	0
Missouri	619,680	0	0	21,442	491,047	0	107,191	0
Montana	160,855	22,941	0	17,568	110,335	0	9,458	573
Nebraska	525,645	0	24,909	30,000	421,882	0	48,754	0
Nevada	73,801	0	0	5,985	65,880	0	2,136	0
New Hampshire	54,154	1,026	5,856	0	47,272	0	0	0
New Jersey	89,644	0	36,409	13,454	18,591	16,906	3,302	982
New Mexico	312,123	0	48,864	16,719	236,982	0	9,558	0
New York	871,690	0	0	0	871,690	0	0	0
North Carolina	2,232,751	0	0	44,925	2,140,025	0	47,801	0
North Dakota	237,662	0	0	33,682	189,916	0	14,084	0
Ohio	710,098	21,547	99,652	132,592	515,760	6,412	115,813	18,322
Oklahoma	594,787	180	70,382	35,000	484,325	0	4,400	0
Oregon	322,874	0	0	7,741	340,928	2,366	1,689	0
Pennsylvania	408,909	126,397	0	54,445	72,198	147,875	8,194	0
Rhode Island	45,848	0	6,499	6,732	32,618	0	0	0
South Carolina	588,431	0	37,047	26,350	420,418	0	84,636	0
South Dakota	250,480	0	9,581	12,803	218,841	0	9,848	0
Tennessee	322,874	0	144,868	39,028	138,998	0	0	0
Texas	1,814,324	22,280	232,285	17,883	1,503,436	0	137,470	0
Utah	105,718	0	18,349	19,236	82,119	0	11,314	0
Vermont	71,809	3,003	7,543	11,430	48,814	0	200	3,780
Virginia	803,863	0	0	7,405	435,569	0	170,891	0
Washington	813,128	47,028	113,063	189,894	35,065	4,935	105,538	30,205
West Virginia	172,881	8,215	40,834	17,050	98,398	0	15,586	0
Wisconsin	874,781	8,065	39,815	10,170	819,149	0	3,459	1,908
Wyoming	136,574	5,942	40,858	10,584	79,314	0	473	0
Dist. of Columbia	18,348	0	0	0	12,714	0	3,835	0
Ocean	0	0	0	0	0	0	0	0
Puerto Rico	894,436	31,000	17,899	18,890	430,536	0	64,311	67,000
Virgin Islands	3,300	1,433	0	0	1,813	0	0	0

Table 44

STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL AGRICULTURE EDUCATION BY FUNCTION  
FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$83,700,239	\$1,539,127	\$1,429,452	\$2,277,088	\$75,415,599	\$459,350	\$2,381,733	\$197,908
Alabama	2,499,440	18,065	0	14,802	2,466,873	0	0	0
Alaska	18,131	4,987	0	0	13,154	0	0	0
Arizona	553,367	3,837	13,593	26,346	493,831	0	0	15,760
Arkansas	1,417,503	19,250	0	7,500	1,380,562	0	8,524	1,667
California	6,511,202	327,462	103,231	461,865	5,358,585	0	260,059	0
Colorado	555,028	20,555	0	69,634	417,336	0	27,503	0
Connecticut	332,479	0	0	0	326,379	0	6,100	0
Delaware	114,760	3,449	7,448	57,550	145,810	0	503	0
Florida	2,252,384	13,320	3,978	25,334	2,209,754	0	0	0
Georgia	2,802,328	3,614	0	24,445	2,721,059	0	53,210	0
Hawaii	244,841	7,196	34,247	2,000	201,496	0	0	0
Idaho	377,897	15,420	32,853	25,324	304,159	0	131	0
Illinois	3,046,373	12,211	0	78,961	2,958,077	0	36,184	0
Indiana	1,908,740	64,212	0	46,332	1,821,376	85,760	80,467	0
Iowa	1,888,179	0	0	52,973	1,781,846	0	83,360	0
Kansas	1,214,204	59,860	37,108	32,452	1,042,213	0	38,148	4,432
Kentucky	2,181,943	6,110	78,814	56,000	2,010,498	0	9,368	187
Louisiana	1,714,202	32,837	89,254	92,118	1,459,095	0	0	0
Maine	80,532	0	0	0	78,678	0	4,856	0
Maryland	1,198,425	18,301	0	18,068	1,114,210	0	45,846	0
Massachusetts	767,450	56,339	5,685	983	692,280	0	0	12,183
Michigan	1,570,318	0	64,797	80,412	1,389,351	0	35,758	0
Minnesota	3,089,330	258,420	0	51,755	2,663,183	0	93,334	13,638
Mississippi	1,517,366	0	29,196	104,656	1,383,514	0	0	0
Missouri	1,723,213	0	0	57,335	1,553,519	0	112,459	0
Montana	405,682	23,357	0	24,054	346,196	0	11,503	772
Nebraska	599,841	0	24,544	51,145	464,664	0	59,888	0
Nevada	215,554	0	0	10,474	201,155	0	3,925	0
New Hampshire	143,035	1,026	5,621	0	136,188	0	0	0
New Jersey	470,708	23,277	36,218	21,348	349,328	17,367	10,868	13,302
New Mexico	491,432	0	0	20,425	414,119	0	56,888	0
New York	3,676,505	0	0	0	3,676,505	0	0	0
North Carolina	3,905,632	229,163	0	50,463	3,418,083	0	209,923	0
North Dakota	386,870	0	0	34,604	337,983	0	14,083	0
Ohio	3,637,761	5,084	432	59,290	3,456,265	0	115,815	6.5
Oklahoma	8,693,372	780	68,627	40,064	8,509,295	0	4,400	0
Oregon	885,402	42,420	0	13,700	827,504	0	780	0
Pennsylvania	3,727,714	126,397	0	54,448	3,113,240	341,631	92,001	0
Rhode Island	89,104	0	6,478	6,733	51,893	0	0	0
South Carolina	8,385,875	0	117,013	36,305	8,083,038	0	137,520	0
South Dakota	251,511	0	10,451	13,943	218,841	0	9,846	0
Tennessee	1,449,473	0	0	34,893	1,357,038	0	57,541	0
Texas	9,466,758	22,280	233,265	21,025	9,055,717	0	137,471	0
Utah	549,873	0	6,432	28,053	478,800	0	48,491	0
Vermont	183,351	4,159	12,644	2,853	113,654	0	584	26,737
Virginia	3,751,091	11,086	163,854	131,979	3,067,178	0	357,284	0
Washington	885,356	66,720	18,848	149,141	609,818	393	128,707	41,529
West Virginia	589,221	4,047	24,488	41,990	507,058	0	13,539	0
Wisconsin	1,057,835	18,973	40,130	11,713	9,875,847	1,313	3,066	4,804
Wyoming	378,601	3,485	3,179	10,884	359,868	0	475	0
Dist. of Columbia	18,823	0	0	0	17,801	0	1,022	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	861,305	81,000	127,649	18,880	604,436	0	16,137	82,000
Virgin Islands	10,613	1,438	0	0	11,644	0	0	0



Table 46  
EXPENDITURES FOR VOCATIONAL DISTRIBUTIVE EDUCATION  
BY SOURCE OF FUNDS AND BY STATE

FISCAL YEAR 1968

State	Grand Total	State	Local	Federal		
				Total	George-Sarden	V.E. Act of 1963
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Total	\$48,300,528	\$18,182,426	\$20,811,514	\$9,306,588	\$1,324,712	\$7,981,876
Alabama	636,425	321,447	0	314,378	44,954	270,024
Alaska	64,647	442	30,169	26,036	15,000	11,036
Arizona	550,661	235,482	227,285	87,894	0	87,894
Arkansas	253,577	27,347	106,351	119,879	24,581	95,298
California	2,110,282	67,563	1,972,618	870,099	216,285	653,814
Colorado	489,687	71,296	305,782	12,609	24,136	88,470
Connecticut	550,357	126,006	292,102	132,449	0	132,449
Delaware	210,252	96,184	40,138	73,910	14,985	58,925
Florida	3,155,396	2,330,569	545,867	276,960	0	276,960
Georgia	871,910	213,854	501,430	126,826	0	158,826
Hawaii	126,756	87,248	0	39,508	15,000	24,508
Idaho	186,446	71,502	46,693	68,251	15,000	53,251
Illinois	1,074,539	271,844	523,505	279,090	0	279,090
Indiana	830,362	74,086	290,752	265,522	64,161	201,363
Iowa	552,062	72,368	256,544	223,150	37,947	185,203
Kansas	584,721	134,496	105,105	145,120	29,987	115,140
Kentucky	445,476	329,737	53,751	61,988	0	61,988
Louisiana	658,748	70,873	434,020	153,755	44,820	108,935
Maine	77,646	37,759	17,352	22,735	0	22,735
Maryland	581,461	345,141	183,235	73,085	0	73,085
Massachusetts	481,952	33,459	238,638	189,855	70,850	119,005
Michigan	2,150,738	154,935	1,575,495	420,328	107,855	312,473
Minnesota	1,135,489	433,287	509,181	183,111	0	183,111
Mississippi	346,904	128,021	82,389	126,494	0	126,494
Missouri	831,208	242,598	503,951	84,580	59,443	25,137
Montana	132,026	8,841	66,593	58,592	14,958	43,634
Nebraska	302,374	20,871	86,837	65,078	0	65,078
Nevada	89,810	19,851	89,329	36,850	15,000	11,850
New Hampshire	14,584	3,398	1,725	7,413	0	7,413
New Jersey	1,443,804	855,763	355,843	432,399	0	432,399
New Mexico	231,787	20,018	105,692	106,167	15,000	91,167
New York	8,927,593	4,172,399	4,518,401	308,803	0	308,803
North Carolina	1,800,785	828,740	531,684	650,338	0	650,338
North Dakota	101,826	14,905	39,601	47,420	0	47,420
Ohio	2,381,838	1,572,406	523,860	296,142	133,870	162,272
Oklahoma	367,383	39,853	267,126	60,374	0	60,374
Oregon	534,316	183,675	196,273	151,469	0	151,469
Pennsylvania	3,443,632	584,854	1,412,590	445,178	0	445,178
Rhode Island	67,836	21,267	18,322	28,247	0	28,247
South Carolina	381,746	189,307	138,138	137,107	0	137,107
South Dakota	105,084	8,836	45,833	52,325	15,000	37,325
Tennessee	677,742	2,064	367,787	301,851	0	301,851
Texas	3,723,086	2,033,312	131,483	568,101	131,826	436,275
Utah	286,308	33,884	238,094	84,530	15,000	69,530
Vermont	73,621	14,534	36,440	28,647	15,000	7,647
Virginia	3,384,204	1,146,062	1,012,865	113,591	54,589	69,002
Washington	1,466,842	296,878	159,824	260,642	29,363	231,279
West Virginia	83,702	3,261	64,894	35,437	0	35,437
Wisconsin	1,314,202	449,870	490,870	377,283	0	377,283
Wyoming	146,466	11,317	81,683	55,408	15,000	40,408
Dist. of Columbia	94,266	89,232	0	28,034	15,000	10,034
Oahu	0	0	0	0	0	0
Puerto Rico	301,884	187,860	0	173,964	33,338	141,626
Virgin Islands	13,993	11,078	0	3,918	1,918	2,000

Table 47

FEDERAL EXPENDITURES FOR VOCATIONAL DISTRIBUTIVE EDUCATION BY FUNCTION  
FISCAL YEAR 1968

State	Total	Admin- stration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$9,306,587	\$491,467	\$894,850	\$470,842	\$6,352,986	\$307,925	\$726,362	\$62,175
Alabama	314,978	8,662	29,005	7,537	269,774	0	0	0
Alaska	26,036	0	0	855	14,381	10,000	1,000	0
Arizona	87,894	7,292	22,254	5,141	50,207	0	0	3,000
Arkansas	119,879	4,559	0	0	114,986	0	63	241
California	1,73,099	117,072	107,336	0	586,077	0	59,614	0
Colorado	112,609	13,366	0	652	79,852	0	18,739	0
Connecticut	132,449	0	0	0	129,734	0	2,665	0
Delaware	73,910	24,887	7,842	0	59,621	0	7,560	0
Florida	278,960	35,488	90,394	16,613	61,165	1,791	65,890	7,619
Georgia	156,628	22,768	0	13,670	118,793	0	1,395	0
Hawaii	39,508	1,000	3,000	0	34,741	0	767	0
Idaho	68,251	2,962	0	4,924	60,365	0	0	0
Illinois	279,090	10,784	0	17,170	250,505	0	631	0
Indiana	265,323	39,544	0	22,967	129,173	2,581	73,258	0
Iowa	223,150	0	0	0	214,433	0	8,717	0
Kansas	145,120	16,872	10,283	0	81,204	0	25,486	1,275
Kentucky	61,988	15,706	6,082	14,501	21,600	0	3,691	408
Louisiana	153,755	4,510	43,916	12,327	93,002	0	0	0
Maine	22,735	0	0	0	22,735	0	0	0
Maryland	73,085	13,527	0	1,761	49,403	0	8,397	0
Massachusetts	189,655	16,835	1,517	11,310	148,794	0	8,031	1,368
Michigan	420,328	0	21,840	11,531	336,659	0	50,298	0
Minnesota	183,111	20,097	5,314	25,223	117,104	1,067	14,306	0
Mississippi	126,494	6,837	8,863	13,144	97,850	0	0	0
Missouri	84,660	2,000	0	0	57,443	0	25,215	0
Montana	58,592	8,984	0	3,467	46,065	0	76	0
Nebraska	95,078	10,621	7,480	6,322	68,312	0	4,341	0
Nevada	26,830	0	0	3,07	26,387	0	138	0
New Hampshire	7,413	425	2,971	0	4,017	0	0	0
New Jersey	432,399	0	46,545	19,739	113,073	243,441	4,693	4,908
New Mexico	106,187	0	10,889	5,787	79,435	0	10,056	0
New York	306,803	0	0	0	308,803	0	0	0
North Carolina	650,339	0	0	18,879	619,469	0	11,891	0
North Dakota	47,420	0	250	7,568	38,081	0	1,521	0
Ohio	296,142	7,906	69,079	48,939	127,911	0	35,564	6,723
Oklahoma	60,874	0	19,001	6,892	34,375	0	0	0
Oregon	152,469	0	0	1,925	147,362	2,366	741	175
Pennsylvania	445,172	99,681	0	94,192	275,336	36,446	11,053	0
Rhode Island	25,847	0	13,266	0	14,961	0	0	0
South Carolina	127,107	0	16,846	8,968	102,350	0	1,949	0
South Dakota	52,335	0	6,132	0	44,712	0	1,485	0
Tennessee	301,751	0	36,486	27,499	218,685	0	2,251	0
Texas	566,101	11,129	95,431	0	394,388	0	87,153	0
Utah	64,830	0	17,818	8,969	37,974	0	278	0
Vermont	22,647	999	1,000	0	19,173	0	222	1,253
Virginia	123,991	0	0	12,463	70,359	0	40,139	0
Washington	260,642	8,321	86,747	8,838	103,360	2,094	20,477	30,174
West Virginia	25,458	876	4,421	0	29,161	0	0	0
Wisconsin	277,961	20,881	43,886	7,118	134,989	8,118	59,820	2,021
Wyoming	20,606	1,981	24,830	7,693	19,427	0	5,076	0
Dist. of Columbia	28,034	0	0	0	19,124	0	8,910	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	173,944	1,000	14,363	0	100,611	0	66,090	2,000
Virgin Islands	2,918	1,428	0	0	1,490	0	0	0

Table 48

## STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL DISTRIBUTIVE EDUCATION BY FUNCTION

FISCAL YEAR 1968

State	Total	Admin- stration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>Total</b>	<b>\$38,993,940</b>	<b>\$833,223</b>	<b>\$636,182</b>	<b>\$695,659</b>	<b>\$35,446,084</b>	<b>\$321,392</b>	<b>\$887,469</b>	<b>\$173,931</b>
Alabama	321,447	3,366	25,154	6,896	286,031	0	0	0
Alaska	36,611	0	0	2,184	36,041	0	366	0
Arizona	462,787	16,825	9,148	21,184	388,850	0	0	26,760
Arkansas	133,698	5,172	0	0	128,202	0	83	241
California	2,040,182	135,859	59,432	0	1,769,318	0	75,573	0
Colorado	377,078	22,929	0	28,685	306,170	0	18,894	0
Connecticut	418,109	0	0	0	404,464	0	13,625	0
Delaware	136,342	2,242	7,657	0	128,395	0	48	0
Florida	2,876,436	58,604	2,793	0	2,815,039	0	0	0
Georgia	715,284	8,214	0	7,521	611,206	0	86,343	0
Hawaii	87,248	7,196	14,672	0	63,841	0	1,339	0
Idaho	113,195	14,865	5,683	10,662	96,734	0	250	0
Illinois	793,448	25,166	0	17,171	759,891	0	421	0
Indiana	364,838	43,783	0	23,967	217,514	4,911	75,263	0
Iowa	323,912	0	0	0	305,244	0	23,668	0
Kansas	433,601	48,135	7,620	36,104	280,920	0	63,109	3,513
Kentucky	381,486	15,707	6,082	14,501	342,362	0	4,429	407
Louisiana	504,993	21,624	34,941	23,474	424,954	0	0	0
Maine	35,111	0	0	0	35,111	0	0	0
Maryland	508,378	11,127	0	1,539	485,142	0	10,568	0
Massachusetts	292,097	31,665	21,518	0	237,838	0	0	1,076
Michigan	1,730,430	0	21,841	58,767	1,599,504	0	50,298	0
Minnesota	942,383	38,986	5,307	25,223	836,308	2,837	33,937	0
Mississippi	220,410	0	7,129	7,833	205,448	0	0	0
Missouri	746,548	5,633	0	53,751	661,450	0	25,515	0
Montana	73,434	11,465	0	3,467	48,091	0	76	10,335
Nebraska	107,299	12,982	7,479	7,667	73,065	0	5,306	0
Nevada	72,980	0	0	257	72,723	0	0	0
New Hampshire	7,171	398	2,894	0	3,879	0	0	0
New Jersey	1,011,405	33,550	45,354	30,774	593,004	250,088	7,545	49,090
New Mexico	125,620	0	10,894	2,537	96,877	0	15,312	0
New York	8,688,790	0	0	0	8,688,790	0	0	0
North Carolina	1,120,424	27,443	0	18,279	999,789	0	43,813	0
North Dakota	14,606	0	2,025	7,568	43,393	0	1,520	0
Ohio	2,053,696	1,865	31,273	46,259	1,977,356	0	36,622	321
Oklahoma	307,109	0	18,078	6,698	282,133	0	0	0
Oregon	381,847	0	2,534	11,184	365,141	8,988	0	0
Pennsylvania	1,997,414	29,631	0	94,192	1,786,589	38,818	45,194	0
Rhode Island	59,589	0	0	0	39,589	0	0	0
South Carolina	264,842	0	27,318	5,964	221,140	0	10,322	0
South Dakota	52,689	0	6,422	0	44,712	0	1,485	0
Tennessee	378,891	0	0	21,196	344,601	0	8,094	0
Texas	3,184,995	11,189	95,431	0	3,011,282	0	67,153	0
Utah	211,778	0	0	4,537	245,247	0	11,994	0
Vermont	30,974	2,351	2,288	0	26,287	0	1,863	8,912
Virginia	2,180,617	8,302	77,130	40,928	1,993,456	0	40,781	0
Washington	1,185,900	8,782	25,035	18,493	1,087,508	4,004	20,478	41,821
West Virginia	47,345	440	1,821	0	64,884	0	0	0
Wisconsin	836,339	103,928	21,428	24,444	686,504	17,856	78,923	29,655
Wyoming	93,000	821	367	10,119	79,608	0	2,075	0
Dist. of Columbia	68,288	0	21,181	1,112	43,985	0	1,022	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	127,880	1,000	7,864	0	114,778	0	1,030	8,000
Virgin Islands	11,076	1,428	0	0	8,461	0	1,186	0



Table 50

EXPENDITURES FOR VOCATIONAL HEALTH OCCUPATIONS  
BY SOURCE OF FUNDS AND BY STATE

FISCAL YEAR 1963

State	Grand Total	State	Local	Federal			
				Total	Smith-Rughes	George-Barden	V.E. Act of 1963
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	\$46,525,609	\$15,986,065	\$19,689,146	\$11,550,398	0	\$2,419,580	\$9,130,808
Alabama	278,093	42,358	104,815	130,920	0	116,744	16,176
Alaska	84,490	14,529	15,230	34,731	0	25,519	9,212
Arizona	487,994	90,153	166,998	230,843	0	0	230,843
Arkansas	570,334	246,252	24,485	299,597	0	0	299,597
California	4,690,280	0	3,893,054	995,226	0	257,601	737,625
Colorado	469,215	25,778	298,983	134,354	0	43,597	90,757
Connecticut	420,955	197,479	97,199	126,277	0	0	126,277
Delaware	193,862	116,903	22,010	54,949	0	23,001	31,948
Florida	1,479,778	1,026,783	240,849	205,146	0	0	205,146
Georgia	659,255	261,366	13,807	364,062	0	0	364,062
Hawaii	110,120	36,008	0	74,112	0	23,013	51,097
Idaho	164,616	71,124	35,495	57,997	0	33,599	24,398
Illinois	2,023,275	533,761	881,195	608,319	0	0	608,319
Indiana	652,378	110,220	265,668	276,490	0	14,944	131,546
Iowa	1,346,504	498,412	556,366	293,726	0	133,750	159,968
Kansas	419,075	102,459	171,031	145,585	0	76,321	69,264
Kentucky	814,405	261,033	67,130	286,242	0	0	286,242
Louisiana	644,429	30,212	338,668	275,549	0	90,657	184,892
Maine	139,543	117,455	0	22,088	0	0	22,088
Maryland	228,152	147,943	52,246	27,963	0	0	27,963
Massachusetts	715,319	101,666	412,984	200,669	0	83,309	117,360
Michigan	1,795,469	239,587	1,367,683	189,200	0	161,188	8,011
Minnesota	759,948	393,292	229,699	137,041	0	0	137,041
Mississippi	245,388	126,253	35,740	83,395	0	0	83,395
Missouri	935,040	261,061	400,508	273,471	0	139,966	133,505
Montana	80,330	3,174	27,428	29,726	0	29,729	0
Nebraska	303,128	75,369	87,586	140,173	0	0	140,173
Nevada	140,789	16,897	53,896	70,196	0	22,796	47,400
New Hampshire	129,522	62,621	150	66,551	0	0	66,551
New Jersey	635,411	286,373	290,619	256,419	0	0	256,419
New Mexico	347,994	9,346	174,912	163,736	0	24,573	139,163
New York	10,327,783	4,610,806	5,054,027	752,930	0	0	752,930
North Carolina	1,187,308	668,111	43,093	456,103	0	0	456,103
North Dakota	103,920	16,030	38,398	49,492	0	0	49,492
Ohio	1,345,291	383,563	740,142	221,586	0	221,586	0
Oklahoma	422,682	59,271	194,412	166,999	0	0	166,999
Oregon	480,607	349,674	84,506	163,521	0	0	163,521
Pennsylvania	1,818,835	789,645	243,584	766,306	0	0	766,306
Rhode Island	163,607	115,046	8,979	41,582	0	0	41,582
South Carolina	268,914	137,427	6,243	125,174	0	0	125,174
South Dakota	187,702	3,111	75,740	78,851	0	43,801	35,050
Tennessee	937,009	346,663	130,880	477,466	0	0	477,466
Texas	1,976,886	547,989	441,841	988,478	0	336,120	752,356
Utah	278,267	190,237	9,237	81,193	0	22,876	58,317
Vermont	144,064	108,121	576	36,867	0	22,796	13,481
Virginia	672,644	230,447	393,049	247,148	0	129,923	117,225
Washington	1,585,988	829,948	1,130,978	195,062	0	71,735	123,327
West Virginia	144,360	80,741	30,317	63,069	0	60,761	2,308
Wisconsin	1,843,295	938,832	723,818	178,848	0	0	178,848
Wyoming	88,592	0	12,796	12,796	0	12,796	0
Dist. of Columbia	198,399	121,664	0	33,965	0	32,796	11,069
Guam	0	0	0	0	0	0	0
Puerto Rico	238,284	118,127	0	119,127	0	119,127	0
Virgin Islands	17,280	10,586	0	6,734	0	6,734	0

TABLE 40  
SUMMARY OF INDIVIDUAL VALUES CLAIMED BY TYPE OF CLAIM, INC. AND STATE  
FISCAL YEAR 1954

State	SUMMARY										AMOUNT			PRIZES AND SPECIAL REWARDS				
	Grand Total		Grade 5		Grade 10		Grade 11		Grade 12		Grade 13		Grade 14		Supplementary	Total	Prizes	Special Rewards
	Value	No.	Value	No.	Value	No.	Value	No.	Value	No.	Value	No.	Value	No.				
Alabama	2,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	(1,954)
Alaska	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Arizona	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Arkansas	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
California	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Colorado	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Connecticut	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Delaware	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
District of Columbia	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Florida	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Georgia	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Idaho	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Illinois	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Indiana	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Iowa	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Kansas	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Kentucky	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Louisiana	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Maine	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Maryland	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Massachusetts	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Michigan	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Minnesota	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Mississippi	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Missouri	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Montana	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Nebraska	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Nevada	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
New Hampshire	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
New Jersey	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
New Mexico	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
New York	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
North Carolina	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
North Dakota	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Ohio	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Oklahoma	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Oregon	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Pennsylvania	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Rhode Island	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
South Carolina	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
South Dakota	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Tennessee	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Texas	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Utah	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Vermont	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Virginia	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Washington	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
West Virginia	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Wisconsin	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Wyoming	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-
Total	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	-

Y = regular claims and occasional individual prizes.

Table 51

FEDERAL EXPENDITURES FOR VOCATIONAL EDUCATION FOR HEALTH OCCUPATIONS BY FUNCTION  
FISCAL YEAR 1968

State	Total	Admini- stration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$11,550,399	\$686,708	\$502,531	\$100,711	\$9,404,940	\$50,043	\$774,114	\$31,352
Alabama	130,920	2,151	0	0	128,769	0	0	0
Alaska	34,731	875	0	0	27,856	8,000	0	0
Arizona	230,843	214	10,953	0	217,869	0	0	1,807
Arkansas	299,597	75,880	0	0	187,028	0	30,949	5,740
California	995,226	201,063	33,146	0	635,886	521	124,808	0
Colorado	134,354	14,159	0	0	118,394	0	1,301	0
Connecticut	126,277	0	0	0	125,292	0	985	0
Delaware	54,848	4,306	12,715	0	33,850	0	4,078	0
Florida	205,146	25,497	72,349	0	31,499	0	75,801	0
Georgia	364,062	0	0	0	352,414	0	11,648	0
Hawaii	74,112	550	0	0	70,784	0	2,768	0
Idaho	57,997	8,411	0	657	46,929	0	0	0
Illinois	608,319	10,819	0	0	521,004	0	76,496	0
Indiana	276,490	59,813	0	0	201,069	0	15,608	0
Iowa	293,728	0	4,950	0	233,760	0	55,018	0
Kansas	145,586	7,613	9,833	0	81,234	0	46,007	899
Kentucky	286,242	102,965	8,650	0	172,021	0	1,935	2,871
Louisiana	275,549	13,000	12,710	0	249,833	0	0	0
Maine	22,088	0	0	0	19,755	0	2,333	0
Maryland	27,863	15,238	0	0	8,561	0	4,164	0
Massachusetts	200,669	15,602	22,234	5,240	144,160	0	9,466	3,967
Michigan	189,200	0	8,011	0	181,189	0	0	0
Minnesota	137,041	18,373	0	0	118,305	0	4,361	0
Mississippi	83,395	1,710	8,318	0	73,369	0	0	0
Missouri	279,471	0	0	0	222,235	0	51,236	0
Montana	29,728	2,300	0	0	27,428	0	0	0
Nebraska	140,173	19,186	4,180	0	112,942	0	5,855	0
Nevada	70,196	0	0	0	70,196	0	0	0
New Hampshire	66,851	1,064	4,756	413	60,318	0	0	0
New Jersey	256,419	0	33,632	33,632	131,591	37,192	1,042	0
New Mexico	183,736	0	8,722	0	152,189	0	2,825	0
New York	782,930	0	0	0	762,930	0	0	0
North Carolina	456,105	0	0	0	456,105	0	0	0
North Dakota	49,892	3,472	0	0	46,020	0	0	0
Ohio	221,596	0	23,726	0	188,136	0	9,325	0
Oklahoma	166,999	0	18,771	0	149,871	0	537	0
Oregon	182,527	168	11,894	0	146,881	2,368	1,318	0
Pennsylvania	796,308	27,349	0	0	757,075	0	1,282	0
Rhode Island	41,582	5,571	17,787	0	18,344	0	0	0
South Carolina	133,174	0	9,008	188	102,607	0	13,371	0
South Dakota	78,851	0	0	0	72,008	0	6,843	0
Tennessee	477,664	9,741	81,452	0	362,262	0	33,811	0
Texas	888,478	2,088	22,859	0	823,131	0	40,418	0
Utah	81,183	0	13,079	0	66,114	0	0	0
Vermont	36,887	334	20,418	0	15,337	0	0	0
Virginia	247,148	0	0	4,000	122,328	3,064	8,256	0
Washington	199,082	10,217	13,778	48,258	46,382	0	62,649	13,784
West Virginia	83,969	2,023	1,990	0	86,748	0	2,308	0
Wisconsin	178,848	17,437	24,397	8,227	83,838	0	82,365	3,584
Wyoming	13,796	0	0	0	12,796	0	0	0
Dist. of Columbia	23,868	0	5	0	23,890	0	875	0
Oahu	0	0	0	0	0	0	0	0
Puerto Rico	118,187	8,000	501	0	108,272	0	2,254	0
Virgin Islands	9,784	1,438	0	0	8,299	0	0	0

Table 52

## STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL EDUCATION FOR HEALTH OCCUPATIONS BY FUNCTION

FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$35,075,209	\$1,261,756	\$325,659	\$153,131	\$32,254,855	\$67,041	\$878,586	\$134,181
Alabama	147,173	924	0	0	146,249	0	0	0
Alaska	29,759	459	0	0	29,300	0	0	0
Arizona	257,151	69	5,280	0	224,415	0	0	27,387
Arkansas	270,737	79,404	0	0	152,489	0	33,103	5,741
California	3,895,052	263,960	0	0	3,501,453	0	129,639	0
Colorado	334,961	24,489	0	0	308,571	0	1,801	0
Connecticut	294,678	0	0	0	288,534	0	6,144	0
Delaware	139,913	2,146	1,366	0	135,401	0	0	0
Florida	1,267,632	52,300	0	0	1,215,332	0	0	0
Georgia	295,193	0	0	0	223,387	0	71,806	0
Hawaii	36,008	550	0	0	30,498	0	4,960	0
Idaho	106,619	12,945	17,443	83	75,702	0	446	0
Illinois	1,414,956	25,025	0	0	1,338,931	0	51,000	0
Indiana	375,888	62,808	0	0	297,475	0	15,607	0
Iowa	1,054,778	0	4,950	0	943,944	0	105,884	0
Kansas	273,490	22,278	10,351	0	205,171	0	33,066	2,664
Kentucky	329,163	102,965	6,851	0	213,534	0	2,322	2,671
Louisiana	568,890	57,072	0	0	311,801	0	0	0
Maine	117,455	17,676	0	0	98,029	0	1,750	0
Maryland	200,189	14,230	0	0	181,643	0	4,316	0
Massachusetts	514,650	24,452	669	0	483,710	0	0	5,819
Michigan	1,606,269	0	8,010	0	1,598,239	0	0	0
Minnesota	829,907	29,552	0	0	592,943	0	30,412	0
Mississippi	161,993	0	9,201	0	152,792	0	0	0
Missouri	661,569	0	0	0	608,521	0	53,046	0
Montana	30,602	3,174	0	0	27,428	0	0	0
Nebraska	182,955	24,457	1,753	0	131,446	0	5,299	0
Nevada	70,593	0	0	0	70,593	0	0	0
New Hampshire	82,971	1,064	4,748	90	57,089	0	0	0
New Jersey	576,992	43,979	53,176	35,418	364,137	36,208	5,542	6,532
New Mexico	184,258	0	6,772	574	166,824	0	8,088	0
New York	9,564,833	0	0	0	9,564,833	0	0	0
North Carolina	711,304	107,305	0	0	571,233	0	28,196	4,410
North Dakota	54,428	18,911	591	0	34,926	0	0	0
Ohio	1,123,705	0	7,353	0	1,107,027	0	8,325	0
Oklahoma	233,683	0	17,095	0	235,504	0	1,084	0
Oregon	327,080	3,378	0	0	320,647	2,988	47	0
Pennsylvania	1,033,230	27,349	0	0	994,340	0	11,541	0
Rhode Island	131,023	13,135	16,847	0	91,043	0	0	0
South Carolina	143,740	0	9,008	189	108,851	0	25,662	0
South Dakota	78,851	0	0	0	73,009	0	8,843	0
Tennessee	479,643	0	0	0	430,646	0	49,097	0
Texas	886,310	2,068	21,859	0	923,184	0	40,419	0
Utah	297,174	0	1,382	0	192,362	0	3,530	0
Vermont	106,697	741	20,447	0	87,509	0	0	0
Virginia	625,494	0	6,793	16,878	591,183	3,964	1,896	0
Washington	1,360,996	10,172	13,867	52,290	1,231,251	0	37,720	15,528
West Virginia	81,291	1,578	1,701	0	78,698	0	8,317	0
Wisconsin	1,064,447	201,711	23,363	47,805	1,212,617	21,841	91,336	63,431
Wyoming	12,798	0	0	0	12,798	0	0	0
Dist. of Columbia	161,363	0	19,977	0	131,668	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	119,127	8,000	29,817	0	81,310	0	0	0
Virgin Islands	10,826	1,423	0	0	8,791	0	310	0



Table 54

EXPENDITURES FOR VOCATIONAL HOME ECONOMICS EDUCATION, GAINFUL PROGRAMS,  
BY SOURCE OF FUNDS AND BY STATE

FISCAL YEAR 1968

State	Grand Total	State	Local	Federal			
				Total	Smith- Hughes	George Barden	V. E. Act of 1963
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	\$17,515,002	\$4,768,127	\$7,463,561	\$5,283,294	\$87,764	\$820,248	\$4,395,282
Alabama	306,034	153,017	0	153,017	0	21,314	131,703
Alaska	23,169	1,665	13,858	7,646	0	4,200	3,446
Arizona	164,022	76,437	55,639	31,926	2,498	10,155	19,273
Arkansas	78,541	34,606	6,609	37,326	0	14,753	22,573
California	2,155,364	38,940	1,293,611	832,813	0	50,287	782,526
Colorado	124,184	1,542	79,309	43,333	623	6,664	36,046
Connecticut	313,952	22,818	230,829	60,505	0	7,943	52,562
Delaware	46,503	21,506	0	24,997	3,100	15,580	5,317
Florida	422,924	246,344	55,606	120,974	0	22,877	98,097
Georgia	356,069	137,243	132,222	66,604	0	0	66,604
Hawaii	4,725	2,597	0	2,128	200	1,928	0
Idaho	19,070	7,462	189	11,419	0	6,587	4,822
Illinois	448,063	114,384	215,402	118,277	0	31,986	86,291
Indiana	412,974	34,246	185,813	192,915	1,402	25,337	166,176
Iowa	144,698	88,462	54,639	21,497	705	20,792	0
Kansas	162,874	39,545	84,922	48,407	0	12,280	36,127
Kentucky	30,129	15,042	934	14,150	0	0	14,150
Louisiana	191,911	23,795	98,977	68,339	0	18,391	49,848
Maine	11,177	5,589	0	5,588	0	0	5,588
Maryland	453,847	347,508	64,908	41,430	0	12,337	29,193
Massachusetts	1,173,603	13,423	1,006,527	153,654	15,164	76,776	61,714
Michigan	1,089,227	74,318	662,869	332,040	17,372	30,114	284,554
Minnesota	358,193	178,121	84,607	95,464	0	18,658	76,806
Mississippi	108,532	45,033	36,812	26,687	0	0	26,687
Missouri	176,344	8,344	110,807	57,193	0	47,205	9,988
Montana	90,193	34,143	22,564	33,484	223	5,425	27,836
Nebraska	48,680	2,750	24,164	21,566	0	9,711	11,855
Nevada	75,448	10,547	16,740	48,161	663	4,000	43,498
New Hampshire	16,434	1,342	4,225	13,867	0	0	13,867
New Jersey	547,138	282,136	43,676	321,323	5,000	10,051	206,273
New Mexico	40,905	5,988	30,360	14,557	0	4,690	9,867
New York	2,360,264	839,407	930,318	490,641	0	0	490,641
North Carolina	243,650	118,114	87,536	40,000	0	40,000	0
North Dakota	41,067	15,872	5,472	19,922	0	5,621	14,001
Ohio	622,222	253,175	311,733	158,314	0	49,618	106,696
Oklahoma	186,306	24,597	101,645	60,064	0	0	60,064
Oregon	95,788	26,784	41,371	27,833	0	0	27,833
Pennsylvania	812,730	99,421	458,818	254,484	0	41,840	215,644
Rhode Island	10,308	1,357	4,217	4,634	0	0	4,634
South Carolina	184,187	73,107	42,027	69,033	0	20,247	48,806
South Dakota	94,046	25,047	21,985	47,024	334	5,973	40,717
Tennessee	139,464	58,466	49,381	24,597	0	0	24,597
Texas	1,004,688	478,018	26,471	502,386	18,204	34,567	432,851
Utah	70,548	10,877	30,871	28,997	332	4,095	24,578
Vermont	48,829	8,823	22,368	18,041	0	4,578	13,468
Virginia	368,866	101,106	58,545	109,009	0	38,599	70,472
Washington	541,389	64,880	340,028	186,436	0	13,148	143,278
West Virginia	99,425	3,861	44,465	46,439	0	19,303	30,336
Wisconsin	790,329	236,122	364,843	86,221	1,954	21,014	64,323
Wyoming	21,871	4,963	4,579	12,700	0	4,000	8,700
Dist. of Columbia	18,000	11,000	0	7,000	0	7,000	0
Guam	0	0	0	0	0	0	0
Puerto Rico	400,744	307,972	0	192,769	3,000	18,933	170,836
Virgin Islands	0	0	0	0	0	0	0

Table 55

FEDERAL EXPENDITURES FOR VOCATIONAL HOME ECONOMICS, GAINFUL PROGRAMS, BY FUNCTION  
FISCAL YEAR 1968

State	Total	Admin- stration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$5,283,295	\$376,429	\$445,840	\$345,820	\$3,095,098	\$189,221	\$783,653	\$47,534
Alabama	153,017	0	41,897	4,486	106,834	0	0	0
Alaska	7,646	0	0	3,446	3,248	952	0	0
Arizona	31,928	0	0	0	30,262	1,664	0	0
Arkansas	37,328	6,400	985	0	29,081	0	23	837
California	832,813	180,807	65,255	0	470,808	0	115,946	0
Colorado	43,333	300	0	0	33,278	0	9,755	0
Connecticut	60,506	0	0	0	56,547	0	3,959	0
Delaware	24,997	6,333	0	18,027	637	0	0	0
Florida	120,974	27,271	21,483	26,524	6,184	3,996	29,317	6,599
Georgia	66,604	19,278	0	0	45,290	0	2,036	0
Hawaii	2,128	0	0	0	2,128	0	0	0
Idaho	11,419	1,764	0	717	8,574	0	364	0
Illinois	118,277	6,216	0	5,418	104,781	0	1,862	0
Indiana	192,915	27,098	0	17,293	54,515	2,973	81,036	0
Iowa	21,497	0	0	0	11,476	0	10,021	0
Kansas	48,407	2,443	3,596	0	31,307	0	10,661	410
Kentucky	14,150	1,552	3,378	0	4,322	0	2,630	68
Louisiana	68,239	0	23,027	1,000	44,212	0	0	0
Maine	5,588	0	0	2,808	2,780	0	0	0
Maryland	41,430	12,778	0	8,441	11,061	0	9,150	0
Massachusetts	153,654	7,324	3,945	4,398	121,290	0	15,756	1,032
Michigan	332,040	0	42,382	28,742	125,186	0	135,728	0
Minnesota	95,464	902	0	55,836	38,736	0	0	0
Mississippi	26,667	0	6,312	0	20,375	0	0	0
Missouri	57,183	0	0	17,020	34,106	0	6,067	0
Montana	33,484	14,973	0	10,000	6,783	0	1,726	0
Nebraska	21,566	4,301	0	0	15,231	0	1,934	0
Nevada	48,141	0	0	0	43,875	0	4,486	0
New Hampshire	12,867	0	1,342	0	11,525	0	0	0
New Jersey	221,333	0	58,308	18,307	23,151	116,649	0	4,928
New Mexico	14,557	0	5,002	0	9,555	0	0	0
New York	490,641	0	0	0	490,641	0	0	0
North Carolina	40,000	0	0	0	40,000	0	0	0
North Dakota	19,922	0	3,797	10,433	5,173	0	519	0
Ohio	158,814	0	22,064	15,335	51,884	0	69,691	0
Oklahoma	60,064	0	7,396	0	52,668	0	0	0
Oregon	27,633	0	0	4,889	19,527	3,366	741	0
Pennsylvania	354,465	18,436	0	37,275	119,275	60,731	24,466	0
Rhode Island	4,834	0	1,350	0	3,884	0	0	0
South Carolina	69,053	0	3,933	1,154	55,029	0	7,137	0
South Dakota	47,024	0	185	7,641	7,932	0	31,286	0
Tennessee	24,507	0	0	0	24,507	0	0	0
Texas	602,396	782	41,870	0	438,963	0	20,981	0
Utah	26,997	0	11,188	11,709	6,093	0	0	0
Vermont	16,041	0	3,486	0	14,056	0	457	0
Virginia	109,001	3,009	0	0	88,680	0	47,712	0
Washington	156,496	19,882	21,884	22,134	41,973	290	5,084	31,858
West Virginia	49,439	0	0	0	49,439	0	0	0
Wisconsin	89,381	14,867	14,472	4,806	33,433	0	20,199	1,821
Wyoming	18,708	3,607	1,322	4,291	4,880	0	0	0
Dist. of Columbia	7,630	0	0	0	7,630	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	192,799	0	22,311	0	21,002	0	78,488	0
Virgin Islands	0	0	0	0	0	0	0	0

Table 56

STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL HOME ECONOMICS EDUCATION, GAINFUL PROGRAMS, BY FUNCTION  
FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>Total</b>	<b>\$12,231,709</b>	<b>\$587,515</b>	<b>\$409,480</b>	<b>\$432,083</b>	<b>\$9,687,653</b>	<b>\$180,091</b>	<b>\$853,418</b>	<b>\$81,467</b>
Alabama	153,017	3,871	34,007	5,291	109,848	0	0	0
Alaska	15,523	0	0	0	15,523	0	0	0
Arizona	132,096	3,358	0	0	125,738	3,000	0	0
Arkansas	41,315	6,401	200	0	33,754	0	23	837
California	1,322,551	194,766	24,365	0	981,896	0	121,524	0
Colorado	80,851	700	0	0	70,826	0	9,325	0
Connecticut	253,446	0	0	0	234,293	0	19,153	0
Delaware	21,506	3,479	0	18,027	0	0	0	0
Florida	201,950	33,617	4,363	0	263,970	0	0	0
Georgia	289,465	26,030	0	0	160,138	0	103,299	0
Hawaii	2,597	0	0	0	2,597	0	0	0
Idaho	7,651	437	0	168	7,046	0	0	0
Illinois	329,786	14,606	0	5,417	308,821	0	1,242	0
Indiana	220,059	32,347	0	35,639	54,350	6,567	91,036	0
Iowa	123,101	0	0	0	105,767	0	17,334	0
Kansas	114,468	7,470	1,852	0	84,796	0	19,218	1,144
Kentucky	15,976	3,683	3,378	0	9,877	0	2,970	68
Louisiana	132,772	0	23,795	711	98,266	0	0	0
Maine	5,589	0	0	2,809	2,780	0	0	0
Maryland	412,417	11,771	0	6,441	383,055	0	9,150	0
Massachusetts	1,019,949	91,349	8,779	0	916,780	0	0	3,041
Michigan	737,187	0	42,363	146,823	412,551	0	135,728	0
Minnesota	269,728	7,293	0	55,826	199,507	0	0	0
Mississippi	81,845	0	4,971	0	76,874	0	0	0
Missouri	119,151	0	0	16,233	96,560	0	6,358	0
Montana	56,709	10,722	0	10,000	9,123	0	26,964	0
Nebraska	26,913	8,332	0	0	18,214	0	2,966	0
Nevada	27,287	0	0	0	27,287	0	0	0
New Hampshire	8,567	0	1,342	0	4,223	0	0	0
New Jersey	325,815	3,199	66,522	20,169	114,651	119,634	0	11,440
New Mexico	26,348	0	5,002	0	21,346	0	0	0
New York	1,789,823	0	0	0	1,789,823	0	0	0
North Carolina	203,950	2,876	0	0	201,074	0	0	0
North Dakota	21,145	0	12,221	3,232	5,173	0	819	0
Ohio	483,908	0	5,751	0	397,305	0	66,603	0
Oklahoma	126,242	0	7,353	0	118,889	0	0	0
Oregon	82,185	0	0	9,213	56,964	2,988	0	0
Pennsylvania	558,237	18,436	0	13,873	446,584	40,561	40,983	0
Rhode Island	9,874	0	1,397	0	4,217	0	0	0
South Carolina	115,134	0	5,751	4,497	94,748	0	10,136	0
South Dakota	47,032	0	175	7,440	7,831	0	31,286	0
Tennessee	104,867	0	16,465	5,709	82,693	0	0	0
Texas	502,486	782	41,670	0	439,053	0	20,881	0
Utah	41,848	0	0	10,836	24,927	0	6,085	0
Vermont	84,868	0	182	0	84,219	0	487	0
Virginia	189,853	18,441	44,893	0	81,208	0	47,713	0
Washington	384,963	18,889	6,138	30,608	276,545	78	6,084	43,823
West Virginia	49,988	0	0	0	35,094	0	14,893	0
Wisconsin	700,975	88,157	14,948	17,688	543,181	7,065	89,552	21,014
Wyoming	6,971	0	0	4,291	4,880	0	0	0
Dist. of Columbia	11,080	0	0	0	11,080	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	207,978	0	43,948	1,280	160,170	0	13,807	0
Virgin Islands	0	0	0	0	0	0	0	0





Table 58

EXPENDITURES FOR VOCATIONAL HOME ECONOMICS EDUCATION, HOMEMAKING PROGRAMS,  
BY SOURCE OF FUNDS AND BY STATE

FISCAL YEAR 1968

State	Grand Total	State	Local	Federal			
				Total	Smith-Bughes	George-Barden	V. E. Act of 1963
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	\$142,642,529	\$61,270,409	\$74,043,213	\$7,328,907	\$377,452	\$6,951,455	\$0
Alabama	2,717,285	2,520,974	0	196,311	4,490	191,821	0
Alaska	212,946	17,050	158,036	37,800	0	37,800	0
Arizona	1,465,810	313,543	1,109,103	43,264	5,512	37,752	0
Arkansas	2,172,865	708,703	1,331,285	133,773	0	133,773	0
California	8,676,480	126,804	8,198,338	351,338	26,407	324,931	0
Colorado	1,176,875	214,253	892,676	69,746	9,774	59,972	0
Connecticut	561,076	50,142	439,452	71,482	0	71,482	0
Delaware	525,686	437,813	78,827	9,246	0	9,245	0
Florida	5,138,238	4,740,877	228,257	169,104	0	169,104	0
Georgia	4,527,499	512,342	3,771,669	243,488	0	243,483	0
Hawaii	369,783	325,982	0	43,800	7,800	36,000	0
Idaho	785,488	168,105	570,393	46,990	3,000	43,990	0
Illinois	5,803,114	963,259	4,536,948	300,907	13,219	287,688	0
Indiana	3,467,874	336,353	2,860,124	249,197	21,326	227,871	0
Iowa	1,883,822	458,370	1,246,597	178,855	12,520	166,335	0
Kansas	945,211	150,623	679,965	114,623	4,100	110,523	0
Kentucky	3,090,819	2,707,739	158,284	224,798	5,675	219,121	0
Louisiana	2,544,598	225,289	2,158,741	160,568	6,081	154,487	0
Maine	510,607	201,008	246,198	61,401	0	61,401	0
Maryland	1,547,939	847,306	590,500	110,131	0	110,131	0
Massachusetts	388,061	8,833	310,883	68,315	22,870	45,445	0
Michigan	4,749,444	386,132	4,067,397	395,815	24,889	271,026	0
Minnesota	3,650,851	1,200,146	1,282,775	187,930	0	187,930	0
Mississippi	1,817,134	609,908	1,023,393	183,835	7,318	176,517	0
Missouri	2,506,458	413,000	1,924,054	169,404	8,064	161,340	0
Montana	433,194	70,879	313,694	48,821	5,777	43,044	0
Nebraska	943,584	181,739	729,326	91,819	4,400	87,419	0
Nevada	357,092	14,639	301,103	41,337	5,337	36,000	0
New Hampshire	351,391	9,833	301,996	39,562	4,000	35,562	0
New Jersey	736,367	416,727	308,640	113,000	23,000	90,000	0
New Mexico	894,753	77,215	571,700	45,538	3,353	42,205	0
New York	20,583,438	10,246,823	10,204,818	0	0	0	0
North Carolina	6,281,014	2,393,924	2,229,119	387,977	0	387,977	0
North Dakota	786,091	109,538	602,371	53,288	0	53,288	0
Ohio	6,329,768	4,488,342	1,504,374	340,052	18,402	321,650	0
Oklahoma	2,418,123	432,972	1,873,856	113,295	0	113,295	0
Oregon	716,357	84,998	536,887	84,508	0	84,508	0
Pennsylvania	4,486,607	864,782	3,227,263	378,542	8,527	370,015	0
Rhode Island	348,374	10,289	309,405	28,000	0	28,000	0
South Carolina	2,889,183	1,239,887	1,447,062	182,323	0	182,323	0
South Dakota	580,194	22,444	500,798	56,759	3,000	53,759	0
Tennessee	3,126,288	598,209	2,299,803	228,374	7,000	221,374	0
Texas	13,722,082	13,186,287	318,391	346,419	37,318	311,099	0
Utah	626,830	26,134	286,268	48,128	0	48,128	0
Vermont	406,089	102,818	284,539	38,925	3,500	35,425	0
Virginia	5,218,399	2,308,622	2,885,303	223,484	7,408	216,076	0
Washington	2,787,428	1,046,060	2,617,726	134,643	8,304	126,339	0
West Virginia	729,888	127,340	481,828	180,897	3,227	177,670	0
Wisconsin	1,684,884	47,288	1,374,432	303,137	17,879	285,258	0
Wyoming	485,261	8,399	417,501	40,000	4,000	36,000	0
Dist. of Columbia	126,833	84,188	0	32,370	0	32,370	0
Guam	0	0	0	0	0	0	0
Puerto Rico	2,288,013	2,061,630	0	206,389	36,000	170,389	0
Virgin Islands	26,890	68,798	0	17,784	0	17,784	0

Table 59

FEDERAL EXPENDITURES FOR VOCATIONAL HOME ECONOMICS EDUCATION, HOMEWORKING PROGRAMS, BY FUNCTION  
FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$7,328,904	\$486,543	\$910,074	\$799,711	\$5,021,564	\$36,896	\$23,638	\$36,476
Alabama	196,311	16,008	16,778	4,490	157,037	0	0	0
Alaska	37,800	0	0	4,808	28,202	4,790	0	0
Arizona	43,264	6,618	26,345	3,333	6,370	0	0	0
Arkansas	132,773	0	87,092	6,000	39,681	0	0	0
California	351,338	6,495	84,895	28,407	209,195	15,225	0	7,121
Colorado	69,746	0	0	4,167	65,579	0	0	0
Connecticut	71,461	20,485	22,027	0	28,969	0	0	0
Delaware	9,246	0	7,599	0	1,647	0	0	0
Florida	169,104	28,087	23,776	12,802	95,279	7,468	1,722	0
Georgia	245,488	74,504	0	10,549	156,435	0	0	0
Hawaii	43,800	1,000	2,333	7,000	33,467	0	0	0
Idaho	46,990	0	0	3,786	43,224	0	0	0
Illinois	300,907	0	13,219	0	287,688	0	0	0
Indiana	249,197	0	0	61,437	187,740	0	0	0
Iowa	176,855	0	6,540	34,619	137,696	0	0	0
Kansas	114,623	5,356	13,204	5,552	90,509	0	0	0
Kentucky	224,796	0	63,380	51,255	110,161	0	0	0
Louisiana	160,566	21,276	43,408	26,000	69,884	0	0	0
Maine	61,401	0	0	0	60,830	0	571	0
Maryland	110,131	6,488	0	4,281	96,110	0	0	1,255
Massachusetts	66,345	4,944	2,522	13,073	47,185	0	279	342
Michigan	295,915	0	0	0	295,915	0	0	0
Minnesota	167,930	51,073	0	0	116,857	0	0	0
Mississippi	183,835	2,613	32,281	16,176	132,766	0	0	0
Missouri	169,404	12,826	0	27,064	129,614	0	0	0
Montana	49,821	15,284	4,165	0	29,202	0	0	0
Nebraska	61,619	5,684	15,311	28,400	42,324	0	0	0
Nevada	41,337	0	0	4,354	36,983	0	0	0
New Hampshire	39,568	1,616	4,819	4,000	29,227	0	0	0
New Jersey	113,000	0	0	55,770	54,230	0	2,991	0
New Mexico	46,838	0	16,999	3,900	26,805	0	4,034	0
New York	0	0	0	0	0	0	0	0
North Carolina	357,977	0	0	0	357,977	0	0	0
North Dakota	53,288	0	0	10,855	42,430	0	0	0
Ohio	340,051	0	91,600	96,642	143,168	6,643	0	0
Oklahoma	119,295	218	47,363	26,845	37,871	0	0	0
Oregon	84,805	4,373	0	5,760	74,392	0	0	0
Pennsylvania	376,669	147,983	0	81,308	147,431	0	0	0
Rhode Island	26,000	0	6,213	5,650	14,273	0	256	0
South Carolina	182,223	0	31,080	22,660	129,504	0	13,309	0
South Dakota	26,732	0	9,433	12,254	35,071	0	0	0
Tennessee	225,274	0	0	7,000	221,374	0	0	0
Texas	346,415	12,466	121,993	17,883	195,051	0	0	0
Utah	48,122	0	11,204	7,353	29,665	0	474	0
Vermont	36,928	2,128	2,307	13,141	18,578	0	0	2,760
Virginia	223,464	9,500	0	7,405	206,579	0	0	0
Washington	124,643	9,264	20,220	33,061	21,128	770	0	0
West Virginia	180,999	4,789	22,882	12,077	167,945	0	0	0
Wisconsin	303,137	1,266	18,656	8,640	279,597	0	0	0
Wyoming	60,000	2,434	26,784	4,000	2,902	0	0	0
Dist. of Columbia	32,370	0	0	0	32,370	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	206,293	12,000	10,000	9,000	149,993	0	0	26,000
Virgin Islands	17,764	0	0	0	17,764	0	0	0

Table 60

STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL HOME ECONOMICS EDUCATION, HOME MAKING PROGRAMS, BY FUNCTION  
FISCAL YEAR 1968

State	Total	Admin- stration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$135,313,626	\$1,084,591	\$1,119,906	\$1,922,240	\$130,429,204	\$163,939	\$497,745	\$96,001
Alabama	2,520,974	12,110	0	4,490	2,804,374	0	0	0
Alaska	175,146	0	0	8,254	158,890	0	8,002	0
Arizona	1,422,646	22,328	26,070	49,997	1,322,745	1,506	0	0
Arkansas	2,040,092	127	23,867	80,082	1,938,216	0	0	0
California	8,325,143	8,495	45,250	26,407	8,087,373	157,618	0	0
Colorado	1,106,929	68,416	0	82,152	956,361	0	0	0
Connecticut	499,593	5,243	22,027	0	462,114	0	209	0
Delaware	518,440	0	7,482	0	508,958	0	0	0
Florida	4,959,134	151,660	21,907	12,818	4,781,287	1,462	0	0
Georgia	4,284,011	110,599	0	37,842	4,135,570	0	0	0
Hawaii	325,982	7,196	28,628	12,177	277,983	0	0	0
Idaho	738,498	13,470	31,450	19,238	674,340	0	0	0
Illinois	5,502,207	0	14,577	0	5,487,630	0	0	0
Indiana	3,218,877	0	0	138,306	3,080,371	0	0	0
Iowa	1,704,967	0	13,546	109,201	1,582,220	0	0	0
Kansas	830,588	22,974	17,597	37,024	752,993	0	0	0
Kentucky	2,866,023	0	41,904	37,549	2,786,370	0	0	0
Louisiana	2,384,030	34,868	45,012	214,161	2,089,951	0	0	0
Maine	449,206	0	0	0	449,015	0	191	0
Maryland	1,437,809	8,486	0	4,281	1,425,042	0	0	0
Massachusetts	319,716	10,620	5,848	0	302,879	0	0	269
Michigan	4,452,529	0	0	0	4,452,529	0	0	0
Minnesota	2,482,921	99,907	0	0	2,383,014	0	0	0
Mississippi	1,933,299	908	23,123	84,495	1,524,773	0	0	0
Missouri	2,337,054	32,061	0	70,729	2,234,234	0	0	0
Montana	384,573	10,379	0	4,185	370,029	0	0	0
Nebraska	859,966	20,177	15,682	62,804	752,301	0	0	0
Nevada	315,753	0	0	5,005	305,599	0	5,151	0
New Hampshire	311,829	1,148	4,655	4,000	301,996	0	0	0
New Jersey	625,367	13,618	0	92,699	467,025	0	12,194	39,831
New Mexico	649,215	0	17,301	15,295	572,546	0	39,073	0
New York	20,563,439	0	0	0	20,563,439	0	0	0
North Carolina	5,923,037	140,459	0	108,712	5,432,132	0	243,734	0
North Dakota	711,807	10,772	0	24,778	676,259	0	0	0
Ohio	5,989,716	0	129	53,677	5,935,910	0	0	0
Oklahoma	2,305,828	260	45,053	36,036	2,224,479	0	0	0
Oregon	631,652	4,920	38,209	24,732	563,791	0	0	0
Pennsylvania	4,129,045	147,923	0	99,974	3,874,148	0	0	0
Rhode Island	320,374	0	5,319	8,550	309,147	0	958	0
South Carolina	2,686,929	0	87,147	22,781	2,548,784	2,975	25,242	0
South Dakota	523,442	0	10,386	12,258	500,798	0	0	0
Tennessee	2,896,012	0	114,762	67,348	2,713,908	0	0	0
Texas	13,374,678	13,488	131,392	11,024	13,218,773	0	0	0
Utah	394,402	0	11,262	9,743	374,162	0	25,838	0
Vermont	367,144	8,313	12,900	3,393	318,637	0	0	29,911
Virginia	4,994,886	80,903	103,350	74,344	4,877,112	0	89,177	0
Washington	3,642,785	12,607	20,850	41,020	3,587,930	378	0	0
West Virginia	608,968	3,288	17,086	79,691	509,843	0	0	0
Wisconsin	1,431,721	18,180	35,817	10,843	1,367,281	0	0	0
Wyoming	435,941	3,495	1,865	4,000	417,501	0	0	0
Dist. of Columbia	84,163	0	15,718	9,941	75,508	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	3,051,822	13,000	82,838	8,520	2,843,740	0	37,322	26,000
Virgin Islands	88,796	5,173	0	0	83,623	0	11,157	0

Table 41  
 SUMMARY OF VERTICAL ACQUISITIONS BY TYPE OF CLAIM, 1963, AND STATE  
 PERIOD 1964-1966

State	Performance										Special										Other										Total											
	Group 1		Group 2		Group 3		Group 4		Group 5		Group 6		Group 7		Group 8		Group 9		Group 10		Group 11		Group 12		Group 13		Group 14		Group 15		Group 16		Group 17		Group 18		Group 19		Group 20			
	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count	Value	Count				
Alabama	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1	1,000,000	1

U. S. Department of Commerce and Development Administration



Table 62  
 EXPENDITURES FOR VOCATIONAL EDUCATION IN OFFICE OCCUPATIONS  
 BY SOURCE OF FUNDS AND BY STATE  
 FISCAL YEAR 1957

State	Grand Total	State	Local	Federal	
				Total	V. L. Act of 1953
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$175,651,169	\$59,343,070	\$85,249,274	\$31,058,825	\$31,058,825
Alabama	1,162,786	234,059	347,334	581,393	581,393
Alaska	303,643	10,021	185,638	107,964	107,964
Arizona	1,214,749	295,170	408,458	510,121	510,121
Arkansas	678,126	260,317	89,581	328,228	328,228
California	7,970,609	0	5,147,305	2,823,304	2,823,304
Colorado	1,588,937	178,646	980,622	429,669	429,669
Connecticut	3,520,117	378,019	2,442,736	699,363	699,363
Delaware	422,931	331,742	73,226	17,953	17,953
Florida	3,394,076	2,337,677	547,993	508,406	508,406
Georgia	3,388,787	1,500,773	845,172	1,042,842	1,042,842
Hawaii	516,224	331,650	0	184,574	184,574
Idaho	351,373	42,458	190,508	148,011	148,011
Illinois	3,154,943	774,729	1,529,652	830,562	830,562
Indiana	1,123,305	96,274	485,460	531,071	531,071
Iowa	1,259,256	290,388	537,318	431,550	431,550
Kansas	1,127,730	285,691	547,649	294,090	294,090
Kentucky	2,234,585	1,252,295	480,572	501,658	501,658
Louisiana	3,651,301	15,783	2,067,411	1,570,109	1,570,109
Maine	1,246,416	425,843	971,249	252,327	252,327
Maryland	5,994,398	1,961,257	3,397,569	635,572	635,572
Massachusetts	6,326,529	179,636	5,141,976	1,004,917	1,004,917
Michigan	5,814,746	118,497	4,148,745	1,547,504	1,547,504
Minnesota	2,462,491	896,690	1,156,711	411,090	411,090
Mississippi	914,037	425,511	199,760	354,756	354,756
Missouri	2,463,430	137,664	1,526,225	799,341	799,341
Montana	341,029	66,620	174,978	99,431	99,431
Nebraska	787,365	36,408	382,490	368,467	368,467
Nevada	275,308	45,680	183,568	46,080	46,080
New Hampshire	435,915	28,563	38,869	41,463	41,463
New Jersey	9,318,432	4,937,978	2,976,431	1,381,965	1,381,965
New Mexico	861,425	67,822	479,062	314,541	314,541
New York	56,867,788	26,762,548	28,538,292	1,546,948	1,546,948
North Carolina	3,070,803	2,225,332	529,673	315,997	315,997
North Dakota	807,254	332,487	283,433	209,314	209,314
Ohio	6,702,143	3,905,013	1,905,370	891,759	891,759
Oklahoma	634,818	94,468	435,504	124,846	124,846
Oregon	1,428,318	507,313	606,439	315,674	315,674
Pennsylvania	5,233,173	515,303	3,403,565	1,314,305	1,314,305
Rhode Island	116,759	81,576	13,984	21,199	21,199
South Carolina	1,121,668	177,215	443,052	499,401	499,401
South Dakota	276,110	33,684	104,757	137,829	137,829
Tennessee	1,537,095	353,368	415,376	768,548	768,548
Texas	3,867,664	1,374,737	559,196	1,935,931	1,935,931
Utah	1,815,771	202,367	1,408,682	204,720	204,720
Vermont	131,018	33,703	70,780	46,553	46,553
Virginia	3,242,445	821,349	1,404,827	1,016,466	1,016,466
Washington	6,192,955	1,218,854	4,075,109	698,992	698,992
West Virginia	1,201,149	66,669	863,422	281,156	281,156
Wisconsin	4,434,444	1,751,584	1,928,684	733,972	733,972
Wyoming	474,664	36,394	306,971	131,299	131,299
Dist. of Columbia	178,177	101,183	0	76,982	76,982
Guam	6,390	6,390	0	0	0
Puerto Rico	1,833,851	1,110,054	0	743,497	743,497
Virgin Islands	23,906	66,886	0	17,110	17,110

Table 63  
 FEDERAL EXPENDITURES FOR VOCATIONAL EDUCATION IN OFFICE OCCUPATIONS BY FUNCTION  
 FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$31,058,826	\$1,039,701	\$709,194	\$818,315	\$18,892,903	\$965,693	\$8,541,988	\$93,034
Alabama	581,393	0	0	0	581,393	0	0	0
Alaska	107,964	0	0	1,419	82,961	20,000	3,584	0
Arizona	510,121	7,486	22,306	994	476,335	0	0	3,000
Arkansas	328,228	64,037	0	0	237,020	0	19,744	7,427
California	2,823,305	490,809	73,732	0	1,106,738	0	1,152,028	0
Colorado	429,669	27,478	C	471	175,408	0	226,381	0
Connecticut	899,362	0	0	0	571,329	0	128,033	0
Delaware	17,953	2,575	8,673	0	2,079	0	4,626	0
Florida	508,406	33,934	67,430	25,518	13,477	14,632	19,744	0
Georgia	1,042,842	0	0	0	686,128	0	356,714	0
Hawaii	184,574	0	0	0	170,384	0	14,190	0
Idaho	148,011	5,260	0	6,770	135,961	0	0	0
Illinois	830,562	18,208	0	21,703	719,227	0	71,424	0
Iodians	531,071	18,478	0	12,500	189,323	50,008	260,780	0
Iowa	431,550	0	0	28,957	270,432	0	132,161	0
Kansas	294,090	18,889	1,613	0	143,948	0	128,316	1,324
Kentucky	501,658	39,287	28,642	58,253	91,552	0	282,926	1,018
Louisiana	1,370,109	26,000	14,759	72,283	1,457,087	0	0	0
Maine	252,327	0	0	0	189,730	0	92,597	0
Maryland	635,572	20,479	0	12,540	198,479	0	359,298	44,776
Massachusetts	1,004,917	0	434	0	500,189	0	504,294	0
Michigan	1,547,504	0	17,866	15,879	1,061,074	0	452,885	0
Minnesota	411,090	69,366	0	24,719	197,776	148	119,083	0
Mississippi	354,756	1,879	9,863	21,092	321,920	0	0	0
Missouri	799,341	3,668	0	12,358	415,971	0	368,344	0
Montana	99,431	11,244	0	8,900	59,189	0	21,770	328
Nebraska	368,468	18,178	0	22,372	253,558	0	74,360	0
Nevada	44,080	0	0	0	42,383	0	3,697	0
New Hampshire	41,463	837	2,971	109	8	0	37,738	0
New Jersey	1,381,965	0	51,179	77,811	327,324	868,946	56,905	0
New Mexico	314,541	0	17,024	3,531	246,947	0	48,059	0
New York	1,546,948	0	0	0	1,546,948	0	0	0
North Carolina	318,997	0	0	0	230,786	0	85,211	0
North Dakota	209,314	0	0	10,029	188,073	0	31,213	0
Ohio	891,758	0	53,171	20,981	158,520	0	658,086	0
Oklahoma	124,846	0	17,599	19,047	88,200	0	0	0
Oregon	318,874	0	14,545	1,925	278,958	2,366	17,890	0
Pennsylvania	1,314,305	24,859	0	149,372	847,334	9,000	183,740	0
Rhode Island	21,199	0	13,998	0	8,201	0	0	0
South Carolina	499,401	0	23,667	923	434,358	0	40,453	0
South Dakota	127,829	0	3,780	13,846	52,300	0	67,894	0
Tennessee	768,848	19,182	43,068	31,890	688,956	0	11,971	0
Texas	1,933,931	9,983	67,430	0	1,413,194	0	444,922	0
Utah	204,780	0	11,841	14,698	153,939	0	34,142	0
Vermont	46,583	75	10,613	0	23,408	0	12,455	0
Virginia	1,016,469	8,997	0	46,384	393,847	0	567,341	0
Washington	289,992	67,998	53,286	56,507	181,071	594	527,502	32,334
West Virginia	291,159	18,300	11,519	0	132,742	0	138,599	0
Wisconsin	753,972	21,782	40,416	10,237	348,362	0	330,378	2,827
Wyoming	131,399	0	3,669	8,294	109,470	0	12,866	0
Dist. of Columbia	74,682	0	0	0	66,643	0	10,340	0
Guam	0	0	0	0	0	0	0	0
Porto Rico	743,497	0	25,087	9,373	596,185	0	112,882	0
Virgin Islands	17,110	0	0	0	17,110	0	0	0

Table 64

## STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL EDUCATION IN OFFICE OCCUPATIONS BY FUNCTION

FISCAL YEAR 1968

State	Total	Admin- stration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$144,592,343	\$2,295,876	\$593,223	\$1,370,848	\$126,764,503	\$1,163,739	\$12,099,490	\$304,674
Alabama	581,393	0	34,461	0	546,932	0	0	0
Alaska	195,679	0	0	1,420	193,705	0	554	0
Arizona	704,628	10,771	8,778	27,327	619,017	9,975	0	28,760
Arkansas	349,898	64,076	0	0	239,659	0	36,736	7,427
California	5,147,306	624,660	0	0	3,301,316	0	1,221,330	0
Colorado	1,159,268	22,248	0	18,371	876,943	0	241,706	0
Connecticut	2,820,755	0	0	0	2,573,012	0	247,743	0
Delaware	404,968	1,382	1,125	0	402,461	0	0	0
Florida	2,885,670	74,873	3,447	0	2,806,435	855	0	0
Georgia	2,345,943	0	0	0	1,268,860	0	1,077,085	0
Hawaii	331,650	0	12,831	0	302,586	0	16,233	0
Idaho	233,362	10,472	8,235	4,824	209,831	0	0	0
Illinois	2,304,381	42,482	0	21,704	2,192,578	0	47,617	0
Indiana	592,233	21,347	0	12,501	240,730	52,335	265,320	0
Iowa	827,706	0	0	36,762	517,384	0	273,560	0
Kansas	833,639	58,907	7,032	0	511,541	0	252,429	3,730
Kentucky	1,232,667	39,266	28,643	72,249	1,299,494	0	247,186	1,019
Louisiana	2,081,192	136,377	13,781	82,377	1,848,657	0	0	0
Maine	994,092	0	0	0	913,305	0	80,787	0
Maryland	5,358,826	18,979	0	12,540	4,870,011	0	373,844	83,432
Massachusetts	5,321,612	0	0	0	5,321,612	0	0	0
Michigan	4,287,242	0	17,866	80,946	3,715,745	0	452,685	0
Minnesota	2,051,401	153,621	0	25,841	1,375,423	1,067	492,449	0
Mississippi	559,272	0	10,906	41,167	507,199	0	0	0
Missouri	1,664,089	4,958	0	17,206	1,237,262	0	404,663	0
Montana	241,598	25,982	0	8,188	128,762	0	85,685	12,981
Nebraska	418,898	20,664	0	25,350	281,534	0	91,350	0
Nevada	229,228	0	0	708	217,374	0	11,146	0
New Hampshire	419,432	589	2,864	109	371,116	0	37,772	0
New Jersey	7,936,467	32,383	52,231	98,830	6,484,512	892,674	369,405	8,532
New Mexico	546,884	0	17,086	3,969	360,141	0	165,688	0
New York	55,320,640	0	0	0	55,320,640	0	0	0
North Carolina	2,754,804	230,092	0	0	1,688,133	0	635,091	1,488
North Dakota	597,939	0	0	116,701	450,027	0	31,211	0
Ohio	5,810,383	0	36,957	94,213	4,937,599	0	741,614	0
Oklahoma	529,972	0	16,611	22,282	491,079	0	0	0
Oregon	1,118,642	0	4,098	50,300	1,045,728	2,987	9,529	0
Pennsylvania	3,918,868	24,859	0	149,372	2,175,296	79,151	1,490,190	0
Rhode Island	95,560	0	0	0	95,560	0	0	0
South Carolina	622,267	0	23,649	924	631,923	0	65,751	0
South Dakota	138,281	0	4,241	13,846	52,301	0	67,893	0
Tennessee	788,547	0	0	26,288	451,681	0	288,578	0
Texas	1,933,933	8,985	67,830	0	1,432,135	0	444,923	0
Utah	1,611,051	0	4,801	4,629	1,404,504	0	197,117	0
Vermont	104,463	0	772	0	70,754	0	32,937	0
Virginia	2,225,976	0	81,071	108,751	1,372,343	82,537	581,274	0
Washington	5,293,963	87,174	33,258	56,478	4,584,350	588	530,128	41,990
West Virginia	909,991	27,583	3,072	0	864,673	0	14,663	0
Wisconsin	3,680,472	570,246	19,984	86,711	2,458,246	41,570	385,419	117,283
Wyoming	343,365	0	0	36,394	394,103	0	18,866	0
Dist. of Columbia	101,195	0	0	0	100,173	0	1,022	0
Guam	6,390	0	0	0	6,390	0	0	0
Puerto Rico	1,110,054	0	77,773	9,373	982,711	0	40,197	0
Virgin Islands	66,886	0	0	0	57,790	0	9,096	0





Table 66

EXPENDITURES FOR TECHNICAL EDUCATION  
BY SOURCE OF FUNDS AND BY STATE

FISCAL YEAR 1968

State	Grand Total	State	Local	Federal			
				Total	Smith-Ruggles	George Barden	V.E. Act of 1963
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	\$87,776,047	\$30,729,784	\$35,378,540	\$21,667,723	\$0	\$6,534,737	\$15,082,986
Alabama	650,823	33,430	300,216	317,177	0	317,177	0
Alaska	63,840	6,707	25,418	31,717	0	31,515	202
Arizona	937,771	145,834	274,428	537,511	0	0	537,511
Arkansas	698,317	307,086	43,406	347,733	0	0	347,733
California	9,717,413	0	7,609,797	2,107,616	0	772,802	1,334,814
Colorado	1,010,051	82,832	595,429	351,790	0	130,792	220,998
Connecticut	1,525,107	1,309,049	0	216,058	0	0	216,058
Delaware	163,748	82,671	63,278	37,801	0	36,720	1,081
Florida	2,909,915	1,872,476	434,810	602,629	0	0	602,629
Georgia	1,916,774	1,143,635	21,254	751,995	0	0	751,995
Hawaii	178,722	95,938	0	82,784	0	69,044	13,740
Idaho	349,148	175,285	2,108	171,755	0	100,797	70,958
Illinois	3,352,279	582,070	1,535,734	1,934,475	0	0	1,234,475
Indiana	2,502,476	845,800	961,746	694,930	0	434,831	260,099
Iowa	1,868,655	509,525	843,426	515,704	0	401,281	114,423
Kansas	1,298,865	164,401	704,995	429,469	0	224,584	204,885
Kentucky	410,214	216,917	0	183,297	0	0	193,297
Louisiana	835,429	0	450,472	384,937	0	265,863	119,088
Maine	0	0	0	0	0	0	0
Maryland	2,548,648	754,479	1,356,209	437,960	0	0	437,960
Massachusetts	1,114,129	175,963	518,758	419,408	0	249,928	169,480
Michigan	1,995,509	79,145	1,368,653	847,711	0	543,567	4,144
Minnesota	1,377,858	523,838	838,128	215,892	0	0	215,892
Mississippi	885,595	400,608	149,741	335,246	0	0	335,246
Missouri	1,257,819	159,044	378,878	419,897	0	419,897	0
Montana	340,335	15,942	159,657	165,536	0	80,185	85,341
Nebraska	690,773	0	345,526	345,244	0	0	345,244
Nevada	369,800	57,734	135,513	128,553	0	68,387	58,166
New Hampshire	130,705	111,119	6,402	13,184	0	0	13,184
New Jersey	1,964,014	607,685	863,957	492,372	0	0	492,372
New Mexico	282,359	10,718	133,473	118,170	0	73,719	44,451
New York	12,503,030	5,345,898	5,969,835	1,290,499	0	0	1,990,499
North Carolina	2,810,405	1,874,503	167,133	768,789	0	0	768,789
North Dakota	369,080	102,444	33,705	129,731	0	0	129,731
Ohio	1,786,310	817,997	503,556	684,757	0	684,757	0
Oklahoma	1,439,486	140,152	713,423	587,711	0	0	587,711
Oregon	845,507	447,139	151,102	247,266	0	0	247,266
Pennsylvania	3,044,548	892,823	2,730,993	170,533	0	0	170,533
Rhode Island	207,236	184,308	0,278	16,650	0	0	16,650
South Carolina	6,339,239	6,160,956	0	178,283	0	0	178,283
South Dakota	335,601	100,888	64,813	167,800	0	131,403	36,397
Tennessee	1,863,832	1,089,645	0	793,887	0	0	793,887
Texas	4,336,887	1,261,080	1,093,014	2,002,803	0	708,359	1,294,244
Utah	631,206	396,137	0	135,069	0	81,828	66,441
Vermont	268,685	169,160	31,138	68,387	0	68,387	0
Virginia	1,664,187	105,167	867,239	691,721	0	0	691,721
Washington	2,321,050	275,720	1,532,863	414,467	0	215,204	199,263
West Virginia	625,304	11,833	42,774	187,397	0	173,991	13,406
Wisconsin	2,060,185	1,031,865	87,561	170,809	0	0	170,809
Wyoming	81,702	0	23,513	28,287	0	28,287	0
Dist. of Columbia	10,814	12,254	0	6,040	0	4,600	2,060
Guam	0	0	0	0	0	0	0
Puerto Rico	578,522	389,761	0	389,761	0	389,761	0
Virgin Islands	21,821	11,666	0	10,155	0	10,155	0

Table 67

FEDERAL EXPENDITURES FOR TECHNICAL EDUCATION PROGRAMS, BY FUNCTION  
FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$21,667,723	\$1,248,385	\$374,284	\$222,146	\$14,274,021	\$87,165	\$5,402,527	\$59,193
Alabama	317,177	437	0	0	316,740	0	0	0
Alaska	31,717	1,309	0	0	17,589	12,819	0	0
Arizona	537,511	7,694	15,389	0	511,426	0	0	3,000
Arkansas	347,733	111,097	0	0	172,069	0	54,213	10,354
California	2,107,615	327,937	58,473	0	860,013	0	861,192	0
Colorado	351,790	6,311	0	423	186,457	0	156,597	0
Connecticut	216,059	0	0	0	210,746	0	5,313	0
Delaware	37,801	2,980	1,220	0	21,779	0	11,822	0
Florida	609,629	26,621	63,632	11,854	5,690	292	487,240	7,300
Georgia	751,995	0	0	0	685,357	0	66,638	0
Hawaii	82,784	550	0	0	64,728	0	17,506	0
Idaho	171,755	16,613	0	6,791	147,711	0	438	0
Illinois	1,234,475	37,929	0	3,965	550,646	0	641,935	0
Indiana	694,930	53,787	0	0	610,943	0	30,200	0
Iowa	515,704	0	0	0	358,493	0	159,211	0
Kansas	429,468	16,855	9,759	0	206,913	0	194,618	1,123
Kentucky	193,297	68,317	7,161	0	103,439	0	14,660	1,720
Louisiana	384,957	11,000	9,582	0	364,375	0	0	0
Maine	0	0	0	0	0	0	0	0
Maryland	437,960	12,620	0	0	344,525	0	80,815	0
Massachusetts	419,408	19,973	8,839	5,970	312,357	0	6	8,300
Michigan	847,711	0	4,144	0	543,567	0	0	0
Minnesota	215,892	34,261	0	12,094	117,090	0	52,447	0
Mississippi	335,246	1,006	8,482	16,863	308,895	0	0	0
Missouri	419,897	0	0	2,400	315,806	0	101,691	0
Montana	165,536	22,762	0	0	116,772	0	26,002	0
Nebraska	343,244	56,755	0	0	249,713	0	36,777	0
Nevada	129,553	0	0	104	125,007	0	1,442	0
New Hampshire	13,184	6,782	0	0	6,402	0	0	0
New Jersey	492,372	0	55,663	52,539	216,038	33,811	134,321	0
New Mexico	118,170	0	7,149	0	107,768	0	3,255	0
New York	1,290,499	0	0	0	1,290,499	0	0	0
North Carolina	788,769	0	0	0	768,789	0	0	0
North Dakota	129,731	0	0	0	118,323	0	11,408	0
Ohio	664,758	0	15,101	0	350,674	0	298,983	0
Oklahoma	587,711	0	16,784	8,054	553,259	0	9,614	0
Oregon	247,266	0	0	113	218,632	0	28,521	0
Pennsylvania	170,583	38,301	0	0	58,587	0	95,795	0
Rhode Island	19,850	0	11,430	0	5,320	0	0	0
South Carolina	178,383	0	9,877	65	119,161	0	49,180	0
South Dakota	187,800	4,929	0	0	83,879	0	78,892	0
Tennessee	793,887	156,804	9,113	0	558,332	0	55,491	13,147
Texas	2,002,603	3,533	0	0	970,503	0	1,028,565	0
Utah	135,069	0	8,295	150	121,624	0	0	0
Vermont	68,387	1,413	614	0	43,932	0	22,428	0
Virginia	691,721	0	0	67,682	431,565	39,365	153,129	0
Washington	414,467	176,235	20,773	27,417	57,130	878	119,973	12,361
West Virginia	187,397	3,305	14,428	0	150,226	0	19,440	0
Wisconsin	170,809	10,840	12,861	5,880	89,219	0	70,418	1,890
Wyoming	28,387	0	0	0	28,387	0	0	0
Dist. of Columbia	8,660	0	0	0	8,660	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	889,781	8,000	7,817	0	117,757	0	156,487	0
Virgin Islands	10,153	1,423	0	0	8,730	0	0	0

Table 68

STATE AND LOCAL MATCHING EXPENDITURES FOR TECHNICAL EDUCATION PROGRAMS BY FUNCTION  
FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$66,108,323	\$2,941,071	\$198,156	\$545,215	\$52,707,868	\$99,661	\$9,466,928	\$149,424
Alabama	333,645	26,922	0	0	306,723	0	0	0
Alaska	32,123	1,309	0	0	30,814	0	0	0
Arizona	420,260	17,097	6,548	5,870	366,985	0	0	23,760
Arkansas	350,584	111,097	0	0	173,968	0	55,184	10,355
California	7,609,797	566,272	0	0	6,087,721	0	958,804	0
Colorado	658,262	10,109	0	25,091	465,975	0	187,087	0
Connecticut	1,309,049	0	0	0	1,222,286	0	86,763	0
Delaware	125,947	1,267	1,172	0	123,508	0	0	0
Florida	2,307,396	33,315	1,541	16,866	2,255,564	0	0	0
Georgia	1,184,889	0	0	0	553,147	0	611,742	0
Hawaii	95,928	550	0	0	81,448	0	13,940	0
Idaho	177,393	28,113	6,366	279	140,871	0	1,964	0
Illinois	2,117,804	79,936	0	3,965	1,605,948	0	427,955	0
Indiana	1,807,546	460,051	0	0	1,317,295	0	30,200	0
Iowa	1,352,951	0	0	0	992,054	0	360,897	0
Kansas	669,396	46,738	10,880	0	435,664	0	371,046	3,068
Kentucky	318,917	66,318	7,162	0	124,126	0	17,592	1,721
Louisiana	450,472	63,268	0	0	387,184	0	0	0
Maine	0	0	0	0	0	0	0	0
Maryland	2,110,688	12,115	0	0	2,002,973	0	95,598	0
Massachusetts	694,721	25,110	0	0	668,463	0	0	1,168
Michigan	1,447,798	0	4,145	0	1,443,653	0	0	0
Minnesota	1,161,906	60,349	0	12,094	808,398	0	283,125	0
Mississippi	550,549	0	7,282	21,329	521,738	0	0	0
Missouri	837,723	0	0	2,400	729,569	0	105,753	0
Montana	174,799	24,818	0	0	118,773	0	33,408	0
Nebraska	345,528	69,703	0	0	237,045	0	38,777	0
Nevada	243,247	0	0	104	239,327	0	7,816	0
New Hampshire	117,821	50,753	0	0	66,788	0	0	0
New Jersey	1,471,642	68,130	53,677	62,279	1,059,071	34,734	167,019	6,532
New Mexico	164,189	0	7,150	0	143,131	0	13,908	0
New York	11,212,531	0	0	0	11,212,531	0	0	0
North Carolina	2,041,836	187,918	0	0	965,578	0	988,099	44
North Dakota	139,349	0	0	0	129,214	0	10,135	0
Ohio	1,181,553	0	0	0	622,370	0	298,983	0
Oklahoma	851,775	0	18,386	15,465	612,339	0	7,585	0
Oregon	598,341	0	526	8,378	521,289	0	6,048	0
Pennsylvania	3,423,975	38,201	0	0	2,523,819	0	862,155	0
Rhode Island	190,586	0	0	0	190,586	0	0	0
South Carolina	6,160,956	290,959	9,677	189,171	4,204,457	0	1,336,492	0
South Dakota	187,801	4,929	0	0	83,979	0	76,893	0
Tennessee	1,069,645	205,298	6,113	0	609,668	0	227,349	18,167
Texas	2,364,094	3,838	0	0	1,245,198	0	1,105,361	0
Utah	396,137	0	2,842	0	279,017	0	113,478	0
Vermont	200,298	10,435	0	0	167,242	0	2,621	0
Virginia	972,406	0	0	103,508	672,140	39,366	157,394	0
Washington	1,806,823	195,212	7,979	27,347	1,440,708	854	119,674	14,708
West Virginia	437,807	2,131	7,471	0	423,174	0	3,025	0
Wisconsin	1,895,596	217,771	13,282	51,071	1,415,612	24,707	103,130	99,881
Wyoming	23,216	0	0	0	23,216	0	0	0
Dist. of Columbia	12,252	0	0	0	10,818	0	1,432	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	280,781	6,000	23,681	0	254,090	0	0	0
Virgin Islands	11,666	1,625	0	0	8,730	0	1,311	0

TABLE 27  
 COMPARISON OF RECURRENT, TRADE AND TERMINAL INCREASES IN YIELD OF GRAIN, MEAT, WOOL,  
 FEEDS, AND LAMBS

CATTLE	Wool										Meat										Feeds										Lambs									
	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
1,000 head	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000

1/ Includes 10 cents to sheep (State also listed).  
 2/ In regular columns and rounded (additional) columns.

Table 70  
EXPENDITURES FOR VOCATIONAL TRADE AND INDUSTRIAL EDUCATION  
BY SOURCE OF FUNDS AND BY STATE

State	Grand Total	State	Local	Federal			
				Total	Smith-Rugles	George Barden	V. E. Act of 1963
				(5)	(6)	(7)	(8)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	\$268,406,854	\$85,173,588	\$123,363,250	\$59,873,016	\$1,634,062	\$4,307,927	\$53,931,027
Alabama	11,442,632	1,122,544	9,082,133	1,237,935	47,662	136,819	1,053,454
Alaska	62,905	46,933	357,324	198,448	0	40,000	158,448
Arizona	1,569,404	612,607	442,729	514,068	0	0	514,068
Arkansas	2,495,890	956,562	339,116	1,200,212	0	69,493	1,301,719
California	25,645,869	382,517	19,369,362	5,893,990	296,848	734,905	4,862,336
Colorado	2,206,854	172,239	1,328,550	707,865	27,587	77,699	602,879
Connecticut	4,680,965	3,753,008	400,923	727,034	0	0	727,034
Delaware	783,110	583,703	71,131	126,274	13,535	36,636	76,103
Florida	5,983,795	3,753,069	877,625	1,353,101	0	0	1,353,101
Georgia	6,483,448	3,312,537	1,257,188	1,913,701	0	0	1,913,701
Hawaii	1,303,013	884,920	0	418,097	11,661	40,000	366,434
Idaho	828,307	370,375	110,081	347,855	14,000	40,000	293,851
Illinois	3,825,425	1,431,261	2,362,848	1,344,316	12,539	0	1,531,777
Indiana	4,232,854	652,688	2,256,362	1,322,864	64,801	199,553	1,059,310
Iowa	4,122,050	1,492,164	1,821,876	807,010	32,053	100,101	674,656
Kansas	3,251,999	722,843	1,670,210	858,946	36,018	88,769	734,159
Kentucky	4,264,005	2,298,037	131,893	1,634,075	0	0	1,634,075
Louisiana	3,825,323	1,431,261	2,183,633	1,343,027	55,731	144,463	1,342,833
Maine	1,775,103	1,057,989	152,847	564,567	0	0	564,567
Maryland	4,815,469	1,155,457	2,888,229	671,783	0	0	671,783
Massachusetts	11,756,672	31,928	9,953,995	1,770,749	86,705	236,212	1,445,832
Michigan	9,490,614	607,395	6,307,100	2,575,919	125,235	352,680	2,098,064
Minnesota	5,272,816	1,918,480	3,421,032	932,903	0	0	932,903
Mississippi	1,039,412	1,413,201	588,827	1,037,384	0	0	1,037,384
Missouri	3,967,356	639,929	1,978,700	1,146,727	77,376	180,539	890,812
Montana	765,941	184,312	397,793	183,836	10,000	39,380	134,456
Nebraska	1,093,176	31,197	546,994	514,985	0	0	514,985
Nevada	500,757	81,618	321,336	117,803	10,000	40,000	67,803
New Hampshire	1,629,168	920,225	180,980	547,963	0	0	547,963
New Jersey	6,780,268	2,210,349	3,299,833	1,270,226	128,498	0	1,143,728
New Mexico	1,062,513	170,840	576,844	314,999	17,095	42,651	255,243
New York	28,637,802	11,456,459	12,161,394	5,019,949	0	0	5,019,949
North Carolina	16,885,061	10,788,528	3,233,711	2,864,822	0	0	2,864,822
North Dakota	1,048,705	720,638	143,062	184,705	0	0	184,705
Ohio	10,378,744	6,246,329	2,838,367	1,288,048	192,271	438,894	656,883
Oklahoma	2,630,172	365,485	1,819,371	445,316	0	0	445,316
Oregon	2,323,092	1,082,116	636,903	604,073	0	0	604,073
Pennsylvania	17,831,346	3,057,682	12,264,723	2,509,141	0	0	2,509,141
Rhode Island	463,745	36,434	362,767	64,524	0	0	64,524
South Carolina	2,634,244	1,135,237	513,585	1,003,122	0	0	1,003,122
South Dakota	673,000	189,667	306,491	335,842	13,328	40,000	282,514
Tennessee	4,985,708	1,513,798	1,495,980	1,778,930	0	0	1,778,930
Texas	6,186,184	4,317,208	1,012,689	2,656,287	156,432	424,461	2,375,374
Utah	2,242,714	923,549	816,508	502,657	16,194	40,475	445,968
Vermont	978,782	213,225	543,390	222,147	13,000	40,000	189,147
Virginia	5,062,755	1,677,741	2,258,482	1,126,502	60,534	170,542	895,426
Washington	6,348,516	1,156,072	4,106,193	1,086,850	50,384	128,511	907,415
West Virginia	1,083,074	210,999	676,641	195,834	18,624	79,518	67,088
Wisconsin	8,880,639	3,163,933	4,183,311	953,395	0	0	953,395
Wyoming	892,670	11,452	146,843	132,333	13,000	40,000	79,333
Dist. of Columbia	1,098,682	699,353	0	399,329	0	134,197	663,132
Guam	417,373	827,956	0	189,214	0	0	109,414
Puerto Rico	4,618,551	2,784,179	0	1,864,372	33,000	75,331	1,773,041
Virgin Islands	80,332	64,254	0	18,076	0	16,076	0

Table 71

## FEDERAL EXPENDITURES FOR VOCATIONAL TRADES AND INDUSTRIAL EDUCATION BY FUNCTION

FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$59,873,015	\$4,250,972	\$2,165,214	\$1,662,289	\$39,427,108	\$524,525	\$10,945,797	\$897,110
Alabama	1,237,935	15,424	93,663	21,839	1,207,009	0	0	0
Alaska	198,448	0	0	1,419	187,161	9,868	0	0
Arizona	514,068	8,098	22,769	0	480,203	0	0	3,000
Arkansas	1,200,212	326,177	0	3,000	788,803	0	47,869	34,363
California	5,893,991	1,284,210	551,732	35,209	2,720,771	0	1,302,069	0
Colorado	707,865	47,913	0	3,033	357,489	0	299,430	0
Connecticut	727,034	0	0	0	584,700	0	142,334	0
Delaware	128,274	5,987	12,295	732	104,278	0	4,982	0
Florida	1,353,101	67,358	200,305	95,015	63,738	5,094	914,093	7,300
Georgia	1,913,701	7,207	0	47,858	1,754,429	0	104,207	0
Hawaii	418,095	86,376	2,000	21,970	258,193	0	49,554	0
Idaho	347,851	30,988	0	7,135	304,165	0	5,563	0
Illinois	1,544,316	77,799	0	64,980	1,310,251	0	81,286	0
Indiana	1,323,864	178,397	0	45,402	763,268	14,044	324,753	0
Iowa	807,010	0	6,211	26,000	392,255	0	382,544	0
Kansas	858,946	84,118	9,828	10,998	492,944	0	251,804	9,453
Kentucky	1,834,075	639,604	58,375	46,811	928,803	0	145,890	16,592
Louisiana	1,543,027	78,898	85,127	22,052	1,356,652	0	0	0
Maine	564,567	38,198	0	3,087	323,300	0	199,864	0
Maryland	871,783	33,962	0	57,932	350,851	0	329,038	0
Massachusetts	1,270,749	172,021	45,956	37,610	1,255,179	0	155,541	104,462
Michigan	2,575,919	0	57,106	33,493	1,241,837	0	1,243,461	0
Minnesota	932,903	164,392	82,527	33,743	378,632	0	259,399	14,210
Mississippi	1,037,384	11,367	24,023	29,897	972,097	0	0	0
Missouri	1,148,727	0	0	29,790	619,297	0	0	499,640
Montana	183,836	42,855	0	2,000	120,609	0	18,003	869
Nebraska	314,984	50,029	0	2,431	338,638	0	123,886	0
Nevada	117,803	0	0	8,349	107,627	0	3,827	0
New Hampshire	547,963	7,844	7,571	460	47,546	0	464,157	375
New Jersey	1,270,226	0	126,942	116,189	612,908	373,614	31,738	8,835
New Mexico	314,989	0	19,201	2,000	224,880	0	68,908	0
New York	5,019,949	0	0	0	5,019,949	0	0	0
North Carolina	2,864,822	180,889	0	68,699	2,431,968	0	203,466	0
North Dakota	184,705	0	0	2,200	71,486	0	111,017	0
Ohio	1,288,048	15,965	67,620	146,481	471,703	0	554,000	22,079
Oklahoma	445,318	0	33,132	18,970	388,956	0	4,258	0
Oregon	604,073	533	0	4,360	455,031	17,040	127,104	0
Pennsylvania	2,509,180	339,522	0	271,006	1,810,108	47,413	245,353	95,738
Rhode Island	64,324	260	13,868	510	50,888	0	0	0
South Carolina	1,003,123	67,082	45,461	25,423	817,026	0	253,116	0
South Dakota	335,842	47,627	3,830	11,537	179,513	0	94,271	6,564
Tennessee	1,775,930	0	63,604	20,768	1,691,556	0	0	0
Texas	2,856,887	16,083	158,388	17,884	2,086,808	0	575,324	0
Utah	509,457	0	11,413	16,384	415,228	0	59,623	0
Vermont	222,147	3,367	15,330	5,578	138,899	0	58,513	3,760
Virginia	1,128,502	0	0	85,806	548,894	4,000	479,389	8,413
Washington	1,086,250	157,015	193,479	126,523	218,492	33,452	370,694	38,801
West Virginia	185,234	5,511	27,659	1,926	156,716	0	0	3,528
Wisconsin	953,393	43,137	59,824	17,325	373,692	0	453,660	5,717
Wyoming	132,333	5,943	23,402	7,953	87,901	0	7,035	0
Dist. of Columbia	399,323	0	0	0	302,943	0	96,386	0
Guam	189,414	17,134	4,841	0	143,383	0	20,678	3,588
Puerto Rico	1,894,371	8,000	108,759	3,000	1,798,035	0	368,568	10,000
Virgin Islands	16,078	4,178	0	0	11,903	0	0	0

Table 72

STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL TRADE AND INDUSTRIAL EDUCATION BY FUNCTION  
FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>Total</b>	<b>\$208,533,837</b>	<b>\$14,850,719</b>	<b>\$2,183,314</b>	<b>\$2,372,466</b>	<b>\$167,772,047</b>	<b>\$578,160</b>	<b>\$18,312,892</b>	<b>\$2,464,239</b>
Alabama	10,204,897	1,352,644	47,649	50,233	6,754,173	0	0	0
Alaska	404,457	0	0	1,419	401,807	0	1,231	0
Arizona	1,055,338	99,155	10,031	42,509	676,911	0	0	26,760
Arkansas	1,255,678	328,118	0	8,000	818,556	0	107,010	33,994
California	19,751,879	1,983,638	201,809	35,209	16,197,299	0	1,333,924	0
Colorado	1,498,789	54,301	0	12,330	1,101,867	765	299,526	0
Connecticut	4,153,931	2,455	0	0	3,787,325	0	366,606	0
Delaware	654,856	2,455	11,695	410	640,246	0	0	0
Florida	1,850,894	205,414	1,846	15,592	4,372,591	0	0	35,251
Georgia	4,569,743	3,005	0	78,089	2,904,778	0	1,555,873	0
Hawaii	684,920	43,963	20,118	11,954	778,032	0	30,853	0
Idaho	480,456	66,292	13,049	4,873	370,097	0	28,145	0
Illinois	3,794,109	180,037	0	64,980	3,488,238	0	60,854	0
Indiana	2,908,991	496,877	0	90,793	1,980,893	15,673	324,735	0
Iowa	3,315,040	0	6,311	31,515	2,505,317	0	771,997	0
Kansas	2,393,053	248,435	10,638	31,850	1,596,773	0	462,974	27,373
Kentucky	2,429,930	639,603	58,375	46,746	1,493,947	0	172,666	16,593
Louisiana	2,282,356	27,704	357,890	2,376	1,870,386	0	0	0
Maine	1,210,536	194,442	0	3,088	968,198	0	146,808	0
Maryland	4,143,685	33,962	0	57,932	3,821,620	0	230,171	0
Massachusetts	9,985,923	786,647	0	1,740	8,938,982	0	0	258,354
Michigan	6,914,695	0	290,700	170,758	5,209,776	0	1,243,461	0
Minnesota	4,339,913	519,693	78,439	33,743	2,842,206	0	361,602	104,028
Mississippi	2,052,028	26,400	20,657	27,257	1,927,714	0	0	0
Missouri	2,818,629	0	0	55,928	2,252,783	0	509,920	0
Montana	582,105	83,723	0	2,084	378,767	0	111,043	4,488
Nebraska	578,190	54,545	0	2,465	371,639	0	149,541	0
Nevada	382,954	0	0	16,933	354,554	0	11,487	0
New Hampshire	1,081,205	13,551	7,316	2,560	563,552	0	491,828	396
New Jersey	5,509,982	265,899	124,580	128,695	4,834,847	383,815	282,727	89,239
New Mexico	747,524	0	18,392	4,112	568,717	0	156,303	0
New York	23,617,853	0	0	0	23,617,853	0	0	0
North Carolina	14,020,238	5,443,948	0	68,699	5,421,290	0	1,975,376	1,108,925
North Dakota	864,000	0	1,832	3,370	788,981	0	71,017	0
Ohio	9,084,697	6,187	35,431	194,844	8,095,521	0	749,719	1,055
Oklahoma	2,184,656	161	32,639	26,427	2,123,135	0	2,494	0
Oregon	1,719,019	0	37,341	24,375	1,598,389	8,987	55,927	0
Pennsylvania	15,322,405	307,683	0	268,580	12,764,661	53,600	1,888,166	38,912
Rhode Island	401,321	19,360	13,466	510	367,885	0	0	0
South Carolina	1,651,122	62,083	72,120	25,960	1,097,600	0	0	393,359
South Dakota	356,158	47,627	3,847	11,337	179,512	0	94,272	6,563
Tennessee	3,208,778	0	63,806	58,047	2,058,382	0	1,034,745	0
Texas	5,328,897	16,083	158,388	31,015	4,859,677	0	575,324	0
Utah	1,740,057	0	5,571	1,634	1,403,496	0	329,156	0
Vermont	756,615	13,836	14,834	3,670	634,863	0	82,877	26,736
Virginia	3,938,223	4,091	142,585	390,695	2,972,608	14,870	501,306	9,268
Washington	5,369,364	235,554	45,139	128,523	4,411,195	31,787	356,118	54,040
West Virginia	827,840	2,603	17,234	11,674	845,033	0	7,988	3,528
Wisconsin	7,327,244	921,253	40,858	154,914	5,370,788	74,863	552,779	211,789
Wyoming	180,397	2,495	1,004	7,953	161,850	0	7,035	0
Dist. of Columbia	699,353	0	16,640	3,133	668,560	0	13,029	0
Guam	227,957	77,927	4,641	0	171,184	0	80,679	3,588
Puerto Rico	2,724,176	5,000	137,175	12,925	2,338,880	0	166,399	10,000
Virgin Islands	64,254	4,175	0	0	61,073	0	2,006	0



Table 73

 ENROLLMENT AND EXPENDITURES FOR VOCATIONAL EDUCATION FOR FISHERY OCCUPATIONS  
 BY SOURCE OF FUNDS AND BY STATE

FISCAL YEAR 1968

State	Grand Total	State	Local	Federal			Enrollment
				Total	George-Barden	V. E. Act of 1963	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	\$480,623	\$291,090	\$74,273	\$115,260	\$114,207	\$1,053	1,028
Alabama	5,797	2,923	0	2,874	2,874	0	36
Alaska	48,218	18,774	6,041	23,403	22,500	903	12
Arizona	0	0	0	0	0	0	0
Arkansas	0	0	0	0	0	0	0
California	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0
Connecticut	0	0	0	0	0	0	0
Delaware	0	0	0	0	0	0	0
Florida	0	0	0	0	0	0	0
Georgia	0	0	0	0	0	0	0
Hawaii	7,818	5,546	0	2,272	2,272	0	0
Idaho	0	0	0	0	0	0	0
Illinois	0	0	0	0	0	0	0
Indiana	0	0	0	0	0	0	0
Iowa	0	0	0	0	0	0	0
Kansas	0	0	0	0	0	0	0
Kentucky	0	0	0	0	0	0	0
Louisiana	56,726	0	34,076	22,650	22,500	150	461
Maine	50,330	27,830	0	22,500	22,500	0	52
Maryland	0	0	0	0	0	0	0
Massachusetts	8,082	0	8,082	0	0	0	8
Michigan	0	0	0	0	0	0	0
Minnesota	0	0	0	0	0	0	0
Mississippi	0	0	0	0	0	0	0
Missouri	0	0	0	0	0	0	0
Montana	0	0	0	0	0	0	0
Nebraska	0	0	0	0	0	0	0
Nevada	3,750	0	1,875	1,875	1,875	0	0
New Hampshire	0	0	0	0	0	0	0
New Jersey	0	0	0	0	0	0	0
New Mexico	0	0	0	0	0	0	0
New York	0	0	0	0	0	0	0
North Carolina	229,906	214,183	11,034	4,689	4,689	0	419
North Dakota	0	0	0	0	0	0	0
Ohio	0	0	0	0	0	0	0
Oklahoma	0	0	0	0	0	0	0
Oregon	15,504	5,313	2,439	7,752	7,752	0	25
Pennsylvania	0	0	0	0	0	0	0
Rhode Island	0	0	0	0	0	0	0
South Carolina	0	0	0	0	0	0	0
South Dakota	0	0	0	0	0	0	0
Tennessee	0	0	0	0	0	0	0
Texas	42,902	10,726	10,726	31,450	21,450	0	0
Utah	0	0	0	0	0	0	0
Vermont	0	0	0	0	0	0	0
Virginia	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0
West Virginia	0	0	0	0	0	0	0
Wisconsin	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	0
Dist. of Columbia	0	0	0	0	0	0	0
Guam	0	0	0	0	0	0	0
Puerto Rico	11,590	5,795	0	5,795	5,795	0	15
Virgin Islands	0	0	0	0	0	0	0

Table 74  
 FEDERAL EXPENDITURES FOR VOCATIONAL EDUCATION FOR FISHERY OCCUPATIONS BY FUNCTION  
 FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$115,260	\$0	\$3,854	\$1,419	\$106,805	\$2,213	\$989	\$0
Alabama	2,874	0	0	0	2,874	0	0	0
Alaska	23,403	0	0	1,419	19,771	2,213	0	0
Arizona	0	0	0	0	0	0	0	0
Arkansas	0	0	0	0	0	0	0	0
California	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0
Connecticut	0	0	0	0	0	0	0	0
Delaware	0	0	0	0	0	0	0	0
Florida	0	0	0	0	0	0	0	0
Georgia	0	0	0	0	0	0	0	0
Hawaii	2,272	0	0	0	2,272	0	0	0
Idaho	0	0	0	0	0	0	0	0
Illinois	0	0	0	0	0	0	0	0
Indiana	0	0	0	0	0	0	0	0
Iowa	0	0	0	0	0	0	0	0
Kansas	0	0	0	0	0	0	0	0
Kentucky	0	0	0	0	0	0	0	0
Louisiana	22,680	0	0	0	22,680	0	0	0
Maine	22,500	0	0	0	22,500	0	0	0
Maryland	0	0	0	0	0	0	0	0
Massachusetts	0	0	0	0	0	0	0	0
Michigan	0	0	0	0	0	0	0	0
Minnesota	0	0	0	0	0	0	0	0
Mississippi	0	0	0	0	0	0	0	0
Missouri	0	0	0	0	0	0	0	0
Montana	0	0	0	0	0	0	0	0
Nebraska	0	0	0	0	0	0	0	0
Nevada	1,875	0	0	0	1,875	0	0	0
New Hampshire	0	0	0	0	0	0	0	0
New Jersey	0	0	0	0	0	0	0	0
New Mexico	0	0	0	0	0	0	0	0
New York	0	0	0	0	0	0	0	0
North Carolina	4,689	0	0	0	4,689	0	0	0
North Dakota	0	0	0	0	0	0	0	0
Ohio	0	0	0	0	0	0	0	0
Oklahoma	0	0	0	0	0	0	0	0
Oregon	7,752	0	0	0	6,782	0	969	0
Pennsylvania	0	0	0	0	0	0	0	0
Rhode Island	0	0	0	0	0	0	0	0
South Carolina	0	0	0	0	0	0	0	0
South Dakota	0	0	0	0	0	0	0	0
Tennessee	0	0	0	0	0	0	0	0
Texas	21,450	0	0	0	21,450	0	0	0
Utah	0	0	0	0	0	0	0	0
Vermont	0	0	0	0	0	0	0	0
Virginia	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0
West Virginia	0	0	0	0	0	0	0	0
Wisconsin	0	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	0	0
Dist. of Columbia	0	0	0	0	0	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	5,795	0	3,854	0	1,941	0	0	0
Virgin Islands	0	0	0	0	0	0	0	0

Table 75

STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL EDUCATION FOR FISHERY OCCUPATIONS BY FUNCTION  
FISCAL YEAR 1968

State	Total	Adminis- tration	Super- vision	Teacher Education	Instruction	Research	Instructional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	\$365,363	\$147,078	\$5,795	\$1,419	\$207,601	\$0	\$3,470	\$0
Alabama	2,923	0	0	0	2,923	0	0	0
Alaska	24,815	0	0	1,419	23,396	0	0	0
Arizona	0	0	0	0	0	0	0	0
Arkansas	0	0	0	0	0	0	0	0
California	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0
Connecticut	0	0	0	0	0	0	0	0
Delaware	0	0	0	0	0	0	0	0
Florida	0	0	0	0	0	0	0	0
Georgia	0	0	0	0	0	0	0	0
Hawaii	8,868	800	0	0	4,746	0	0	0
Idaho	0	0	0	0	0	0	0	0
Illinois	0	0	0	0	0	0	0	0
Indiana	0	0	0	0	0	0	0	0
Iowa	0	0	0	0	0	0	0	0
Kansas	0	0	0	0	0	0	0	0
Kentucky	0	0	0	0	0	0	0	0
Louisiana	24,076	6,303	0	0	27,773	0	0	0
Maine	27,830	0	0	0	29,358	0	2,492	0
Maryland	0	0	0	0	0	0	0	0
Massachusetts	8,082	0	0	0	8,082	0	0	0
Michigan	0	0	0	0	0	0	0	0
Minnesota	0	0	0	0	0	0	0	0
Mississippi	0	0	0	0	0	0	0	0
Wisconsin	0	0	0	0	0	0	0	0
Montana	0	0	0	0	0	0	0	0
Nebraska	0	0	0	0	0	0	0	0
Nevada	1,875	0	0	0	1,875	0	0	0
New Hampshire	0	0	0	0	0	0	0	0
New Jersey	0	0	0	0	0	0	0	0
New Mexico	0	0	0	0	0	0	0	0
New York	0	0	0	0	0	0	0	0
North Carolina	225,217	139,975	0	0	85,233	0	9	0
North Dakota	0	0	0	0	0	0	0	0
Ohio	0	0	0	0	0	0	0	0
Oklahoma	0	0	0	0	0	0	0	0
Oregon	7,752	0	0	0	6,783	0	969	0
Pennsylvania	0	0	0	0	0	0	0	0
Rhode Island	0	0	0	0	0	0	0	0
South Carolina	0	0	0	0	0	0	0	0
South Dakota	0	0	0	0	0	0	0	0
Tennessee	0	0	0	0	0	0	0	0
Texas	21,452	0	0	0	21,452	0	0	0
Utah	0	0	0	0	0	0	0	0
Vermont	0	0	0	0	0	0	0	0
Virginia	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0
West Virginia	0	0	0	0	0	0	0	0
Wisconsin	0	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	0	0
Dist. of Columbia	0	0	0	0	0	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	5,795	0	5,795	0	0	0	0	0
Virgin Islands	0	0	0	0	0	0	0	0

Table 76

OTHER EXPENDITURES FOR VOCATIONAL EDUCATION, NOT ELSEWHERE CLASSIFIED,  
BY SOURCE OF FUNDS AND BY STATE

FISCAL YEAR 1968

State	Grand Total	State	Local	Federal	
				Total	V.E. Act of 1963
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$7,202,012	\$1,371,363	\$3,832,516	\$1,998,113	\$1,998,113
Alabama	0	0	0	0	0
Alaska	0	0	0	0	0
Arizona	0	0	0	0	0
Arkansas	0	0	0	0	0
California	99,250	0	60,376	38,874	38,874
Colorado	0	0	0	0	0
Connecticut	0	0	0	0	0
Delaware	699,113	635,783	0	63,330	63,330
Florida	0	0	0	0	0
Georgia	0	0	0	0	0
Hawaii	0	0	0	0	0
Idaho	10,146	990	4,805	4,351	4,351
Illinois	1,171,783	297,002	585,030	289,751	289,751
Indiana	0	0	0	0	0
Iowa	0	0	0	0	0
Kansas	0	0	0	0	0
Kentucky	30,595	13,703	1,680	15,212	15,212
Louisiana	0	0	0	0	0
Maine	0	0	0	0	0
Maryland	0	0	0	0	0
Massachusetts	0	0	0	0	0
Michigan	0	0	0	0	0
Minnesota	0	0	0	0	0
Mississippi	0	0	0	0	0
Missouri	0	0	0	0	0
Montana	0	0	0	0	0
Nebraska	77,928	6,991	33,578	37,359	37,359
Nevada	0	0	0	0	0
New Hampshire	0	0	0	0	0
New Jersey	0	0	0	0	0
New Mexico	0	0	0	0	0
New York	0	0	0	0	0
North Carolina	1,205,745	415,943	323,884	463,918	463,918
North Dakota	4,207	0	0	4,207	4,207
Ohio	0	0	0	0	0
Oklahoma	0	0	0	0	0
Oregon	63,233	0	37,360	25,873	25,873
Pennsylvania	3,838,071	0	2,783,603	1,054,268	1,054,268
Rhode Island	0	0	0	0	0
South Carolina	0	0	0	0	0
South Dakota	0	0	0	0	0
Tennessee	0	0	0	0	0
Texas	0	0	0	0	0
Utah	0	0	0	0	0
Vermont	0	0	0	0	0
Virginia	0	0	0	0	0
Washington	0	0	0	0	0
West Virginia	0	0	0	0	0
Wisconsin	0	0	0	0	0
Wyoming	0	0	0	0	0
Dist. of Columbia	0	0	0	0	0
Guam	0	0	0	0	0
Puerto Rico	0	0	0	0	0
Virgin Islands	1,941	971	0	970	970

Table 77

FEDERAL EXPENDITURES FOR VOCATIONAL EDUCATION  
(NOT ELSEWHERE CLASSIFIED) BY FUNCTION  
FISCAL YEAR 1968

State	Total	Administration	Supervision	Teacher Education	Instruction	Research	Instruc-tional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	19,429,233	9,915,849	2,122,800	819,591	1,549,972	1,960,549	34,221	3,028,251
Alabama	403,622	120,998	78,582	3,563	0	0	0	200,479
Alaska	48,740	41,849	0	0	0	4,891	0	0
Arizona	0	0	0	0	0	0	0	0
Arkansas	211,293	55,793	114,399	41,101	0	0	0	0
California	74,663	0	0	0	0	35,789	0	38,874
Colorado	196,388	123,115	0	0	0	31,073	0	42,200
Connecticut	643,292	207,114	183,089	151,103	50,448	31,048	664	19,826
Delaware	87,970	3,440	19,790	0	50,009	14,693	38	0
Florida	413,596	278,173	37,835	0	0	68,032	0	11,858
Georgia	1,374,768	733,264	435,638	9,308	0	5,038	0	191,518
Hawaii	19,629	19,629	0	0	0	0	0	0
Idaho	55,895	0	0	17,352	8,073	0	61	30,409
Illinois	1,428,403	287,226	276,122	0	285,479	363,973	0	213,603
Indiana	197,032	12,126	0	0	46,056	11,666	0	127,134
Iowa	992,501	543,471	208,897	0	0	87,023	0	153,110
Kansas	5,270	5,270	0	0	0	0	0	0
Kentucky	219,289	118,814	2,503	46,004	12,700	25,690	0	8,769
Louisiana	317,223	46,788	8,893	15,678	0	20,858	0	223,008
Maine	137,582	70,799	47,719	6,070	0	0	0	12,994
Maryland	242,904	89,858	0	1,496	80,749	1,570	4,475	64,958
Massachusetts	0	0	0	0	0	0	0	0
Michigan	595,918	441,882	82,484	7,079	0	55,026	0	9,707
Minnesota	541,659	336,883	0	19,231	85,177	17,809	25,610	56,952
Mississippi	111,159	52,161	5,354	8,659	0	8,387	0	34,378
Missouri	400,867	0	343,672	0	0	0	0	57,195
Montana	59,037	44,725	0	0	0	12,012	0	2,700
Nebraska	78,818	31,247	6,981	7,345	30,378	0	0	2,867
Nevada	31,529	17,589	0	3,000	0	0	0	10,964
New Hampshire	46,500	28,440	0	12,671	0	0	0	3,589
New Jersey	11,109	10,728	381	0	0	0	0	0
New Mexico	149,929	116,366	0	0	19,878	4,905	176	8,608
New York	2,028,871	1,328,061	0	155,864	0	271,459	0	271,487
North Carolina	545,391	53,036	0	8,065	453,853	0	0	28,437
North Dakota	107,053	102,847	0	0	0	0	0	4,206
Ohio	799,893	400,267	0	0	0	0	0	390,428
Oklahoma	297,056	187,814	51,198	0	0	24,520	0	35,524
Oregon	331,330	158,411	25,351	78,015	35,873	37,202	0	10,478
Pennsylvania	1,472,680	732,307	0	77,003	276,474	284,381	0	102,513
Rhode Island	149,186	113,135	0	0	0	13,393	0	20,838
South Carolina	61,187	41,451	0	0	0	7,546	0	12,170
South Dakota	31,811	28,811	0	0	0	0	0	0
Tennessee	1,201,614	997,048	0	0	112,080	42,377	0	51,109
Texas	1,851,183	1,058,335	132,663	102,326	0	341,189	0	116,490
Utah	214,567	178,872	0	6,000	0	18,236	0	83,459
Vermont	15,487	39,459	0	0	0	0	437	15,551
Virginia	100,646	0	0	0	0	90,329	0	10,317
Washington	0	0	0	0	0	0	0	0
West Virginia	183,370	126,061	31,096	0	0	13,466	0	12,747
Wisconsin	275,198	179,731	0	3,998	9,768	12,688	3,770	56,273
Wyoming	49,850	3,837	10,213	37,000	0	0	0	0
Dist. of Columbia	48,923	45,863	0	1,260	0	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	478,255	284,775	0	0	0	10,300	0	179,180
Virgin Islands	3,357	3,387	0	0	970	0	0	0

Table 78

STATE AND LOCAL MATCHING EXPENDITURES FOR VOCATIONAL EDUCATION  
(NOT ELSEWHERE CLASSIFIED) BY FUNCTION  
FISCAL YEAR 1968

State	Total	Administration	Supervision	Teacher Education	Instruction	Research	Instruc- tional Equipment	Vocational Guidance
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	57,033,456	28,639,734	2,428,786	2,268,081	10,823,721	1,757,572	242,636	10,872,926
Alabama	403,623	49,109	138,441	15,593	0	0	0	200,460
Alaska	46,740	46,016	0	0	0	724	0	0
Arizona	0	0	0	0	0	0	0	0
Arkansas	246,924	57,047	69,871	118,028	1,978	0	0	0
California	64,354	0	0	0	0	3,978	0	60,376
Colorado	320,435	269,798	0	0	0	12,177	0	38,460
Connecticut	3,216,304	2,537,808	225,997	20,005	158,574	0	38,556	235,364
Delaware	674,425	1,814	11,518	0	661,057	0	38	0
Florida	1,622,166	1,516,866	8,797	27,254	0	2,095	0	67,154
Georgia	2,070,456	1,292,545	352,331	66,031	0	2,766	0	356,783
Hawaii	0	0	0	0	0	0	0	0
Idaho	57,852	3,228	0	16,064	9,619	0	0	28,943
Illinois	2,704,042	392,195	292,073	2,750	872,064	579,218	0	565,742
Indiana	280,848	14,871	0	0	43,965	11,667	0	210,143
Iowa	1,743,537	1,204,472	167,082	0	65,638	143,676	0	182,669
Kansas	13,904	13,904	0	0	0	0	0	0
Kentucky	224,086	118,615	2,503	46,196	12,880	37,124	0	6,768
Louisiana	375,528	31,300	7,427	15,075	0	70,778	0	251,318
Maine	154,960	100,745	47,718	0	0	0	0	6,497
Maryland	464,954	209,348	0	1,496	92,814	1,570	4,475	155,251
Massachusetts	0	0	0	0	0	0	0	0
Michigan	871,736	674,568	100,627	26,955	0	55,026	0	14,560
Minnesota	2,358,333	1,149,954	0	33,477	623,551	36,312	187,486	327,553
Mississippi	159,587	96,789	385	16,167	0	7,408	0	78,858
Missouri	3,910,594	653,633	55,537	224,030	0	0	0	2,977,394
Montana	106,447	82,954	0	0	0	17,485	0	6,008
Nebraska	84,261	31,397	6,991	8,931	33,578	0	0	3,364
Nevada	588,392	146,768	111,002	6,105	0	0	0	324,517
New Hampshire	88,052	39,693	0	10,568	0	0	0	37,771
New Jersey	10,728	10,728	0	0	0	0	0	0
New Mexico	284,476	240,573	0	0	30,288	4,946	176	8,493
New York	20,383,335	11,607,567	603,807	1,444,400	4,125,000	88,720	0	2,513,741
North Carolina	647,444	150,742	0	2,063	651,623	4,635	0	32,379
North Dakota	38,100	38,100	0	0	0	0	0	0
Ohio	817,870	367,374	0	0	0	0	0	450,496
Oklahoma	480,991	335,106	50,922	0	0	27,334	0	67,629
Oregon	1,158,702	775,221	20,626	29,398	37,360	35,513	0	260,584
Pennsylvania	3,203,914	1,006,421	0	77,005	1,639,916	377,337	0	101,535
Rhode Island	291,184	283,619	0	0	0	0	0	7,565
South Carolina	175,553	91,301	0	0	37,000	14,761	0	37,491
South Dakota	31,118	31,118	0	0	0	0	0	0
Tennessee	1,407,501	1,096,850	0	0	184,192	95,350	0	51,109
Texas	2,432,533	726,666	153,982	0	1,551,885	0	0	0
Utah	817,303	444,263	0	12,234	0	15,390	0	345,416
Vermont	104,697	71,194	0	0	0	0	9,165	24,338
Virginia	134,436	30,387	0	0	0	93,732	0	10,317
Washington	0	0	0	0	0	0	0	0
West Virginia	182,136	166,729	1,003	0	0	14,300	0	10,104
Wisconsin	246,943	155,447	0	3,999	9,768	3,550	2,740	71,479
Wyoming	159,981	8,637	148	38,125	0	0	0	119,071
Dist. of Columbia	134,659	134,649	0	110	0	0	0	0
Guam	0	0	0	0	0	0	0	0
Puerto Rico	765,813	135,309	0	0	0	0	0	650,204
Virgin Islands	3,359	3,388	0	0	971	0	0	0

Table 79

EXPENDITURES FOR ANCILLARY SERVICES, NOT ELSEWHERE CLASSIFIED,  
BY SOURCE OF FUNDS AND BY STATE

FISCAL YEAR 1968

State	Grand Total	State	Local	Federal	
				Total	V. E. Act of 1963
(1)	(2)	(3)	(4)	(5)	(6)
Total	\$69,260,678	\$31,472,951	\$20,356,607	\$17,431,120	\$17,431,120
Alabama	807,245	403,623	0	403,622	403,622
Alaska	93,490	46,740	0	46,740	46,740
Arizona	0	0	0	0	0
Arkansas	455,217	224,436	22,488	211,293	211,293
California	39,787	3,978	0	35,789	35,789
Colorado	516,824	118,921	201,515	196,388	196,388
Connecticut	3,859,596	3,103,577	112,727	843,292	843,292
Delaware	83,282	33,056	5,586	24,840	24,840
Florida	2,035,752	1,311,958	310,208	413,596	413,596
Georgia	3,445,222	1,925,529	144,927	1,374,766	1,374,766
Hawaii	19,629	0	0	19,629	19,629
Idaho	103,601	52,057	0	51,544	51,544
Illinois	2,960,662	996,062	825,902	1,138,652	1,138,652
Indiana	477,680	17,116	263,532	197,032	197,032
Iowa	2,736,038	996,847	744,680	992,501	992,501
Kansas	19,174	5,017	8,887	5,270	5,270
Kentucky	405,780	190,308	18,395	197,077	197,077
Louisiana	693,191	38,757	337,171	317,223	317,223
Maine	292,542	103,409	51,551	137,582	137,582
Maryland	707,658	123,023	341,931	242,904	242,904
Massachusetts	0	0	0	0	0
Michigan	1,467,654	107,706	784,030	595,918	595,918
Minnesota	2,639,992	1,043,852	1,314,461	541,659	541,659
Mississippi	310,746	165,598	33,989	111,159	111,159
Missouri	4,311,461	821,258	3,089,336	400,867	400,867
Montana	165,484	20,985	85,462	59,037	59,037
Nebraska	85,151	43,692	0	41,459	41,459
Nevada	619,921	186,720	401,672	31,529	31,529
New Hampshire	134,552	88,052	0	46,500	46,500
New Jersey	21,837	0	10,728	11,109	11,109
New Mexico	454,405	29,686	254,790	149,929	149,929
New York	22,410,106	13,709,820	7,673,415	2,026,871	2,026,871
North Carolina	187,089	105,816	0	81,473	81,473
North Dakota	140,947	38,100	0	102,847	102,847
Ohio	1,608,564	31,637	786,233	790,694	790,694
Oklahoma	778,047	282,557	198,434	297,056	297,056
Oregon	1,426,799	565,774	555,568	305,457	305,457
Pennsylvania	836,824	418,412	0	418,412	418,412
Rhode Island	440,350	164,019	127,165	149,166	149,166
South Carolina	236,720	175,553	0	61,137	61,137
South Dakota	59,929	22,694	8,424	28,811	28,811
Tennessee	2,610,115	1,202,614	204,887	1,202,614	1,202,614
Texas	4,383,718	2,183,684	248,649	1,851,183	1,851,183
Utah	1,101,870	338,462	478,841	284,567	284,567
Vermont	160,164	8,811	95,886	55,467	55,467
Virginia	235,082	32,031	103,405	100,646	100,646
Washington	0	0	0	0	0
West Virginia	375,506	28,125	164,011	183,370	183,370
Wisconsin	522,181	0	246,983	275,198	275,198
Wyoming	209,831	38,273	131,708	49,850	49,850
Dist. of Columbia	181,582	134,659	0	46,923	46,923
Guam	0	0	0	0	0
Puerto Rico	1,263,788	765,513	0	478,255	478,255
Virgin Islands	4,775	2,388	0	2,387	2,387