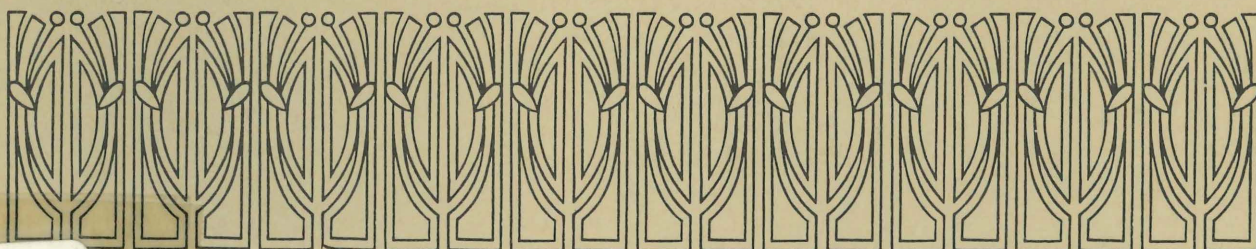




VOCATIONAL EDUCATION SEX EQUITY REPORT

Secondary 1982



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COUNCIL ON THE ECONOMIC STATUS OF WOMEN

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Introduction

High School vocational education provides students with training for the world of work, and with opportunities to develop interests and skills which will be useful to them in pursuing further education. To a large extent, secondary-level vocational students represent the future of Minnesota's labor force.

All available evidence shows that dramatic changes are occurring in the labor market -- new industries are developing rapidly, and new occupations are being created in older industries. The most significant change, however, is the increasing employment of women.

More than 60 percent of all working-age women in Minnesota are now employed, including two-thirds of all mothers and half of all mothers with preschool-age children. Women now represent 43 percent of the workforce.

Are high school girls being prepared to support themselves throughout their adult lives? Are high school boys being prepared to assume new roles in the home, as well as in the labor market?

This report provides information about the status of male and female students in high school vocational training during the 1981-82 school year. It is the second in a series of reports about sex equity in secondary-level vocational education. The report was prepared by the Council on the Economic Status of Women under contract with the Vocational-Technical Division of the Minnesota Department of Education.

The format of this report is similar to that of "Vocational Education Sex Equity Report: Secondary, 1981." Enrollment patterns are presented by program type and by curriculum area, to determine the numbers of male and female students in traditional and nontraditional career preparation. Information is also included about special needs programs, minority student enrollments, high school vocational graduates, and about secondary-level vocational staff. A detailed appendix provides comprehensive data in each of these areas, including a course-by-course statewide enrollment listing for each curriculum area.

Most of the data presented here were made available through the Minnesota Civil Rights Information System, or MINCRIS, as reported by local school districts to the Minnesota Department of Education. Student follow-up information was made available by the Minnesota Research and Development Center for Vocational Education, as reported by a sample of local school districts in the state.

The MINCRIS system has provided comprehensive data for students in grades nine through twelve for the 1981-82 school year. However, because ninth-graders were included for the first time in this year, and because of other improvements in the data collection, it is not possible to make accurate comparisons of the 1981-82 data with data from the previous year.

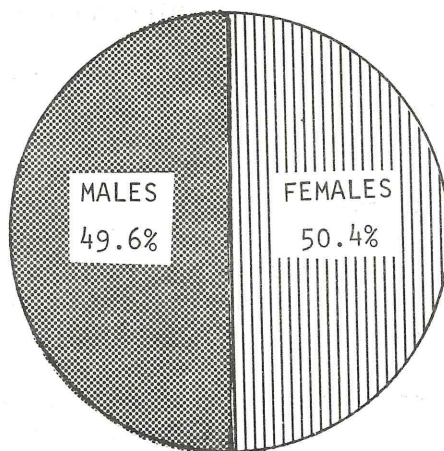
Vocational Enrollments, 1981

Statewide enrollments in high school vocational programs in October 1981 were 198,325. Vocational enrollments vary considerably by grade level, with eleventh and twelfth graders accounting for almost two-thirds of all vocational students. An additional 15 percent of vocational students are ninth and tenth graders, while 21 percent are high school students enrolled in vocational courses at an AVTI.*

Female students represent a slight majority of those enrolled in one or more vocational courses, at 50.4 percent. Female and male enrollments are fairly well balanced at the ninth and tenth grade levels, but less balanced at other levels. Female students are 53 percent of eleventh and twelfth grade enrollees, but only 42 percent of those attending an AVTI. (See Table 1)

Minority race students represent 5.4 percent of those enrolled in one or more vocational courses. Minority female students are less likely than minority male students to be enrolled in vocational programs, with minority females accounting for 47 percent of all minority enrollments. (See Tables 2 & 3)

SECONDARY VOCATIONAL ENROLLMENTS, 1981



198,325 ENROLLMENTS

* Existing data do not allow for identification by grade level of high school students enrolled in vocational courses at AVTIs. In addition, enrollment data in this report may represent a duplicated count of students, since some students may be enrolled in more than one vocational course at a time.

Enrollments by Program Type, 1981

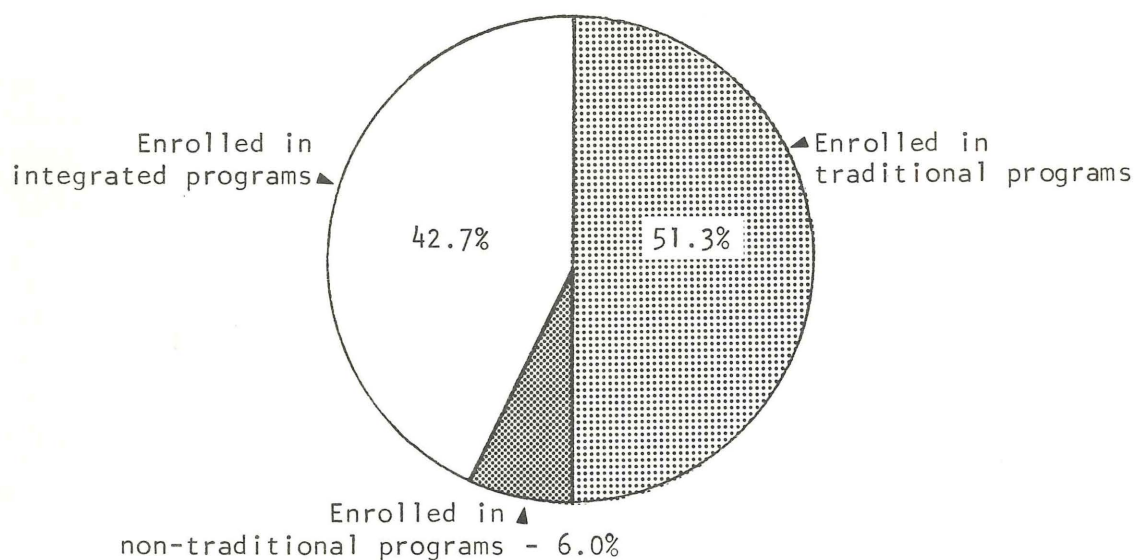
High school vocational programs can be characterized by the relative numbers of male and female enrollees: program types which are designated as "segregated" or "integrated." By definition, a segregated program is one in which more than 80 percent of the students are of the same sex. All other programs are defined as integrated.

For example, Production Agriculture is a segregated "male" program, with male students accounting for 86 percent of enrollments. The Nursing Assistant program is a segregated "female" program, with female students accounting for 91 percent of enrollments. Supermarket Merchandising, in which 65 percent of students are male and 35 percent are female, is an integrated program.

Enrollments in segregated programs are either "traditional" or "non-traditional." Traditional students are those in a program where the total enrollment exceeds 80 percent of their own sex; non-traditional students are those enrolled in a program where over 80 percent of the students are of the other sex. Female students in Production Agriculture are non-traditional students, as are male students in the Nursing Assistant program.

There are a total of 355 courses offered statewide. Of these, 145 are "male" courses, 88 are "female" courses, and 122 are integrated courses. Just under half of all vocational students are enrolled in integrated courses, while only 6 percent of students are enrolled in a course which is non-traditional for their sex. (See Tables 4, 6, and 7)

ENROLLMENT BY PROGRAM TYPE, 1981



198,325 ENROLLMENTS

Enrollments by Program Type, continued

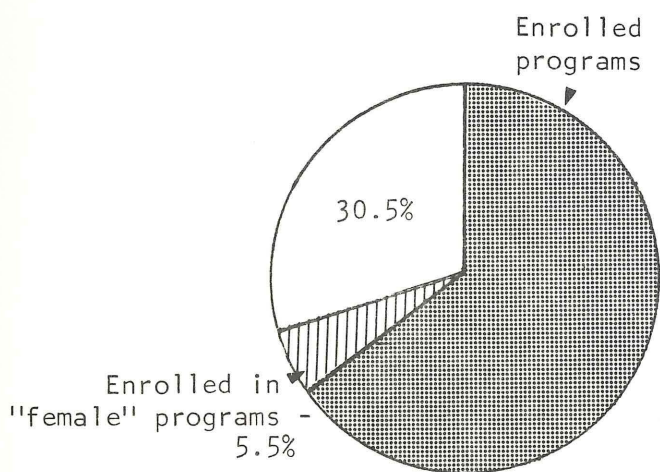
Female students are more likely than male students to be enrolled in integrated programs -- 55 percent of female students and 31 percent of male students. Courses most likely to be integrated are those in the home economics and business-office curriculum areas.

Some fields historically considered 'men's work' or 'women's work' are now represented among course titles for integrated programs. Approximately equal numbers of male and female students are now enrolled in courses such as Hardware-Building Materials, Dental Lab Technician, Beginning Typing, Aviation Occupations, Industrial Electronics, and Wood Finishing.

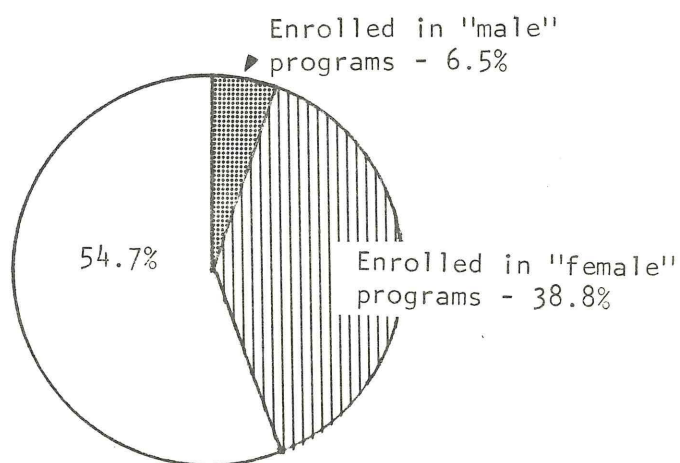
Very few students, however, are enrolled in non-traditional programs. Such programs account for only 6.5 percent of female students and only 5.5 percent of male students. The technical curriculum area has the largest proportion of non-traditional students, at 11 percent of all technical enrollees.

Of the 355 programs offered statewide, 60 or about one in six are either all-male or all-female. More than 1,000 female students are enrolled in courses with no male students, and more than 1,000 male students are enrolled in courses with no female students. (See Table 5)

ENROLLMENT BY PROGRAM TYPE, 1981



98,378 MALE ENROLLMENTS



99,947 FEMALE ENROLLMENTS

Enrollment by Curriculum Area, 1981

Significant differences occur among the vocational curriculum areas, both for overall enrollments and for enrollment patterns by sex and race. The chart below summarizes these differences, and the following pages present more detailed information for each curriculum area.

Home economics has the largest total number of students, nearly three times as many as distributive education, health occupations, and technical education courses combined. The agriculture, office, and trade-industrial areas are roughly equal in size.

Male students are most likely to be enrolled in trade-industrial programs. This area combined with agriculture accounts for almost two-thirds of all male vocational enrollments. By contrast, only 10 percent of female vocational students are enrolled in trade-industrial or agriculture programs.

Female students are most likely to be enrolled in home economics programs, representing almost half of all female enrollees. An additional 30 percent of female students are enrolled in office occupations programs. Less than one-quarter of male students are enrolled in these two areas. (See Table 8)

Enrollment patterns of minority students also vary by sex. Home economics accounts for almost half of all minority female enrollees, but for only 18 percent of minority male enrollees. Trade-industrial courses account for almost three-fifths of all vocational enrollments among minority males, but for only 7 percent of minority females.





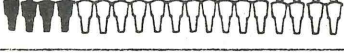


SECONDARY VOCATIONAL ENROLLMENTS, 1981



MALE



FEMALE

AGRICULTURE		13.3%
DISTRIBUTION		5.5%
HEALTH		3.6%
HOME ECONOMICS		31.4%
OFFICE		19.2%
TECHNICAL		2.5%
TRADE & INDUSTRIAL		24.5%

Each figure represents 1% of total enrollments, or 1,983 enrollees.

Agriculture

Total enrollment statewide in secondary agriculture courses is 26,457, accounting for 13 percent of all secondary vocational students.

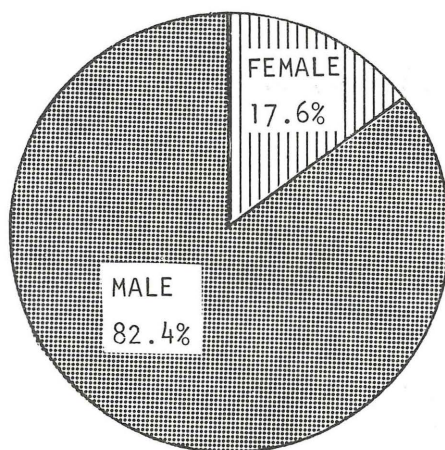
Agriculture courses are predominantly male, with male students outnumbering female students by 5 to 1 at all grade levels. Of the 36 courses offered statewide, 25 are "male" and 11 are integrated. There are no "female" courses. Integrated courses account for 19 percent of students. After technical education, agriculture courses have a larger proportion of nontraditional students than any other area, at 10 percent of students.

The largest course is Production Agriculture/Farm Management, with 40 percent of all male agriculture students and 30 percent of all female agriculture students. The second largest course for male students is Agriculture Farm Equipment Mechanics, while the second largest course for female students is Horticulture/Specialty Crops.

Enrollments in this area show a more significant difference by race than any other, with agriculture accounting for 14 percent of all white students but for only 3 percent of all minority students in vocational programs. Minority enrollment in this area generally reflects the lower representation of minorities in Minnesota's non-metropolitan farm population.

Minority female students are even less likely than their male counterparts to be enrolled in agriculture courses. This curriculum area accounts for 2 percent of minority females, 5 percent of white females, 4 percent of minority males, and 23 percent of white males.

AGRICULTURE ENROLLMENTS, 1981



26,457 ENROLLMENTS

Distributive Education

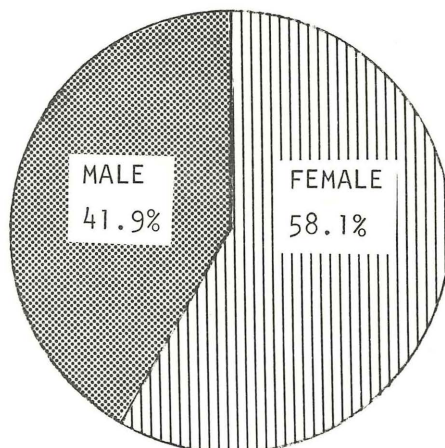
Total enrollment statewide in secondary distributive education courses is 10,939, accounting for 6 percent of all secondary vocational students.

Although female students have a slightly larger total enrollment than males, distributive education is the most evenly balanced by sex of all the curriculum areas. This is particularly true for eleventh and twelfth grade and for AVTI enrollments, while ninth and tenth grade enrollments are primarily female. As in other curriculum areas, most distributive education students are in the eleventh and twelfth grades.

Of the 36 courses offered statewide, 5 are "male," 11 are "female," and 20 are integrated. However, the integrated courses account for 90 percent of distributive education students. Two programs, General Merchandising and General Marketing Occupations, account for more than half of male enrollments and for almost half of female enrollments in this area -- and both courses are fairly evenly balanced by sex. Two distributive education courses have no male students and one course has no female students.

About 5 percent of all distributive education students are minorities, very close to the overall representation of minority students in vocational programs. Like their white counterparts, minority females are slightly more likely than minority males to be enrolled in this curriculum area.

DISTRIBUTIVE EDUCATION ENROLLMENTS, 1981



10,939 ENROLLMENTS

Health Occupations

Total enrollment statewide in secondary health occupations programs is 7,052, accounting for less than 4 percent of all vocational enrollments. Health courses have the fewest male students of all curriculum areas.

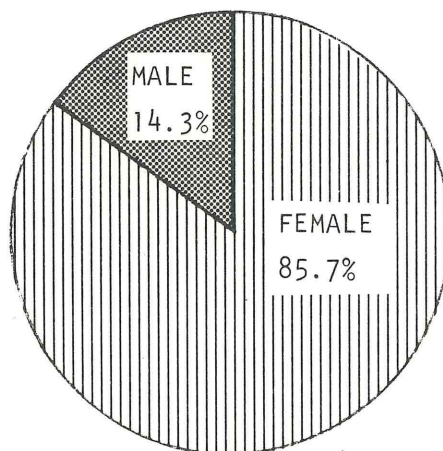
Health programs are predominantly female, with female students outnumbering male students by almost 6 to 1 overall. Although male students are in the minority at every grade level, this pattern is most apparent among students attending health courses at an AVTI. The majority of health students are enrolled in AVTI courses, unlike other curriculum areas.

Of the 44 courses offered statewide, 11 are "male," 22 are "female," and 11 are integrated. There are 4 courses with no male students, and 7 courses with no female students. However, the "female" courses account for 89 percent of all health enrollees. Seven percent of students are in courses which are nontraditional for their sex.

The Practical Nurse Education course accounts for 25 percent of female students and for 23 percent of male students in this curriculum area. However, since there are so few male students enrolled in health courses generally, these figures do not represent equal numbers of males and females in this course -- 87 percent of the Practical Nurse students are female.

Minorities account for about 4 percent of health students. While minority female students are more likely than either minority males or white males to be enrolled in health courses, they are less likely than white females to be enrolled in this area.

HEALTH OCCUPATIONS ENROLLMENTS, 1981



7,052 ENROLLMENTS

Home Economics

Total statewide enrollment in secondary home economics courses is 62,230, accounting for 31 percent of all secondary vocational enrollments. Home economics has the largest number of female students, and the largest total number of students, of all curriculum areas.

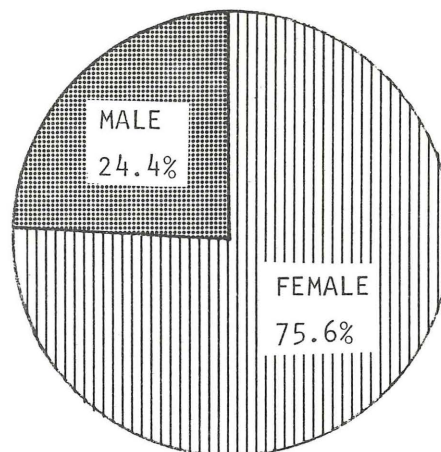
Female students outnumber male students by about 3 to 1 overall in this area, and female students predominate at each grade level. Enrollments are most balanced among students attending an AVTI, with a female/male ratio of 2 to 1. They are least balanced among ninth and tenth graders, where the ratio approaches 4 to 1.

Of the 59 courses offered statewide, 5 are "male," 25 are "female," and 29 are integrated. The integrated courses, however, account for 74 percent of all home economics students. There are 8 all-female courses, and 2 all-male courses. Three percent of home economics students are enrolled in courses which are nontraditional for their sex.

A group of 15 courses are classified as "consumer homemaking." More than two-thirds of home economics enrollees are in consumer home-making programs -- 68 percent of male students as well as 68 percent of female students.

Minority students and white students are equally likely to be enrolled in home economics, but for each racial group there are more female enrollees than male enrollees. Minority female students and white female students are equally likely to be taking home economics.

HOME ECONOMICS ENROLLMENTS, 1981



62,230 ENROLLMENTS

Office Occupations

Total secondary enrollment statewide in office occupations programs is 38,122, accounting for about one-fifth of all secondary vocational enrollments. After home economics, office occupations has the largest number of female students of all curriculum areas.

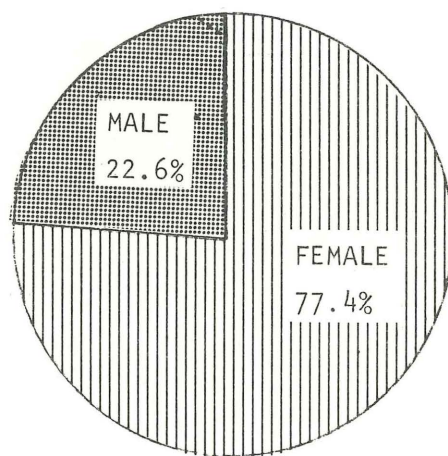
Female students outnumber male students by almost 4 to 1 among eleventh and twelfth grade office students, and these grade levels represent almost two-thirds of enrollments in this area. Ninth and tenth grade enrollments are somewhat more balanced, although females outnumber males by about 2 to 1 at these levels.

Of the 51 courses offered statewide, 29 are "female" and 22 are integrated. There are no "male" office courses, and 10 of the "female" courses have no male students. However, the integrated courses account for 45 percent of all enrollees, and 8 percent of students are enrolled in courses which are nontraditional for their sex.

More than one-third of male students, and one-fourth of female students, are enrolled in just two courses -- Accounting and General Office Typist.

Overall, minority students are more likely than white students to be enrolled in office occupations programs, although white females are more likely than minority males to be taking an office course. This curriculum area accounts for 29 percent of white female students, 34 percent of minority female students, 9 percent of white male students, and 12 percent of minority male students.

OFFICE OCCUPATIONS ENROLLMENTS, 1981



38,122 ENROLLMENTS

Technical Education

Total enrollment statewide in secondary technical education programs is 5,009, accounting for about 3 percent of all secondary vocational enrollments. This curriculum area has fewer students than any other, and the smallest number of female students of all curriculum areas.

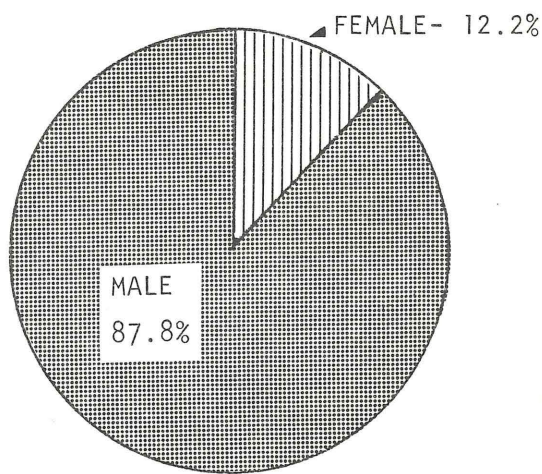
Male students account for 94 percent of ninth and tenth grade technical students, 92 percent of eleventh and twelfth grade technical students, and 87 percent of technical students at AVTIs. Eighty percent of technical enrollees are attending a course at an AVTI.

Of the 36 technical courses offered statewide, 29 are "male" and 7 are integrated. There are no female courses, and 95 percent of technical students are enrolled in the "male" courses. Three courses have no female students. However, this curriculum area has the largest proportion of nontraditional enrollments, at 11 percent of technical students, all of whom are female students enrolled in a "male" course.

The general Electronics Technician Occupations course has the largest number of male students, while Architectural Drafting has the largest number of female students. The all-male courses are Musical Instrument Repair and Communications in the Electronics Technician Occupations program, and Powdered Metallurgy.

About 4 percent of students in this area are racial minorities. Minority male students are slightly less likely than white male students to be enrolled in technical courses. Enrollments for female students are considerably lower than male enrollments in all racial groups.

TECHNICAL OCCUPATIONS ENROLLMENTS, 1981



5,009 ENROLLMENTS

Trade & Industrial

Total enrollment statewide in secondary trade-industrial programs is 48,516, accounting for one-fourth of all secondary vocational enrollments. More male students are enrolled in this area than in any other.

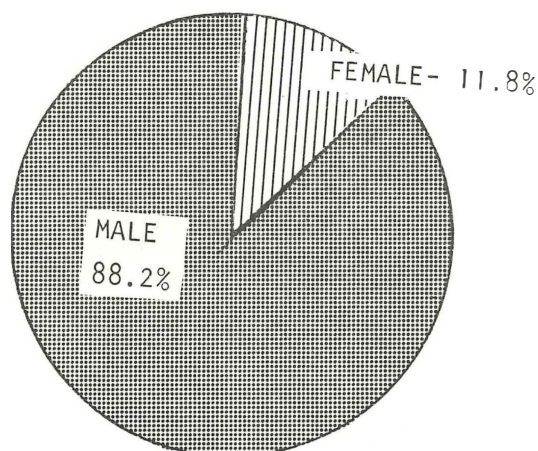
Overall, male trade-industrial students outnumber their female counterparts by 8 to 1. Female students represent 10 percent of ninth and tenth grade enrollments, 13 percent of eleventh and twelfth grade enrollments, and 10 percent of AVII enrollments.

There are 93 trade-industrial courses offered statewide, almost twice the number of any other curriculum area. Of these, 70 are "male" courses, 22 are integrated courses, and 1 is a "female" course. Eighty-eight percent of the students are enrolled in the "male" courses. There are 17 courses with no female enrollees, and 6 courses with only one female student. Seven percent of trade-industrial students are enrolled in courses which are nontraditional for their sex.

Female students are most likely to be enrolled in Graphic Arts, where they account for 37 percent of students. Male students are most likely to be enrolled in Auto Mechanics, where they account for 95 percent of students.

Although four-fifths of trade-industrial students are white males, minority students of both sexes have higher enrollment rates than their white counterparts. Six percent of white females, 7 percent of minority females, 43 percent of white males, and 58 percent of minority males are enrolled in trade-industrial courses.

TRADE & INDUSTRIAL ENROLLMENTS, 1981



48,516 ENROLLMENTS

Special Needs

School districts report vocational enrollments of disadvantaged students: those who can be identified as physically handicapped, economically disadvantaged, and/or who have limited English proficiency. These figures, like all enrollment data in this report, may refer to a duplicated count of students.

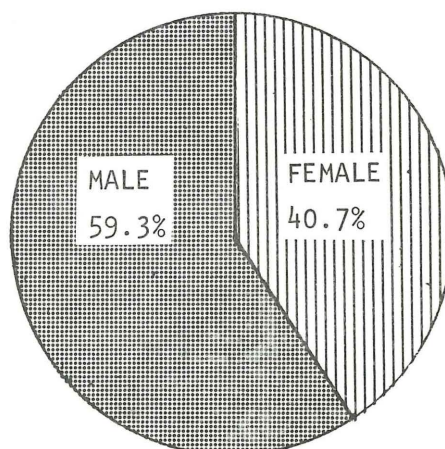
Although female students represent just over half of total vocational enrollments at the secondary level, their representation is somewhat lower among the identified disadvantaged groups. Females are 40 percent of the 6,035 handicapped enrollees, 34 percent of the 1,488 limited English enrollees, and 44 percent of the 29,003 economically disadvantaged enrollees. (See Table 9)

"Special needs" programs have been established to provide additional vocational activities for some of these students. Included in this area are work experience programs for career exploration, for the disadvantaged, and for the handicapped, as well as remedial related reading, math, and English as a second language.

Statewide enrollment in special needs programs is 12,247. Special needs enrollments are not included in total enrollment data elsewhere in this report; however, special needs enrollments are equal to approximately 6 percent of total enrollment in the seven occupational curriculum areas. Of these, 41 percent are female students, somewhat below their representation in all vocational programs. Work experience programs account for 84 percent of enrollments in all special needs programs, and male students represent 59 percent of work experience students.

Minority students are more likely to be enrolled in special needs courses than their white counterparts, reflecting their higher proportion of economically disadvantaged students. Statewide, minority females are less likely than minority males to be special needs enrollees.

SPECIAL NEEDS ENROLLMENTS, 1981



12,247 ENROLLMENTS

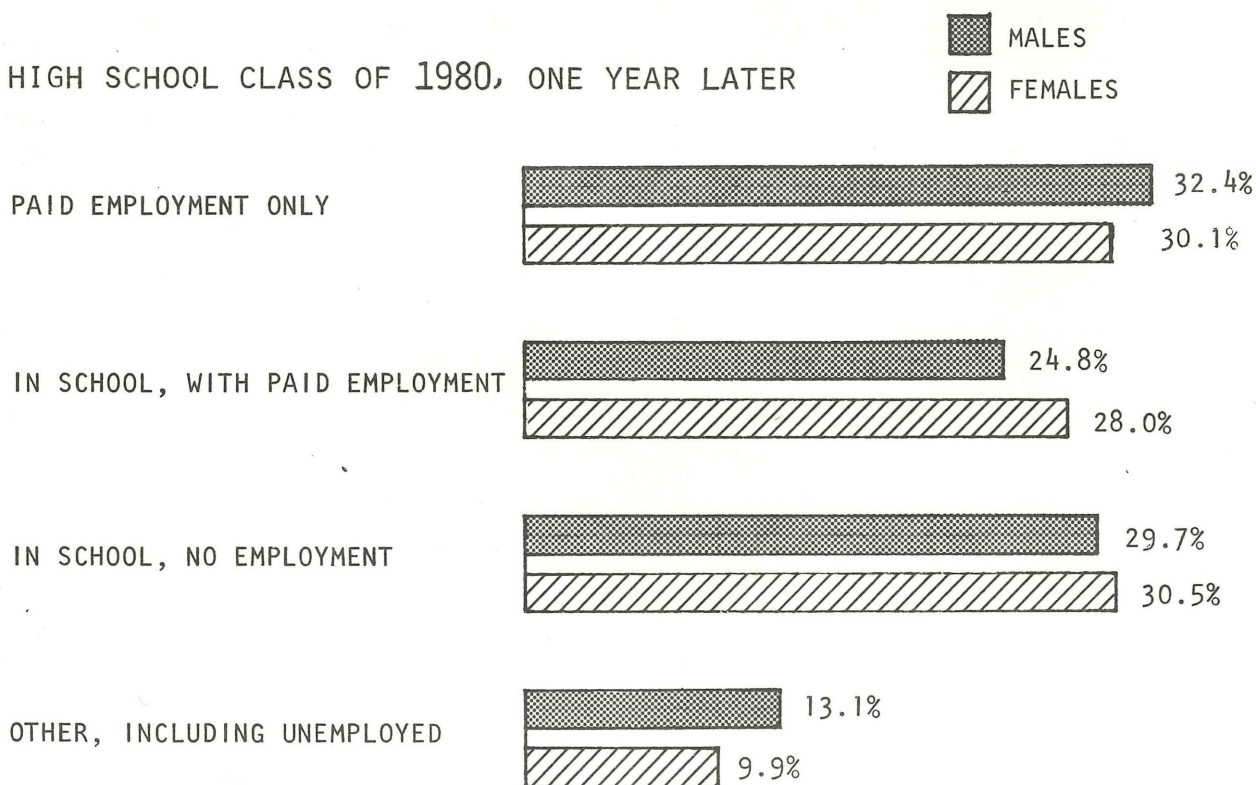
High School Follow-Up, Class of 1980

The Minnesota Vocational Follow-Up System reports information about the status of students one year after graduation.* This information was reported in 1981 by 109 Minnesota school districts for students in the Class of 1980, who completed a total of 19,512 questionnaires. Data on this page refer to all graduates in the sample, whether they had been enrolled in a high school vocational course or not.

Slightly over half of graduates, 56 percent, continue with their education in the following year. The women are somewhat more likely than the men to continue their education, while the male graduates are somewhat more likely to be employed.

One-quarter of those who continue their education are enrolled at a vocational school, usually one of the public AVTIs. AVTI enrollments account for 23 percent of male graduates enrolled in post-secondary schools, compared with 19 percent of female graduates enrolled in post-secondary schools. The women are slightly more likely than the men to attend a private vocational school, 7 percent compared with 4 percent.

The majority of graduates, both male and female, hold paid employment one year after leaving high school. Almost one-third of both the men and the women have paid employment only, while an additional one-quarter of both groups combine paid employment with further education. Most of those with paid employment hold full-time jobs, although female graduates are more likely than male graduates to work part-time.



*Although all former students in the sample are referred to as "graduates" for purposes of this report, about 6 percent left high school without receiving a diploma.

Vocational Student Follow-Up, Class of 1980

Followup information is also available for students who were enrolled in one or more vocational programs during high school. In this report, such students are called "vocational" graduates, although they may have taken only one vocational course.

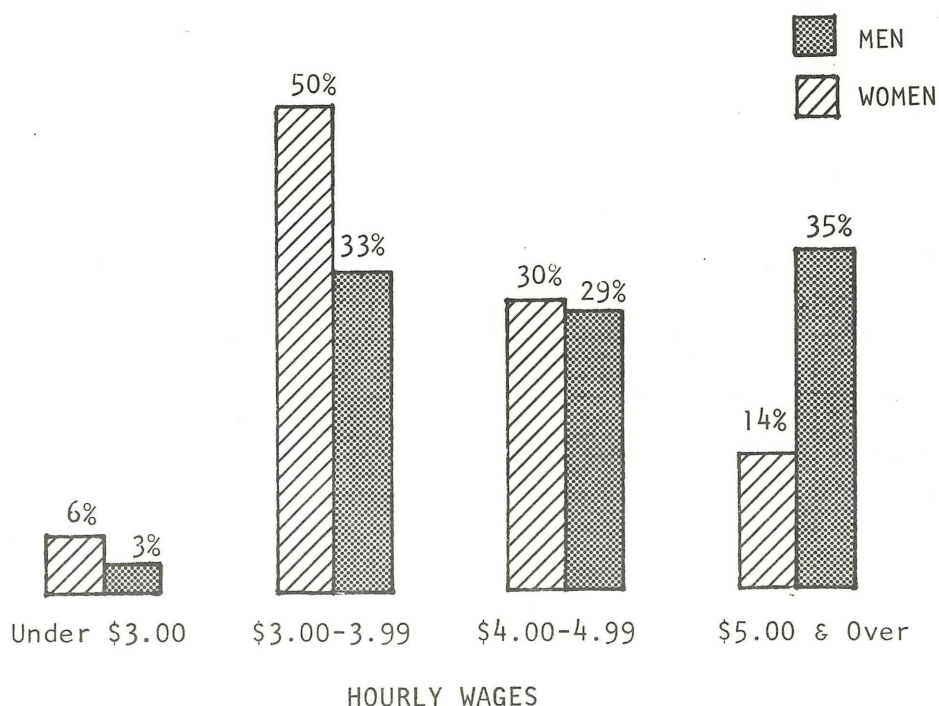
In comparison to all high school graduates, vocational graduates are slightly more likely to be enrolled in post-secondary vocational schools. They are also slightly more likely to have paid employment.

There are no significant differences between male and female vocational graduates in these respects. Overall, about one-third of vocational graduates are enrolled in post-secondary vocational education one year later, while about two-thirds have paid employment. However, male and female vocational graduates differ markedly in their distribution among the various occupational groups, and in average earnings.

Male vocational graduates are more evenly distributed among all occupational groups. Female vocational graduates are heavily concentrated in clerical and service jobs, which together account for nearly three-quarters of the women but for only one-third of the men. The women are least likely to be employed in technical, agricultural, construction, transportation, and mechanical jobs. These five occupations account for only 3 percent of the women, but fully one-third of the men. (See Table 10)

Female vocational graduates have lower earnings than their male counterparts, regardless of high school curriculum area. Average earnings for all male vocational graduates are \$4.53 per hour, compared with \$3.92 per hour for female vocational graduates. (See Table 11)

HIGH SCHOOL CLASS OF 1980, EMPLOYED ONE YEAR LATER










Vocational Staff Patterns, 1981

Statewide, a total of 1,609 vocational teachers are employed at the secondary level in the seven curriculum areas. Of these, 57 percent are men and 43 percent are women. In addition, there are 134 women and 217 men in program support services or who are not classified by curriculum area. Of the 1,609 teachers, 1,319 are full-time and 290 are part-time. Female teachers are slightly more likely than male teachers to be employed part-time.

Teacher representation by sex in the curriculum areas corresponds generally to student enrollments, but teachers are more likely than students to be in areas traditional for their sex. In agriculture, 18 percent of students but only 3 percent of teachers are female. In trade-industrial courses, 12 percent of students but less than 1 percent of teachers are female. In home economics and office courses, males represent 23 percent of students but only 20 percent of teachers.

Minorities are also underrepresented among vocational teachers, accounting for only 2 percent of teachers compared with 5 percent of vocational student enrollments. In addition, there are only two minority vocational administrators in the secondary schools and secondary centers.

Overall, there are a total of 92 vocational administrators and supervisors at the secondary level. Of these, 11 percent are women while 89 percent are men. (See Table 12)

SECONDARY VOCATIONAL TEACHERS, 1981		♂ MALE	♀ FEMALE
AGRICULTURE			15.2%
DISTRIBUTION			5.8%
HEALTH			5.6%
HOME ECONOMICS			26.7%
OFFICE			17.3%
TECHNICAL			3.6%
TRADE & INDUSTRIAL			25.7%

Each figure represents 1% of total teachers, or about 16 teachers.

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TABLE 1. ENROLLMENTS BY GRADE LEVEL AND SEX, 1981

Curriculum Area	Grades 9 & 10				Grades 11 & 12			
	Male	Female	Total	%F	Male	Female	Total	%F
Agriculture	5,180	1,005	6,185	16.2%	14,816	3,262	18,078	18.0%
Distributive	122	225	347	64.8%	3,137	4,316	7,453	57.9%
Health	17	93	110	84.5%	484	2,204	2,688	82.0%
Home Economics	2,731	9,640	12,371	77.9%	11,349	34,772	46,121	75.4%
Office	1,690	3,562	5,252	67.8%	5,338	19,384	24,722	78.4%
Technical	233	16	249	6.4%	686	61	747	8.2%
Trade-Industrial	5,184	570	5,754	9.9%	23,493	3,567	27,060	13.2%
TOTAL	15,157	15,111	30,268	49.9%	59,303	67,566	126,869	53.3%

Curriculum Area	AVTI				TOTAL			
	Male	Female	Total	%F	Male	Female	Total	%F
Agriculture	1,802	392	2,194	17.9%	21,798	4,659	26,457	17.6%
Distributive Ed.	1,315	1,824	3,139	58.1%	4,574	6,365	10,939	58.2%
Health	509	3,745	4,254	88.0%	1,010	6,042	7,052	85.7%
Home Economics	1,086	2,652	3,738	70.9%	15,166	47,064	62,230	75.6%
Office	1,587	6,561	8,148	80.5%	8,615	29,507	38,122	77.4%
Technical	3,481	532	4,013	13.3%	4,400	609	5,009	12.2%
Trade-Industrial	14,138	1,564	15,702	10.0%	42,815	5,701	48,516	11.8%
TOTAL	23,918	17,270	41,188	41.9%	98,378	99,947	198,325	50.4%

TABLE 2. ENROLLMENTS BY RACE AND SEX, 1981

Curriculum Area	Indian		Asian		Hispanic		Black		White	
	#M	#F	#M	#F	#M	#F	#M	#F	#M	#F
Agriculture	180	55	15	5	20	3	11	3	21,572	4,593
Distributive Ed.	48	63	17	14	24	31	136	177	4,349	6,080
Health	28	51	5	31	17	37	12	76	948	5,847
Home Economics	164	621	108	415	96	205	631	1,177	14,167	44,646
Office	92	416	156	229	106	211	317	903	7,944	27,748
Technical	20	5	87	11	20	6	50	6	4,223	581
Trade-Industrial	1,049	120	876	37	342	48	1,052	167	39,496	5,329
TOTAL	1,581	1,331	1,264	742	625	541	2,209	2,509	92,699	94,824

TABLE 3. ENROLLMENTS BY MINORITY STATUS, 1981

Curriculum Area	Minority Male		White Male		Minority Female		White Female		Minority Total		White Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Agriculture	226	4.0%	21,572	23.4%	66	1.3%	4,593	4.8%	292	2.7%	26,165	14.0%
Distributive Ed.	225	4.0%	4,349	4.7%	285	5.6%	6,080	6.4%	510	4.7%	10,429	5.6%
Health	62	1.1%	948	1.0%	195	3.8%	5,847	6.2%	257	2.4%	6,795	3.6%
Home Economics	999	17.6%	14,167	15.3%	2,418	47.2%	44,646	47.1%	3,417	31.6%	58,813	31.4%
Office	671	11.8%	7,944	8.6%	1,759	34.3%	27,748	29.3%	2,430	22.5%	35,692	19.0%
Technical	177	3.1%	4,223	4.6%	28	0.5%	581	0.6%	205	1.9%	4,804	2.6%
Trade-Industrial	3,319	58.4%	39,496	42.6%	372	7.3%	5,329	5.6%	3,691	34.2%	44,825	23.9%
TOTAL	5,679	100.0%	92,699	100.0%	5,123	100.0%	94,824	100.0%	10,802	100.0%	187,523	100.0%

TABLE 4. NUMBER OF PROGRAMS, BY TYPE, 1981

Curriculum Area	NUMBER OF PROGRAMS which are:				Percent Integrated
	"Male"	"Female"	Integrated	Total	
Agriculture	25	0	11	36	30.6%
Distributive Ed.	5	11	20	36	55.6%
Health	11	22	11	44	25.0%
Home Economics	5	25	29	59	49.2%
Office	0	29	22	51	43.1%
Technical	29	0	7	36	19.4%
Trade-Industrial	70	1	22	93	23.7%
TOTAL	145	88	122	355	34.4%

TABLE 5. SINGLE-SEX PROGRAMS AND ENROLLMENTS, 1981

Curriculum Area	NUMBER OF PROGRAMS which are:			NUMBER OF STUDENTS who are:		
	All-Male	All-Female	Total	Male In All-M Programs	Female In All-F Programs	Total
Agriculture	5	0	5	68	0	68
Distributive Ed.	1	2	3	6	12	18
Health	7	4	11	87	550	637
Home Economics	2	8	10	5	95	100
Office	0	10	10	0	384	384
Technical	3	0	3	196	0	196
Trade-Industrial	17	1	18	662	41	703
TOTAL	35	25	60	1,024	1,082	2,106

TABLE 6. ENROLLMENTS BY PROGRAM TYPE AND SEX, 1981

FEMALE ENROLLMENTS BY PROGRAM TYPE

Curriculum Area	Total Female	In Segregated Programs		In Integrated Programs	Percent In Integrated
		"Male" (Nontraditional)	"Female" (Traditional)		
Agriculture	4,659	2,614	0	2,045	43.9 %
Distributive Ed.	6,365	14	931	5,420	85.2 %
Health	6,042	23	5,786	233	3.9 %
Home Economics	47,064	54	13,805	33,205	70.6 %
Office	29,507	0	18,279	11,228	38.1 %
Technical	609	524	0	85	14.0 %
Trade-Industrial	5,701	3,243	41	2,417	42.4 %
TOTAL	99,947	6,472	38,842	54,633	54.7 %

MALE ENROLLMENTS BY PROGRAM TYPE

Curriculum Area	Total Male	In Segregated Programs		In Integrated Programs	Percent In Integrated
		"Male" (Traditional)	"Female" (Nontraditional)		
Agriculture	21,798	18,763	0	3,035	13.9 %
Distributive Ed.	4,574	106	57	4,411	96.4 %
Health	1,010	278	483	249	24.7 %
Home Economics	15,166	279	2,049	12,838	84.6 %
Office	8,615	0	2,846	5,769	67.0 %
Technical	4,400	4,251	0	149	3.4 %
Trade-Industrial	42,815	39,289	0	3,526	8.2 %
TOTAL	98,378	62,966	5,435	29,977	30.5 %

ENROLLMENTS BY PROGRAM TYPE - ALL STUDENTS

Curriculum Area	Total Students	In Segregated Programs		In Integrated Programs	Percent In Integrated
		"Male" Programs	"Female" Programs		
Agriculture	26,457	21,377	0	5,080	19.2 %
Distributive Ed.	10,939	120	988	9,831	89.9 %
Health	7,052	301	6,269	482	6.8 %
Home Economics	62,230	333	15,854	46,043	74.0 %
Office	38,122	0	21,125	16,997	44.6 %
Technical	5,009	4,775	0	234	4.7 %
Trade-Industrial	48,516	42,532	41	5,943	12.2 %
TOTAL	198,325	69,438	44,277	84,610	42.7 %

TABLE 7. TRADITIONAL & NON-TRADITIONAL ENROLLMENTS, 1981

Curriculum Area	Total Students	Number of Students in Programs Which Are:			Percent In Non-Traditional
		Traditional	Non-Traditional	Integrated	
Agriculture	26,457	18,763	2,614	5,080	9.9 %
Distributive Ed.	10,939	1,037	71	9,831	0.6 %
Health	7,052	6,064	506	482	7.2 %
Home Economics	62,230	14,084	2,103	46,043	3.4 %
Office	38,122	18,279	2,846	16,997	7.5 %
Technical	5,009	4,251	524	234	10.5 %
Trade-Industrial	48,516	39,330	3,243	5,943	6.7 %
TOTAL	198,325	101,808	11,907	84,610	6.0 %

TABLE 8. VOCATIONAL ENROLLMENTS BY COURSE AND SEX, 1981

AGRICULTURE

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
010001	Agriculture Exploration	1,685	217	1,902	88.6 %	11.4 %	Male
010010	Supervisor/Agriculture Programs	287	24	311	92.3 %	7.7 %	Male
010100	Production Agriculture/Farm Mgmt	8,707	1,377	10,084	86.3 %	13.7 %	Male
010101	Animal Science	9	0	9	100.0 %	0.0 %	Male
010104	Farm Management	62	7	69	89.9 %	10.1 %	Male
010105	Unspecified	17	3	20	85.0 %	15.0 %	Male
010106	Dairy Herd Management	471	105	576	81.8 %	18.2 %	Male
010200	Agriculture Supplies, Sales, Serv	891	187	1,078	84.8 %	15.2 %	Male
010210	Farrier Occupations	13	4	17	76.5 %	23.5 %	Integrated
010220	Horse & Stable Care & Operations	106	127	233	45.5 %	54.5 %	Integrated
010232	Unspecified	14	0	14	100.0 %	0.0 %	Male
010300	Agriculture Farm Equipment Mechan	4,256	411	4,667	91.2 %	9.8 %	Male
010302	Agri-Systems/Structures & Conven	368	34	402	91.5 %	8.5 %	Male
010305	Agricultural Mechanics Skills	185	14	199	93.0 %	7.0 %	Male
010321	Farm Conveniences	81	19	100	81.0 %	19.0 %	Male
010322	Farm Structures	260	12	272	95.6 %	4.4 %	Male
010324	Agriculture Welding	13	0	13	100.0 %	0.0 %	Male
010400	Agriculture Products	496	72	568	87.3 %	12.7 %	Male
010500	Horticulture/Specialty Crops	1,147	955	2,102	54.6 %	45.4 %	Integrated
010501	Specialty Crop Production	12	0	12	100.0 %	0.0 %	Male
010502	Floriculture/Commercial Flower Pro	118	321	439	26.9 %	73.1 %	Integrated
010504	Landscaping	444	173	617	72.0 %	28.0 %	Integrated
010600	Natural Resources Management	676	237	913	74.0 %	26.0 %	Integrated
010603	Soil	36	6	42	85.7 %	14.3 %	Male
010604	Fish & Wildlife Management	23	14	37	62.2 %	37.8 %	Integrated
010615	Land Construction Conservation	69	12	81	85.2 %	14.8 %	Male
010700	Forestry	390	99	489	79.8 %	20.2 %	Integrated
010701	Forestry Management	9	3	12	75.0 %	25.0 %	Integrated
010702	Forest Harvesting	99	8	107	92.5 %	7.5 %	Male
010703	Forest Harv. Equipmt Maintenance	39	2	41	95.1 %	4.9 %	Male
010990	Unspecified	20	0	20	100.0 %	0.0 %	Male
017090	Unspecified	17	2	19	89.5 %	10.5 %	Male
017909	Unspecified	27	3	30	90.0 %	10.0 %	Male
019090	Instructor/Coordinator Ag Coop Prog	642	99	741	86.6 %	13.4 %	Male
019900	Other Ag/Agribusiness, Natural Res	27	8	35	77.1 %	22.9 %	Integrated
019910	Pet Grooming	82	104	186	44.1 %	55.9 %	Integrated
TOTAL		21,798	4,659	26,457	82.4 %	17.6 %	

TABLE 8. ENROLLMENTS BY COURSE (CONT'D)

DISTRIBUTIVE EDUCATION

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
040004	Unspecified	1	60	61	1.6 %	98.4 %	Female
040010	Supervisor/Distributive Ed Program	56	99	155	36.1 %	63.9 %	Integrated
040100	Advertising Design/Layout/Sales	75	156	231	32.5 %	67.5 %	Integrated
040122	Unspecified	6	25	31	19.4 %	80.6 %	Female
040199	Unspecified	16	2	18	88.9 %	11.1 %	Male
040200	Fashion Merchandising	17	295	312	5.4 %	94.6 %	Female
040292	Unspecified	2	32	34	5.9 %	94.1 %	Female
040300	Auto/Truck Sales	15	19	34	44.1 %	55.9 %	Integrated
040400	Credit & Finance Management	21	40	61	34.4 %	65.6 %	Integrated
040500	Retail Floristry	3	78	81	3.7 %	96.3 %	Female
040600	Supermarket Merchandising/Mgmt/Dist	87	47	134	64.9 %	35.1 %	Integrated
040730	Unspecified	7	94	101	6.9 %	93.1 %	Female
040753	Unspecified	0	10	10	0.0 %	100.0 %	Female
040800	General Merchandising/Retail Sales	1,857	2,124	3,981	46.6 %	53.4 %	Integrated
040804	Model Store	124	424	548	22.6 %	77.4 %	Integrated
040815	Retailing	5	5	10	50.0 %	50.0 %	Integrated
040820	Fashion Trends	10	5	15	66.7 %	33.3 %	Integrated
040900	Hardware & Home Ctr Marketing & Mgmt	41	17	58	70.7 %	29.3 %	Integrated
040910	Lumbyard/Building Materials Mark	20	2	22	90.9 %	9.1 %	Male
041000	Home Furnishing Sales/Merch & Mgmt	6	132	138	4.3 %	95.7 %	Female
041050	Interior Design	5	90	95	5.3 %	94.7 %	Female
041100	Hotel & Lodging	21	22	43	48.8 %	51.2 %	Integrated
041200	Professional/Industrial/Wholesale	55	22	77	71.4 %	28.6 %	Integrated
041220	Purchasing Agent Industrial & Insti	13	5	18	72.2 %	27.8 %	Integrated
041400	International Trade	28	40	68	41.2 %	58.8 %	Integrated
041450	General Marketing	763	1,063	1,826	41.8 %	58.2 %	Integrated
041700	Real Estate Sales	12	3	15	80.0 %	20.0 %	Integrated
041800	Arena Management, Recreation/Tourism	13	1	14	92.9 %	7.1 %	Male
041801	Sporting Goods Sales & Management	51	9	60	85.0 %	15.0 %	Male
041802	Travel Planning	10	113	123	8.1 %	91.9 %	Female
041900	Traffic/Transportation Management	64	34	98	65.3 %	34.7 %	Integrated
041910	Distribution Center Operations/Mgmt	6	0	6	100.0 %	0.0 %	Male
042200	Sales Marketing & Management	775	916	1,691	45.8 %	54.2 %	Integrated
042901	Unspecified	7	11	18	38.9 %	61.1 %	Integrated
044000	Materials/Inventory Management	0	2	2	0.0 %	100.0 %	Female
049090	Instructor/Coordinator D.E. Programs	382	368	750	50.9 %	49.1 %	Integrated
TOTAL		4,574	6,365	10,939	41.9 %	58.1 %	

HEALTH OCCUPATIONS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
070002	Community Services Technician	6	25	31	19.4 %	80.6 %	Female
070010	Supervisor/Health Programs	16	2	18	88.9 %	11.1 %	Male
070101	Dental Assistant Education	0	429	429	0.0 %	100.0 %	Female
070103	Dental Laboratory Technician Educ	52	76	128	40.6 %	59.4 %	Integrated
070203	Medical Lab Tech Educ-Assoc Degree	4	101	105	3.8 %	96.2 %	Female
070205	Medical Lab Technician-Certificate	8	37	45	17.8 %	82.2 %	Female
070206	Health Care Occupations	27	186	213	12.7 %	87.3 %	Female
070208	Health Laboratory Occupations	5	60	65	7.7 %	92.3 %	Female
070300	Health Care Career Exploration	85	1,768	1,853	4.6 %	95.4 %	Female
070302	Practical Nurse Education	229	1,535	1,764	13.0 %	87.0 %	Female
070303	Nurse Assistant Education	64	634	697	9.2 %	90.8 %	Female
070305	Surgical Technician Education	6	75	81	7.4 %	92.6 %	Female
070320	Practical Nurse Educ-Clinical Comp	9	109	118	7.6 %	92.4 %	Female
070330	Nurse Asst Educational Clinical Com	2	8	10	20.0 %	80.0 %	Integrated
070401	Occupational Therapy Asst Education	4	138	142	2.8 %	97.1 %	Female
070403	Prosthetics Technician Education	18	8	26	69.2 %	30.8 %	Integrated
070404	Orthotics Technician Education	20	12	32	62.5 %	37.5 %	Integrated
070430	Prosthetics Practitioner Education	9	0	9	100.0 %	0.0 %	Male
070603	Optometric Assistant Education	0	56	56	0.0 %	100.0 %	Female
070701	Environmental Health Occupations	0	27	27	0.0 %	100.0 %	Female
070800	Mental Health Technician	9	36	45	20.0 %	80.0 %	Integrated
070801	Ward Clerk Education	13	255	268	4.9 %	95.1 %	Female

TABLE 8. ENROLLMENTS BY COURSE (CONT'D)

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
070900	Bio-Medical Equipment Technician	67	23	90	74.4 %	25.6 %	Integrated
070901	Electroencephalograph Technician	3	14	17	17.6 %	82.4 %	Female
070903	Respiratory Therapy Technician Educ	13	12	25	52.0 %	48.0 %	Integrated
070905	Central Services Technician	3	32	35	8.6 %	91.4 %	Female
070906	Human Services Education	2	81	83	2.4 %	97.6 %	Female
070925	Paramedic Education	30	5	35	85.7 %	14.3 %	Male
070940	Medical Asst Educ Laboratory Compon	1	69	70	1.4 %	98.6 %	Female
070941	Medical Asst Educ Nursing Component	0	38	38	0.0 %	100.0 %	Female
071000	Unspecified	55	11	66	83.3 %	16.7 %	Male
071001	Unspecified	16	0	16	100.0 %	0.0 %	Male
071002	Unspecified	10	0	10	100.0 %	0.0 %	Male
071016	Unspecified	8	2	10	80.0 %	20.0 %	Integrated
071300	Pharmacy Technician Education	8	17	25	32.0 %	68.0 %	Integrated
071500	Unspecified	28	0	28	100.0 %	0.0 %	Male
071907	Unspecified	34	21	55	61.8 %	38.2 %	Integrated
072300	Unspecified	6	0	6	100.0 %	0.0 %	Male
072302	Unspecified	1	0	1	100.0 %	0.0 %	Male
073100	Unspecified	90	5	95	94.7 %	5.3 %	Male
073601	Unspecified	17	0	17	100.0 %	0.0 %	Male
079090	Instructor/Coordinator Health Occ	10	57	67	14.9 %	85.1 %	Female
079900	Other Health & Environmental Occ	4	60	64	6.3 %	93.8 %	Female
079992	Related CPR	18	18	36	50.0 %	50.0 %	Integrated
TOTAL		1,010	6,042	7,052	14.3 %	85.7 %	

HOME ECONOMICS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
090010	Supervisor/Service & Home Ec Prog	25	98	123	20.3 %	79.7 %	Integrated
<u>Consumer Homemaking:</u>							
090100	General Consumer Homemaking	80	124	204	39.2 %	60.8 %	Integrated
090101	Consumer Homemaking Occupations	8,273	25,553	33,826	24.5 %	75.5 %	Integrated
090102	Child Development/Family Resource	56	317	373	15.0 %	85.0 %	Female
090103	Clothing & Textiles	8	152	160	5.0 %	95.0 %	Female
090104	Consumer Education	95	188	283	33.6 %	66.4 %	Integrated
090106	Family Relatns, Family Life & Par	32	140	172	18.6 %	81.4 %	Female
090107	Consumer Foods & Nutrition	279	458	737	37.9 %	62.1 %	Integrated
090109	Housing & Home Furnishings	19	91	110	17.3 %	82.7 %	Female
090112	Cons Homemaking Occupatns/Option 4	110	538	648	17.0 %	83.0 %	Female
090120	Home & Individual/Family Res Mgmt	480	1,274	1,754	27.4 %	72.6 %	Integrated
090121	Individual/Family Life & Parenting	655	2,791	3,446	19.0 %	81.0 %	Female
090125	Unspecified	18	31	49	36.7 %	63.3 %	Integrated
090130	Nutrition Specialist	137	285	422	32.5 %	67.5 %	Integrated
090190	Unspecified	2	65	67	3.0 %	97.0 %	Female
090199	Other Consumer Homemaking	4	0	4	100.0 %	0.0 %	Male

Occupational Preparation:

090200	Occupational Home Economics	0	12	12	0.0 %	100.0 %	Female
090201	Child Care, Guidance & Educ Occup	411	3,686	4,097	10.0 %	90.0 %	Female
090202	Fabrics, Fashions, & Related Mgmt	175	1,263	1,438	12.2 %	87.8 %	Female
090203	Food Management	102	89	191	53.4 %	46.6 %	Integrated
090204	Housing/Home Furnishing Occupations	262	1,473	1,735	15.1 %	84.9 %	Female
090207	Grooming Services	204	204	408	50.0 %	50.0 %	Integrated
090208	Food Service & Management Training	20	27	47	42.6 %	57.4 %	Integrated
090209	Apparel Design & Production	95	846	941	10.1 %	89.9 %	Female
090211	Delicatessen & Catering	20	22	42	47.6 %	52.4 %	Integrated
090214	Fashion & Apparel/Textile Occup	74	899	973	7.6 %	92.4 %	Female
090215	Personal Living Skills	569	1,015	1,584	35.9 %	64.1 %	Integrated
090240	Dry Cleaning	0	9	9	0.0 %	100.0 %	Female
090290	Unspecified	0	9	9	0.0 %	100.0 %	Female
090299	Other Service Occupations	212	234	446	47.5 %	52.5 %	Integrated

TABLE 8. ENROLLMENTS BY COURSE (CONT'D)

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
<i>Other Home Economics:</i>							
090320	Tourism Occupations	59	10	69	85.5 %	14.5 %	Male
090401	Child Care/Childhd Educ Component	67	299	366	18.3 %	81.7 %	Female
090402	Childhd Educ Component (Aide)	10	180	190	5.3 %	94.7 %	Female
090902	Unspecified	4	25	29	13.8 %	86.2 %	Female
090920	Unspecified	1	0	1	100.0 %	0.0 %	Male
090927	Unspecified	0	2	2	0.0 %	100.0 %	Female
091100	Building Care/Maintenance/Service	86	21	107	80.4 %	19.6 %	Male
091101	Housekeeping Aide Program	17	15	32	53.1 %	46.9 %	Integrated
092601	Barbering	18	15	33	54.5 %	45.5 %	Integrated
092602	Cosmetology	23	752	775	3.0 %	97.0 %	Female
092901	Bakery & Bakery Assistant Program	73	140	213	34.3 %	65.7 %	Integrated
092902	Food Service Occupations	1,294	1,786	3,080	42.0 %	58.0 %	Integrated
092903	Meat Cutting/Processing	129	23	152	84.9 %	15.1 %	Male
092904	Waiter/Waitress Program	0	2	2	0.0 %	100.0 %	Female
092905	Food Service Management	231	492	723	32.0 %	68.0 %	Integrated
092906	Special Foods/Delicatessen & Cater	96	253	349	27.5 %	72.5 %	Integrated
092907	Kitchen or Food Service Assistant	180	210	390	46.2 %	53.8 %	Integrated
092908	Dietetic Assistant Program	0	23	23	0.0 %	100.0 %	Female
092909	Dietetic Technician Program	0	25	25	0.0 %	100.0 %	Female
092910	Dietetic Assistant/Laboratory Comp	46	193	239	19.2 %	80.8 %	Female
093302	Tailoring	53	205	258	20.5 %	79.5 %	Integrated
093402	Shoe Repair	22	15	37	59.5 %	40.5 %	Integrated
093500	Upholstery	40	45	85	47.1 %	52.9 %	Integrated
096010	Unspecified	56	76	132	42.4 %	57.6 %	Integrated
096045	Unspecified	8	3	11	72.7 %	27.3 %	Integrated
099090	Instructor/Coordinator Service Occup	149	210	359	41.5 %	58.5 %	Integrated
099093	Instructor/Coordinator Clothing Occ	0	13	13	0.0 %	100.0 %	Female
099094	Instructor/Coordinator Housing Occup	81	131	212	38.2 %	61.8 %	Integrated
099096	Instructor/Coordinator Child Care	6	7	13	46.2 %	53.8 %	Integrated
TOTAL		15,166	47,064	62,230	24.4 %	75.6 %	

OFFICE OCCUPATIONS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
140004	General Office Management	104	310	414	25.1 %	74.9 %	Integrated
140010	Supervisor/Business & Office Progs	21	11	32	65.6 %	34.4 %	Integrated
140100	Accounting	2,019	3,513	5,532	36.5 %	63.5 %	Integrated
140101	Recordkeeping	32	18	50	64.0 %	36.0 %	Integrated
140102	Bookkeeping	418	824	1,242	33.7 %	66.3 %	Integrated
140103	Accounting/Data Processing	222	296	518	42.9 %	57.1 %	Integrated
140104	Office Machines	16	48	64	25.0 %	75.0 %	Integrated
140114	Income Tax Procedures	5	5	10	50.0 %	50.0 %	Integrated
140120	Banking & Finance/General	42	166	208	20.2 %	79.8 %	Integrated
140121	Banking & Finance/Agricultural	22	7	29	75.9 %	24.1 %	Integrated
140122	Bank Teller Occupations	17	121	138	12.3 %	87.7 %	Female
140199	Supervisory Management Occupations	104	173	277	37.5 %	62.5 %	Integrated
140200	Data Processing Occupations	379	385	764	49.6 %	50.4 %	Integrated
140201	Computer Occupations	201	179	380	52.9 %	47.1 %	Integrated
140202	Data Entry	19	52	71	26.8 %	73.2 %	Integrated
140203	Computer Programming	400	355	755	53.0 %	47.0 %	Integrated
140292	Data Entry	64	291	355	18.0 %	82.0 %	Female
140300	Clerical Office Occupations	284	2,652	2,936	9.7 %	90.3 %	Female
140304	Word Processing	0	5	5	0.0 %	100.0 %	Female
140305	General Office Typist	1,241	3,822	5,063	24.5 %	75.5 %	Integrated
140307	Medical Records Management	2	60	62	3.2 %	96.8 %	Female
140308	Medical Clerical Office Occupations	0	64	64	0.0 %	100.0 %	Female
140311	Law Enforcement Clerical Office Occ	3	24	27	11.1 %	88.9 %	Female
140320	Legal Clerical Office Occupations	16	84	100	16.0 %	84.0 %	Female
140406	Receptionist	0	52	52	0.0 %	100.0 %	Female
140408	Business Communications	3	6	9	33.3 %	66.7 %	Integrated

TABLE 8. ENROLLMENTS BY COURSE (CONT'D)

OFFICE OCCUPATIONS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
140499	Medical Records Technician	0	42	42	0.0 %	100.0 %	Female
140505	Model Office	153	1,755	1,908	8.0 %	92.0 %	Female
140700	Stenographic Secretarial & Related	2	39	41	4.9 %	95.1 %	Female
140703	Stenographic/Clerical	23	147	170	13.5 %	86.5 %	Female
140704	Court Reporting	1	49	50	2.0 %	98.0 %	Female
140705	General Secretarial	807	3,721	4,528	17.8 %	82.2 %	Female
140707	Legal Secretary	0	19	19	0.0 %	100.0 %	Female
140708	Hospital Station Secretary	0	65	65	0.0 %	100.0 %	Female
140709	Medical Secretary	0	14	14	0.0 %	100.0 %	Female
140730	Secretarial/Clerical Occ w/Shorthand	1,147	6,787	7,934	14.5 %	85.5 %	Female
140731	Secretarial/Clerical w/o Shorthand	315	1,458	1,773	17.8 %	82.2 %	Female
140743	Legal Secretarial Occup w/Shorthand	3	301	304	1.0 %	99.0 %	Female
140744	Secretarial Training	0	7	7	0.0 %	100.0 %	Female
140752	Medical Secretarial Occ w/Shorthand	5	285	290	1.7 %	98.3 %	Female
140753	Medical Secretarial w/o Shorthand	0	64	64	0.0 %	100.0 %	Female
140800	Business Management	236	230	466	50.6 %	49.4 %	Integrated
140805	General Office	1	23	24	4.2 %	95.8 %	Female
140902	Advanced Typing	1	24	25	4.0 %	96.0 %	Female
140904	Beginning Typing	16	32	48	33.3 %	66.7 %	Integrated
140906	Word Processing	1	65	66	1.5 %	98.5 %	Female
141730	Unspecified	0	52	52	0.0 %	100.0 %	Female
149090	Instructor/Coordinator Business	173	665	838	20.6 %	79.4 %	Integrated
149900	Other Business & Office Occupatns	1	9	10	10.0 %	90.0 %	Female
149980	Related Communications	14	29	43	32.6 %	67.4 %	Integrated
149982	Related Mathematics	82	102	184	44.6 %	55.4 %	Integrated
TOTAL		8,615	29,507	38,122	22.6 %	77.4 %	

TECHNICAL OCCUPATIONS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
160103	Architectural Drafting	546	131	677	80.6 %	19.4 %	Male
160106	Civil/Highway Technician Occupatn	96	13	109	88.1 %	11.9 %	Male
160107	Cable TV/Electrical Technology	38	2	40	95.0 %	5.0 %	Male
160108	Electronics Tech Occ/General	661	40	701	94.3 %	5.7 %	Male
160109	Electro-Mechanical Technology	87	2	89	97.8 %	2.2 %	Male
160110	Environmental Technician Occupatn	51	14	65	78.5 %	21.5 %	Integrated
160111	Industrial Engineering Technician	101	5	106	95.3 %	4.7 %	Male
160112	Industrial Instrumentation Techn	67	7	74	90.5 %	9.5 %	Male
160130	Archit Drafting/Electrical Design	33	4	37	89.2 %	10.8 %	Male
160131	Architectural Drafting/Mechanical	88	16	104	84.6 %	15.4 %	Male
160181	Elec Tech Occ/Radio & TV Repair	233	23	256	91.0 %	9.0 %	Male
160182	Elec Tech/Musical Instrum Repair	31	0	31	100.0 %	0.0 %	Male
160183	Electron Tech Occup/Industrial	260	26	286	90.9 %	9.1 %	Male
160184	Electronics Tech Occup/Avionics	64	5	69	92.8 %	7.2 %	Male
160185	Elec Tech Occ/Biomedical Equipmt	65	11	76	85.5 %	14.5 %	Male
160186	Electron Tech Occ/Media Equipmt	63	10	73	86.3 %	13.7 %	Male
160187	Electron Tech Occ/Communications	38	0	38	100.0 %	0.0 %	Male
160188	Elec Tech Occ/Electro-Mechanical	194	17	211	91.9 %	8.1 %	Male
160189	Electronics Tech Occ/Computer	128	13	141	90.8 %	9.2 %	Male
160191	Elec Tech/Telephone Central Sta	43	2	45	95.6 %	4.4 %	Male
160203	Food Lab Management	11	24	35	31.4 %	68.6 %	Integrated
160501	Chemical Lab Technician Occupatns	7	7	14	50.0 %	50.0 %	Integrated
160510	Food Lab Testing & Management	7	11	18	38.9 %	61.1 %	Integrated
160811	Cable TV Equip, Instal & Maint	27	3	30	90.0 %	10.0 %	Male
161002	Air Traffic Control	46	11	57	80.7 %	19.3 %	Male
161203	Quality Control Technician Occ	21	5	26	80.8 %	19.2 %	Male
161301	Mechanical Drafting	587	119	706	83.1 %	16.9 %	Male
161401	Powdered Metallurgy	127	0	127	100.0 %	0.0 %	Male

TABLE 8. ENROLLMENTS BY COURSE (CONT'D)

TECHNICAL OCCUPATIONS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
161500	Energy Conserv/Use Technician Oc	118	19	137	86.1 %	13.9 %	Male
162002	Fluid Power Occupations	264	7	271	97.4 %	2.6 %	Male
162400	Optical Lens Production	7	10	17	41.2 %	58.8 %	Integrated
162700	Surveying Occupations	52	13	65	80.0 %	20.0 %	Integrated
165001	TV/Radio Broadcast	64	15	79	81.0 %	19.0 %	Male
165002	TV Production	87	17	104	83.7 %	16.3 %	Male
165003	Radio Production	14	6	20	70.0 %	30.0 %	Integrated
166000	Industrial Power Systems Tech Occ	74	1	75	98.7 %	1.3 %	Male
TOTAL		4,400	609	5,009	87.8 %	12.2 %	

TRADE-INDUSTRIAL OCCUPATIONS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
170000	Unspecified	33	18	51	64.7 %	35.3 %	Integrated
170010	Supv/Trade & Industrial Programs	103	31	134	76.9 %	23.1 %	Integrated
170100	Air Cond, Heating & Refrigeration	639	9	648	98.6 %	1.4 %	Male
170200	Major Appliance Repair	90	1	91	98.9 %	1.1 %	Male
170201	Electrical Appliances	64	0	64	100.0 %	0.0 %	Male
170203	Vending Machine Repair	60	9	69	87.0 %	13.0 %	Male
170299	Unspecified	0	41	41	0.0 %	100.0 %	Female
170301	Auto Body Mechanics	1,490	23	1,513	98.5 %	1.5 %	Male
170302	Auto Mechanics	8,238	481	8,719	94.5 %	5.5 %	Male
170304	Bus/Truck Mechanics	70	2	72	97.2 %	2.8 %	Male
170308	Parts Sales & Services	221	30	251	88.0 %	12.0 %	Male
170312	Service Station Mechanics	414	22	436	95.0 %	5.0 %	Male
170318	Motorcycle Mechanics	48	0	48	100.0 %	0.0 %	Male
170320	Auto Machining	91	8	99	91.9 %	8.1 %	Male
170399	Parts Person Training	39	11	50	78.0 %	22.0 %	Integrated
170400	Aviation Occupations	37	71	108	34.3 %	65.7 %	Integrated
170403	Aviation Mechanics	396	6	402	98.5 %	1.5 %	Male
170600	Office Machine Repair & Servicing	52	10	62	83.9 %	16.1 %	Male
170700	Commercial Art	205	301	506	40.5 %	59.5 %	Integrated
170705	Technical Illustration	10	11	21	47.6 %	52.4 %	Integrated
170708	Electric Motor Repair	19	1	20	95.0 %	5.0 %	Male
170900	Commercial Photography	77	47	124	62.1 %	37.9 %	Integrated
170901	Photographic Technology	38	26	64	59.4 %	40.6 %	Integrated
171000	Construction Occupations-General	2,397	114	2,511	95.5 %	4.5 %	Male
171001	Carpentry	2,122	104	2,226	95.3 %	4.7 %	Male
171002	Construction Electricity	1,096	38	1,134	96.6 %	3.4 %	Male
171003	Heavy Equipment Operations	159	2	161	98.8 %	1.2 %	Male
171004	Brick Block & Stone Masonry	53	0	53	100.0 %	0.0 %	Male
171005	Painting & Decorating	72	10	82	87.8 %	12.2 %	Male
171007	Plumbing	112	23	135	83.0 %	17.0 %	Male
171011	Maintenance Mechanic/Housing	56	0	56	100.0 %	0.0 %	Male
171012	Heavy Equipmt Operation & Maint	48	0	48	100.0 %	0.0 %	Male
171014	Mobile Home Repair	19	1	20	95.0 %	5.0 %	Male
171016	Construction Trades/Finishing	1,210	88	1,298	93.2 %	6.8 %	Male
171017	Construction Occ/Mechanical Trades	6	8	14	42.9 %	57.1 %	Integrated
171020	Construction Occ/Planning & Mgmt	209	22	231	90.5 %	9.5 %	Male
171083	Heavy Equipment Maintenance	124	2	126	98.4 %	1.6 %	Male
171200	Diesel Engine Mechanics	830	7	837	99.2 %	0.8 %	Male
171201	Truck Driving	180	14	194	92.8 %	7.2 %	Male
171300	Drafting	1,053	223	1,276	82.5 %	17.5 %	Male
171301	Architectural Drafting	129	20	149	86.6 %	13.4 %	Male
171302	Mechanical Drafting	210	52	262	80.2 %	19.8 %	Male
171303	Mechanical Drafting Occupations	598	57	655	91.3 %	8.7 %	Male
171304	Construction Drafting/Planning	8	0	8	100.0 %	0.0 %	Male
171400	Electrical Occupations	21	4	25	84.0 %	16.0 %	Male
171401	Electrical Maintenance & Repair	182	6	188	96.8 %	3.2 %	Male
171402	Electrical Linework	85	0	85	100.0 %	0.0 %	Male
171500	Electricity/Electronics Occup	797	25	822	97.0 %	3.0 %	Male

TABLE 8. ENROLLMENTS BY COURSE (CONT'D)

TRADE & INDUSTRIAL OCCUPATIONS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
171501	Communications	37	7	44	84.1 %	15.9 %	Male
171502	Communicatns/Media Technician	25	42	67	37.3 %	62.7 %	Integrated
171506	Radio/TV Production	86	36	122	70.5 %	29.5 %	Integrated
171900	Graphic Arts	2,387	1,402	3,789	63.0 %	37.0 %	Integrated
171901	Composition, Makeup & Typesetting	34	43	77	44.2 %	55.8 %	Integrated
171903	Photo Typesetting & Composition	92	128	220	41.8 %	58.2 %	Integrated
171907	Photographic Finishing	67	71	138	48.6 %	51.4 %	Integrated
172102	Clock & Watchmaking	28	8	36	77.8 %	22.2 %	Integrated
172300	Metalworking	378	13	391	96.7 %	3.3 %	Male
172301	Foundry	9	0	9	100.0 %	0.0 %	Male
172302	Machine Shop Operations	3,636	776	4,412	82.4 %	17.6 %	Male
172303	Production Machinist Occupations	17	4	21	81.0 %	19.0 %	Male
172305	Sheet Metal Working/Fabrication	543	3	546	99.5 %	0.5 %	Male
172306	Welding Occupations	2,738	77	2,815	97.3 %	2.7 %	Male
172309	Metal Pattern & Model Making	103	1	104	99.0 %	1.0 %	Male
172350	Metals Fabrication	440	26	466	94.4 %	5.6 %	Male
172700	Plastics/Lamination Occupations	48	0	48	100.0 %	0.0 %	Male
172802	Law Enforcement Training	234	56	290	80.7 %	19.3 %	Male
172902	Food Preparation Cooking	39	27	66	59.1 %	40.9 %	Integrated
172903	Meat Cutting	44	0	44	100.0 %	0.0 %	Male
173100	Small Engine Mechanics	2,598	90	2,688	96.7 %	3.3 %	Male
173101	Recreational Vehicle Repair Occ	77	0	77	100.0 %	0.0 %	Male
173102	Recreational Vehicle Repair Lab	7	0	7	100.0 %	0.0 %	Male
173110	Marine Engine Mechanics	29	0	29	100.0 %	0.0 %	Male
173200	Stationary Engineering	69	2	71	97.2 %	2.8 %	Male
173600	Woodworking	1,279	254	1,533	83.4 %	16.6 %	Male
173601	Cabinetmaking	605	142	747	81.0 %	19.0 %	Male
173602	Wood/Furniture Finishing	582	33	615	94.6 %	5.4 %	Male
173699	Wood Finishing	14	9	23	60.9 %	39.1 %	Integrated
173700	Gunsmithing	28	1	29	96.6 %	3.4 %	Male
173801	String Instrument Repair	19	0	19	100.0 %	0.0 %	Male
173802	Band Instrument Repair	27	4	31	87.1 %	12.9 %	Male
174001	Automated Packaging Equip Maint	57	1	58	98.3 %	1.7 %	Male
174600	Unspecified	28	20	48	58.3 %	41.7 %	Integrated
175500	Unspecified	41	2	43	95.3 %	4.7 %	Male
176000	Water Well Drilling	14	0	14	100.0 %	0.0 %	Male
177050	Mobile Home Maintenance	29	0	29	100.0 %	0.0 %	Male
178801	Media Production	142	66	208	68.3 %	31.7 %	Integrated
178803	Truck Driving	240	29	269	89.2 %	10.8 %	Male
179090	Instructor/Coord Industrial Co-op	677	164	841	80.5 %	19.5 %	Male
179700	Sign Painting	19	26	45	42.2 %	57.8 %	Integrated
179800	Telephone Linework	67	2	69	97.1 %	2.9 %	Male
179900	Other Trades & Industrial Occup	931	142	1,073	86.8 %	13.2 %	Male
179960	Jewelry Goldsmithing & Silversmith	17	15	32	53.1 %	46.9 %	Integrated
179990	Fluid Power Mechanics	24	0	24	100.0 %	0.0 %	Male
TOTAL		42,815	5,701	48,516	88.2 %	11.8 %	

SPECIAL NEEDS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
200057	Occupational English/Second Language	155	63	218	71.1 %	28.9 %	Integrated
200058	Bilingual-Bicultural Rem Reading	2	4	6	33.3 %	66.7 %	Integrated
200063	Remedial Related Reading	276	122	398	69.3 %	30.7 %	Integrated
200064	Remedial Related Math	408	165	573	71.2 %	28.8 %	Integrated
200070	Unspecified	4	15	19	21.1 %	78.9 %	Integrated
200073	Work Experience/Career Exploration	980	740	1,720	57.0 %	43.0 %	Integrated
200074	Work Experience/Disadvantaged	4,200	3,053	7,253	57.9 %	42.1 %	Integrated
200075	Work Experience/Handicapped	845	425	1,270	66.5 %	33.5 %	Integrated
200099	Other	391	399	790	49.5 %	50.5 %	Integrated
TOTAL		7,261	4,986	12,247	59.3 %	40.7 %	

TABLE 9. STUDENTS IDENTIFIED AS EXCEPTIONAL, BY RACE & SEX, 1981

Racial Group	Physically Handicapped				Economically Disadvantaged			
	Male	Female	Total	%F	Male	Female	Total	%F
Indian	80	50	130	38.5%	937	589	1,526	38.6%
Asian	39	17	56	30.4%	669	318	987	32.2%
Hispanic	14	19	33	57.6%	237	133	370	35.9%
Black	238	241	479	50.3%	1,420	1,431	2,851	50.2%
Minority Total	371	327	698	46.8%	3,263	2,471	5,734	43.1%
White	3,249	2,088	5,337	39.1%	12,997	10,272	23,269	44.1%
TOTAL	3,620	2,415	6,035	40.0%	16,260	12,743	29,003	43.9%
% of all vocational students			3.0%					14.6%

Racial Group	Limited English Proficiency			
	Male	Female	Total	%F
Indian	12	7	19	36.8%
Asian	715	381	1,096	34.8%
Hispanic	123	56	179	31.3%
Black	5	5	10	50.0%
Minority Total	855	449	1,304	34.4%
White	122	62	184	33.7%
TOTAL	977	511	1,488	34.3%
% of all vocational students			0.8%	

TABLE 10. OCCUPATION OF VOCATIONAL GRADUATES*, ONE YEAR LATER

Occupational Group	Male Graduates		Female Graduates	
	Number	Percent	Number	Percent
Administrative, Engineering, Scientific, Teaching, & Related Occupations	245	2.1%	434	3.3%
Technologists & Technicians, including Health	67	0.6%	157	1.2%
Marketing & Sales	978	8.5%	1,702	12.8%
Clerical	1,087	9.4%	5,370	40.4%
Service	2,763	23.9%	4,356	32.7%
Agriculture, Forestry, Fishers & Hunters	1,278	11.1%	156	1.2%
Construction & Extractive	808	7.0%	30	0.2%
Transportation & Material Moving	690	6.0%	42	0.3%
Mechanics & Repairers	1,004	8.7%	28	0.2%
Production	1,426	12.4%	708	5.3%
Material Handlers, Equipment Cleaners, Laborers, & Miscellaneous Occupations	1,199	10.4%	326	2.4%
TOTAL	11,545	100.0%	13,306	100.0%

TABLE 11. HOURLY WAGES OF VOCATIONAL GRADUATES*, ONE YEAR LATER

Curriculum Area	Percent of Vocational Graduates* Earning:					Median Earnings
	Total	Below \$3	\$3 - \$3.99	\$4 - \$4.99	Above \$4.99	
Agriculture						
Male Graduates (662)**	100.0%	6.9 %	32.0 %	26.3 %	34.8 %	\$ 4.52
Female Graduates (327)**	100.0%	7.6 %	50.8 %	31.5 %	10.1 %	\$ 3.82
Business						
Male Graduates (2,252)	100.0%	2.6 %	33.2 %	30.0 %	34.2 %	\$ 4.45
Female Graduates (3,430)	100.0%	5.9 %	49.4 %	30.8 %	13.9 %	\$ 3.88
Distributive Education						
Male Graduates (383)	100.0%	1.8 %	26.5 %	33.2 %	36.5 %	\$ 4.58
Female Graduates (530)	100.0%	4.0 %	47.3 %	33.4 %	15.3 %	\$ 3.96
Health Occupations						
Male Graduates (20)	100.0%	5.0 %	20.0 %	10.0 %	65.0 %	\$ 4.49
Female Graduates (245)	100.0%	5.3 %	52.3 %	30.6 %	11.8 %	\$ 3.94
Home Economics						
Male Graduates (1,374)	100.0%	2.6 %	31.3 %	29.2 %	36.9 %	\$ 4.54
Female Graduates (2,758)	100.0%	5.8 %	49.3 %	31.6 %	13.3 %	\$ 3.89
Industrial Arts						
Male Graduates (2,620)	100.0%	2.7 %	30.2 %	30.0 %	37.1 %	\$ 4.56
Female Graduates (1,000)	100.0%	4.9 %	46.6 %	33.6 %	14.9 %	\$ 3.96
Office Occupations						
Male Graduates (351)	100.0%	2.8 %	35.7 %	29.9 %	31.6 %	\$ 4.37
Female Graduates (1,403)	100.0%	5.3 %	43.2 %	35.5 %	16.0 %	\$ 4.03
Service Occupations						
Male Graduates (170)	100.0%	1.2 %	26.5 %	31.8 %	40.5 %	\$ 4.69
Female Graduates (390)	100.0%	5.6 %	48.2 %	32.6 %	13.6 %	\$ 3.91
Technical Education						
Male Graduates (174)	100.0%	2.3 %	37.9 %	23.6 %	36.2 %	\$ 4.41
Female Graduates (106)	100.0%	6.6 %	45.3 %	31.1 %	17.0 %	\$ 3.95
Trade-Industrial						
Male Graduates (1,072)	100.0%	2.1 %	29.5 %	28.7 %	39.7 %	\$ 4.63
Female Graduates (264)	100.0%	2.7 %	44.3 %	35.2 %	17.8 %	\$ 4.08

*"Vocational graduates" means students who took at least one vocational course while in high school. (Class of 1980)

**Numbers in parentheses indicate number of graduates reporting wages in the sample survey.

TABLE 12. VOCATIONAL STAFF BY CURRICULUM AREA, 1980

Vocational Staff	Full Time		Part Time		All Staff			
	Male	Female	Male	Female	Male	Female	Total	%F
TEACHERS								
Agriculture	209	8	28	0	237	8	245	3.3 %
Distributive Ed.	64	19	8	3	72	22	94	23.4 %
Health	6	63	1	20	7	83	90	92.2 %
Occup. Home Ec.	17	99	0	24	17	123	140	87.9 %
Cons. Homemaking	2	221	0	67	2	288	290	99.3 %
Office	95	129	28	26	123	155	278	55.8 %
Technical	45	4	9	0	54	4	58	6.9 %
Trade-Industrial	336	2	75	1	411	3	414	0.7 %
Other (voc.)	140	77	34	9	174	86	260	33.1 %
TOTAL TEACHERS	914	622	183	150	1,097	772	1,869	41.3 %
PROGRAM SUPPORT STAFF	34	31	9	17	43	48	91	52.7 %
ADMINISTRATORS/ SUPERVISORS	63	7	19	3	82	10	92	10.9 %

Definitions

Enrollment. In this report, enrollment figures other than those for individual courses may represent a duplicated count of students, since some students may be enrolled in more than one vocational course at a time. All enrollment data in this report is statewide.

Curriculum Area or Program Area. These terms refer to groupings of programs into eight areas: Agriculture, Distributive Education, Health Occupations, Home Economics (including both Consumer Homemaking, 0901XX, and Occupational Home Economics, 0902XX), Office Occupations, Technical Occupations, Trade & Industrial, and Special Needs. Followup data contains an additional curriculum area, Service Occupations.

Racial Minorities. Minority student data reported by school districts to the Minnesota Civil Rights Information System does not denote scientific definitions of anthropological origins. No person is counted in more than one racial/ethnic category. Minorities identified by this system are: American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, referring to country of origin or culture, not race; Black, not of Hispanic origin; and White, not of Hispanic origin.

Course or Program. These terms refer to individual course offerings within curriculum areas. All course or program data in this report represent statewide enrollments by subject or grade level, not by individual school district.

Exceptional Students. These figures refer to students identified as belonging to one or more of three special categories: physically handicapped; limited English proficiency, meaning students who do not speak and understand English well enough to benefit from vocational studies to the same extent as students whose primary language is English; and economically disadvantaged, referring to students who are participating in a free or reduced lunch program, Aid to Families with Dependent Children program, or work-study program. Exceptional students may or may not be enrolled in a Special Needs program.

Segregated. A segregated program or course is one in which more than 80 percent of the students are of one sex. A segregated "male" program has enrollments which are more than 80 percent male, while a segregated "female" program has enrollments which are more than 80 percent female.

Integrated. All programs which are not segregated by sex are considered integrated.

Traditional. Students enrolled in programs where the total enrollment exceeds 80 percent of their own sex are defined as traditional students.

Non-Traditional. Students enrolled in segregated programs dominated by students of the other sex are defined as non-traditional students.

Vocational Teachers. Vocational teachers are staff members assigned the professional activities of instructing pupils in vocationally reimbursed programs. In this report, this term refers to teachers in secondary cooperative vocational centers as well as high school vocational teachers.

Program Support Services Staff. This refers to individuals employed for the primary purpose of assuring that students benefit from their vocational education programs, such as teacher aides, remedial teachers, and interpreters for deaf students.

Vocational Administrators and Supervisors. This refers to professional staff other than teachers and support services staff who are assigned to the supervision of vocational education programs. This does not include general administrative staff, superintendents, principals, or guidance counselors.

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