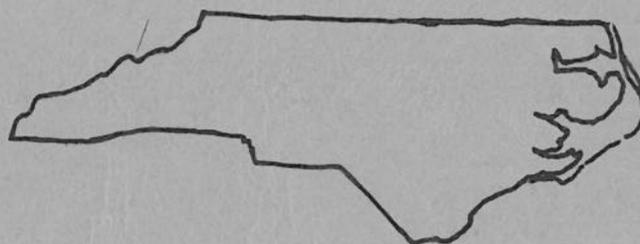


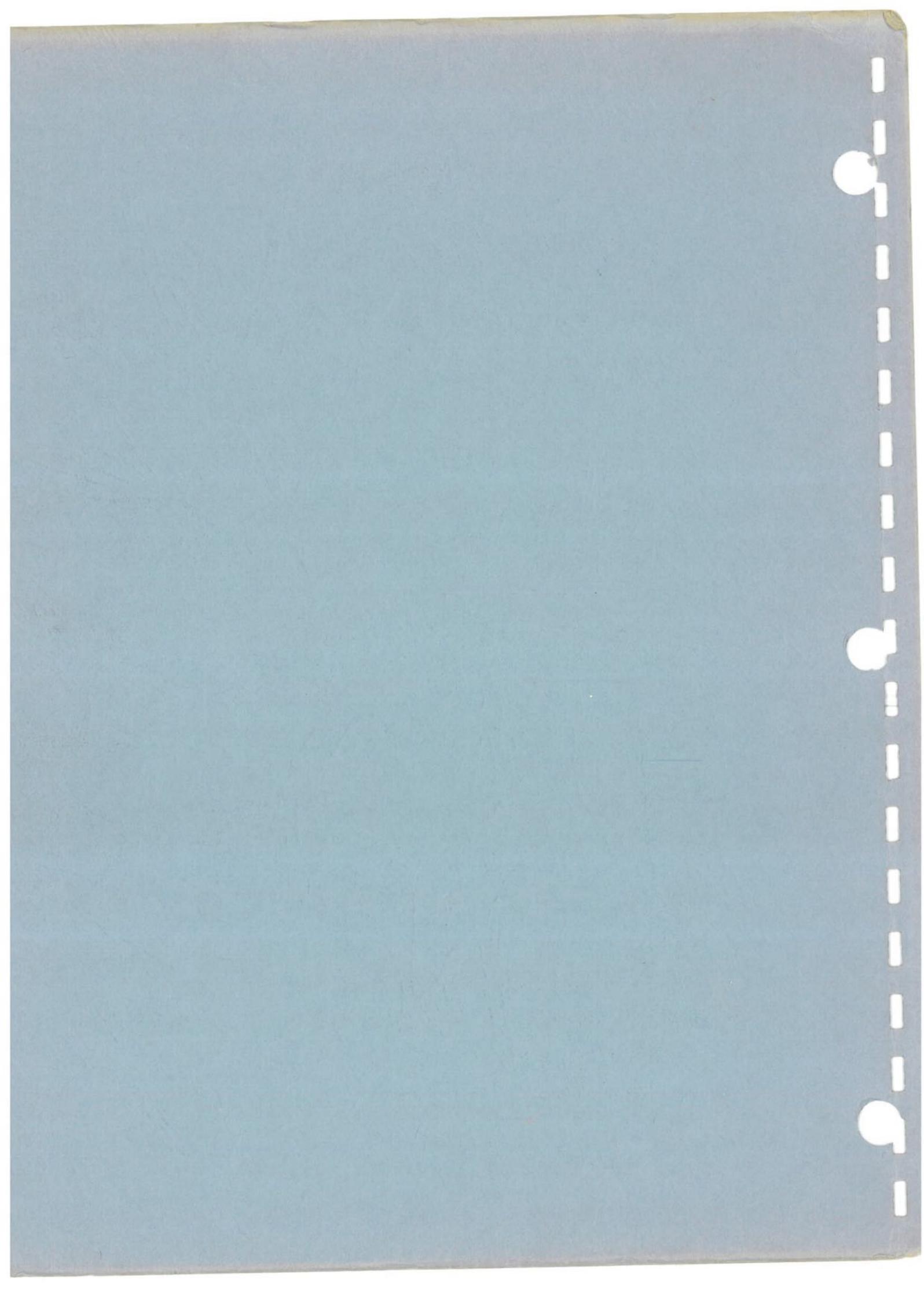
*Ken Oleson*

*North Carolina*  
STATE PLAN FOR VOCATIONAL EDUCATION



NORTH CAROLINA STATE BOARD OF EDUCATION

RALEIGH, NORTH CAROLINA



NORTH CAROLINA

STATE PLAN FOR VOCATIONAL EDUCATION

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RALEIGH, NORTH CAROLINA

Date Adopted by the State Board of Education MAR 4 1965

Date Approved by the United States Office of Education MAR 25 1965



# STATE PLAN

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## STATE PLAN FOR VOCATIONAL EDUCATION

The State of North Carolina, through the State Board of Education hereby submits its State Plan under the provisions of the Vocational Education Act of 1963, the George-Barden Act, the Smith-Hughes Act, and supplementary acts, as amended, and the rules and regulations with respect thereto.

### 1.0 General Provisions

#### 1.1 Name and designation of State Board

The State Board of Education is the sole agency responsible for the administration of the State Plan or for the supervision of the administration thereof by local educational agencies, and has all necessary power to cooperate with the Office of Education in the administration of the State Plan. Throughout this Plan any reference to "State Board" refers to this official board. (See 1.0, 2.0, and 3.1 of the Legal Appendix.)

#### 1.2 Organization for State Plan administration

##### 1.21 Composition of State Board or advisory council

The State Board is comprised of 13 members: the Lieutenant Governor, the State Treasurer, the State Superintendent of Public Instruction, and ten members to be appointed by the Governor, subject to confirmation by the General Assembly in joint session. Of the appointive members, one shall be appointed from each of the eight educational districts and two shall be appointed as members at large. All appointive members shall serve for a term of eight years.

There shall be established an advisory council consisting of nine members. The council members shall serve for periods of one, two, or three years, to be determined by a drawing of lots at the first meeting of the council. The council shall advise the State Board in carrying out the State Plan. The advisory council shall include among its members persons with the following qualifications: at least one member familiar with the vocational education needs of management in the State; at least one member familiar with the vocational education needs of labor in the State; and at least one member representative of junior colleges, technical institutes, or other institutions of higher education which provide programs of vocational or technician training.

1.22 State administration and leadership

The State Board shall have a State staff sufficiently adequate to enable it to administer, supervise, and evaluate vocational education programs, services, and activities under the State Plan to the extent necessary to assure quality in all vocational education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained.

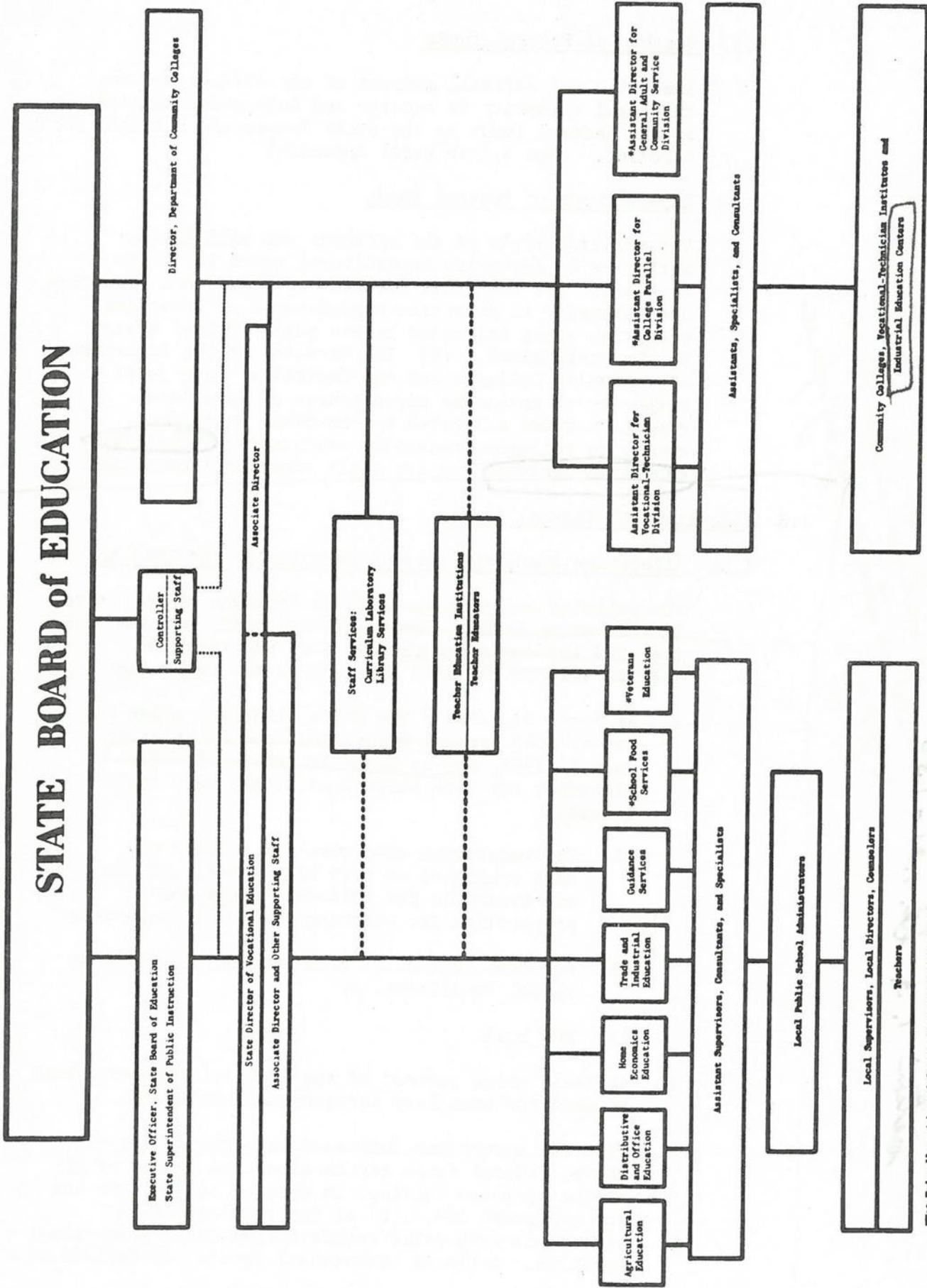
The organization of the State Board staff for the administration of programs under the State Plan is shown on the chart on the following page, which indicates that the State Board of Education is responsible for all vocational education including area vocational education programs at the secondary and post-secondary levels.

The State Board of Education has assigned to the State Department of Public Instruction responsibility for vocational and technician education in secondary schools and to the Department of Community Colleges the responsibility for vocational and technician education in community colleges, technical institutes, and industrial education centers. The State Board of Education also designates those funds to be administered by the Division of Vocational Education of the Department of Public Instruction for secondary schools and by the Department of Community Colleges for community colleges, technical institutes, and industrial education centers.

The State Director of Vocational Education also serves as Associate Director of the Department of Community Colleges for liaison purposes and for coordination of programs using federal vocational education funds and State matching funds.

*V.C.P. mentioned in Law 115: A.  
Should we retain or disp. any reference  
to V.C.P.?*

# STATE BOARD OF EDUCATION



\*Not Federally reimbursed from vocational education funds

1.23 Custody of Federal funds

The title and official address of the officer who has the legal authority to receive and hold proper custody of the Federal funds is the State Treasurer, Raleigh, North Carolina. (See 3.2 in Legal Appendix)

1.24 Expenditures of Federal funds

The official title of the officers who will have authority to authorize expenditures under the State Plan are: (1) The State Director of Vocational Education has authority to authorize expenditures of vocational education funds allocated to the public school system by the State Board. (2) The Director of the Department of Community Colleges and the Controller have joint authority to authorize expenditures of vocational education funds allocated by the State Board for community colleges, technical institutes, industrial education centers, and for adult vocational education.

1.3 Allocation of Federal funds

1.31 Allocation among the various purposes of the 1963 Act

The policies and procedures to be followed by the State in allocating Federal funds allotted under section 3 of the 1963 Act among the various uses set forth in section 4(a) of the 1963 Act include the following:

- a. At least 33 1/3% of the State allotment under the Act of 1963 for any fiscal year ending prior to July 1, 1968, and at least 25% of the State's allotment for each subsequent fiscal year shall be used:
  - (1) For vocational education for persons who have completed or left high school and who are available for full-time study and preparation for entering the labor market, or
  - (2) For construction of area vocational education school facilities, or
  - (3) For both.
- b. At least three percent of the State's allotment shall be used for ancillary services and activities.
- c. With the exceptions indicated in paragraphs a and b above, Federal funds may be allocated to any or all of the purposes outlined in section 4(a) of the Act and paragraph 104.41(b) of the regulations in accordance with valid requests from local educational agencies. A "local educational agency" is defined as a

*Tom King should refer out to section 1.3. See 1.31 - 1.32*

(1) county or city board of education having jurisdiction over public schools in county or city administrative units, and (2) boards of trustees of public community colleges, technical institutes, or industrial education centers. Local educational agencies are informed of the various purposes for which Federal and State matching funds may be used and are requested to submit plans for vocational education programs, including available data from manpower studies, employment opportunities, degree of unemployment, mobility of population, and other factors which justify the request for allocation of teaching positions and/or funds required. These plans also indicate the facilities required and those available, as well as the financial support provided for past years and the year for which the request is made. The State Board staff is responsible for consultation with local educational agencies and cooperating agencies in the development of effective programs for the four classifications of persons specified in section 4(a) of the 1963 Act. After local requests are received, the State Board staff shall study requests and recommend to the State Board the allocation of funds to local educational agencies for the various purposes of the Act.

1.32 Allocation to State Board and local educational agencies

The policies and procedures to be followed by the State in allocating Federal funds allotted under section 3 of the 1963 Act for direct expenditure by the State Board and for expenditure by local educational agencies include the following:

- 1.32-1 Expenditures made directly by the State Board shall be for salaries, travel, equipment, instructional materials, and supplies of personnel directly concerned with the administration, research, supervision, or such other expenditures deemed necessary for the improvement of vocational education in the State.
- 1.32-2 Allocations of Federal funds for the various purposes indicated in section 4(a) of the 1963 Act to local educational agencies shall be based on requests from the local educational agencies and recommendations by the State Board staff. Local educational agencies are requested to make studies of educational needs in the communities served, using manpower, employment, and census data available, as a basis for requests. State Board staff personnel shall work closely with local educational agencies and other agencies in helping to determine vocational education needs of all groups and in evaluating requests.

- 1.32-3 The State Board staff shall be responsible for assuring that the allocation of Federal vocational funds are used in such a manner as to increase rather than to supplant the use of local and/or State funds for vocational education. State Board policies shall designate the proportionate part of the salary of each vocational education teacher and the proportionate part of the cost of construction or equipment to be borne by the local educational agency.
- 1.32-4 State Board staff shall be responsible for periodic evaluation of State and local vocational education programs and services to determine that all persons in all communities in the State will have ready access to vocational education, that such vocational education is of high quality, and that it is suited to the needs, abilities, and interests of the students.
- 1.32-5 Financial records maintained in the office of the Controller for the State Board of Education shall indicate the fact that Federal vocational education funds are used to extend vocational education and that such funds have not been used to supplant State or local funds.

#### 1.4 Cooperative arrangements

##### 1.41 State Employment Service

The State Board has entered into a cooperative agreement with the Employment Security Commission of North Carolina. A copy of the agreement is attached as Appendix I. The signed agreement ~~will be~~ <sup>is</sup> filed with the Executive Officer of the State Board.

##### 1.42 Other agencies, institutions, organizations

With the approval of the State Board, the State Board staff may enter into cooperative arrangements with other agencies.

##### 1.43 Special areas

The State Board may enter into special arrangements with metropolitan and other areas having special vocational education needs which are not otherwise being sufficiently satisfied through the regular arrangement for vocational education. Whenever it becomes necessary to establish such special arrangements, the State Board shall submit to the Commissioner an appendix to the State Plan indicating the location and extent of each such area covered and the provisions of such arrangements including special administrative relationships and communication channels established between such agencies and the United States Office of Education.

1.44 Other states

The State Board may enter into cooperative arrangements with one or more other states for the conduct and administration of vocational education programs or permit local educational agencies to do so when it becomes evident that an interstate facility would serve better the special needs for an interstate area school, teacher training, or research. Arrangements so made will insure that policies and procedures conform to the laws and regulations of the states participating and that standards in the State Plan applying to programs operating within the State shall be maintained. Whenever the State enters into such a cooperative arrangement, a copy of such arrangement shall be submitted to the Office of Education to be filed with the State Plan.

1.5 Duties and minimum qualifications of professional personnel

The duties and qualifications of professional personnel having responsibilities in connection with vocational education under the State Plan are as follows:

1.51 State administrative and supervisory personnel

1.51-1 State Superintendent of Public Instruction  
(Executive Officer)

- a. Duties of the State Superintendent of Public Instruction are included in G. S. 115-14, Public School Laws of North Carolina. (See 3.1 of the Legal Appendix)
- b. Qualifications: The State Superintendent is a constitutional officer elected for a term of four years by the people of the State.

a.k.

1.51-2 Director, Department of Community Colleges

The Director of this Department is appointed by the State Board.

- a. Duties: The Director is the chief administrative officer for the Department of Community Colleges. Under rules and regulations of the State Board of Education, he shall be responsible for planning and recommending to the State Board the establishment of community colleges, technical institutes, ~~and industrial education centers~~ throughout the State. This includes administration, planning, and coordination of vocational and technical education programs in local educational institutions under the jurisdiction of this Department, as well as

general adult education and college parallel programs; development of financial budgets for presentation to the State Board; maintenance and preparation of reports; direction of studies pertaining to the development and improvement of vocational education on the post-high school level; and direction of the State staff of the Department of Community Colleges, including the Vocational-Technician Division which is responsible for direction of post-high school vocational and technician education.

*Occupational  
Division of Ed.* →

*Division of Special Educational Pms.*

- b. Qualifications: The Director shall hold an earned doctor's degree or have completed three years' graduate study beyond the bachelor's degree in an accredited institution; shall have had at least five years' experience in educational administration at the national, state, or local level; shall have an understanding of and a commitment to the unique nature and role of the comprehensive community college, technical institute, and industrial education center; and shall have demonstrated personal and professional fitness for the position.

*The Director shall*

#### 1.51-3 Controller, State Board of Education

- a. Duties: Powers and duties of the Controller are given in G. S. 115-16-17, Public School Laws of North Carolina. (See 4.2 in the Legal Appendix)
- b. Qualifications: The Controller is appointed by the State Board of Education on the basis of his ability to carry out functions delegated to that office by the State Board and by Public School Laws.

#### 1.51-4 Auditors

- a. Duties: Auditors shall carry out such functions with regard to maintenance of records and audits of finances including all funds for vocational education as are delegated to them by the Controller.
- b. Qualifications: Auditors are employed by the State Board of Education on the recommendation of the Controller and on the basis of their qualifications to perform duties assigned to them.

*accountant*

1.51-5 State Director of Vocational Education

The State Director of Vocational Education is selected by the Executive Officer, with the advice and consent of the State Board.

a. Duties: The primary duty of the State Director is to administer the program of vocational education under policies adopted by the State Board. This includes administration, planning, and coordination of vocational education programs; allotment of vocational education funds and approval of reimbursements; development of financial budgets for presentation to the Executive Officer and to the State Board; maintenance and preparation of reports; direction of studies pertaining to the development and improvement of programs of vocational education; and direction of the staff responsible for supervision in vocational education.

*in the Dept Public Insts*

b. Qualifications: The State Director shall hold at least a master's degree from an accredited institution and shall have had at least five years' experience in one or a combination of the following activities in vocational education: teaching, supervision, teacher education, or administration.

*have had substantial educational experience at the national state*

*Dir of Occupational Ed.*

*Educational Director, Division of Occup Educ.*

1.51-6 ~~Assistant Director for the Vocational-Technician Division, Department of Community Colleges~~

a. Duties: Under policies adopted by the State Board and by liaison with the Director of Vocational Education (who is also Associate Director of the Department of Community Colleges) it is the Assistant Director's duty, under the Director of the Department of Community Colleges, to direct the activities of ~~vocational and technician~~ occupational education in post-high school institutions. These duties shall include recommendations on the allocation of vocational education funds allotted to that Department by the State Board and recommendations on approval of advancement or reimbursement of funds to local educational institutions.

*Educ Dir.*

*occupational*

b. Qualifications: Qualifications shall be the same as those for the State Director of Vocational Education.

1.51-7 Associate and Assistant Directors

a. Duties: It shall be the duty of the Associate and Assistant Directors to assist the Director in carrying out duties and responsibilities assigned to the Director or to perform specialized duties as assigned.

b. Qualifications: Minimum qualifications shall be the same as those required for Head State Supervisors or, in the case of specialized duties, a master's degree in *appropriate* the specialized field.

1.51-8 Head State Supervisors *educational qualifications and demonstrated competencies. or Coordinator, Agr Development.*

*shall be* a. Duties: ~~Head State Supervisors are~~ responsible for *providing comprehensive services in* developing, organizing, and supervising programs of vocational education *in areas of responsibility in local educational agencies.* assigned to their sections. Duties include supervision of staff members and of programs operated in the State to assure high quality instruction and to assure the proper use of vocational education funds in accordance with standards in the State Plan.

b. Qualifications: ~~Head State Supervisors~~ shall hold at least a master's degree or equivalent from an accredited institution for graduate study. (Equivalent shall be defined as having completed at least 30 semester hours of graduate study.) ~~Head State Supervisors~~ shall have served five years in one or a combination of the following activities in vocational education: teaching, supervision, teacher education, vocational counseling, or administration. A year of graduate work beyond minimum educational requirements shall be considered the equivalent of a year's experience. ~~Major concentrations in undergraduate and graduate study shall have been in the specialized field assigned.~~ ~~Head State Supervisors shall also meet requirements in 1.53 for instructional personnel in the field of assignment.~~

*Associate* 1.51-9 Assistant State Supervisors *or Educ Consultant*

a. Duties: ~~Assistant State Supervisors~~ shall perform specialized or general duties *of a consultative nature to local educational* in the

agencies responsible for the operation &  
supervision of vocational or technical  
education, under ~~direction of the Head State  
Supervisors and/or Division Directors.~~

- b. Qualifications: ~~Assistant State Supervisors~~  
~~shall be graduates of accredited four-year~~  
~~institutions and shall have served at least~~  
~~four years in one or a combination of the~~  
~~following activities in vocational education or an~~  
~~teaching, counseling, supervision, teacher~~  
~~education, or administration. A year of~~  
~~graduate work beyond minimum educational~~  
~~requirements shall be considered the equivalent~~  
~~of a year's experience. Assistant Supervisors~~  
~~must also have a major concentration in the~~  
~~area of their specialties and shall also meet~~  
~~requirements in 1.53 for instructional personnel~~  
~~in the specialized areas in which they work.~~

*appropriate occupational areas*

*a year of full time equivalent  
graduate ~~work~~ shall  
be considered*

### 1.52 Local administrative and supervisory personnel

#### 1.52-1 Local administrators of post-high school institutions and area vocational schools

- a. Duties: Administration, planning, and  
development of the vocational education  
program in accordance with the State Plan  
and policies approved by the State Board;  
use of vocational education funds at the  
local level consistent with the State Plan;  
development of financial budgets for approval  
by local trustees and for presentation to the  
State Board through the Department of  
Community Colleges; maintenance of records  
and preparation of reports; direction of area  
studies necessary for the development and  
improvement of programs of vocational education  
in the area served; and recommendation or  
employment of supporting ancillary and  
instructional personnel.
- b. Qualifications: The local administrator shall  
have a master's degree and a minimum of five  
years' experience in one or a combination of  
the following: teaching, administration,  
supervision, or teacher education, or verified  
work experience in a recognized occupation.

#### 1.52-2 Local directors and supervisors of vocational education in public schools

- a. Duties: The local director or supervisor of  
vocational education shall be responsible  
to the administrative officer of the local  
educational agency for administration and  
supervision of the vocational education

program or specialized aspects of the program. He shall give general direction to planning vocational education programs. He shall organize, supervise, and evaluate programs of instruction in the area or areas assigned and shall recommend personnel to be employed under provisions of current laws and the State Plan.

- b. Qualifications: The local director or supervisor shall be a graduate of an accredited four-year college or university and shall have had a minimum of three years' experience in one or a combination of the following activities in vocational education: teaching, counseling, supervision, or teacher education. He shall also meet requirements in 1.53 for instructional personnel in one or more areas of vocational education.

### 1.53 Instructional personnel

#### 1.53-1 Regular teachers of vocational subjects

- a. Duties: Teachers of vocational education will conduct courses in specialized areas of vocational education under the direction of local educational agencies. Teachers shall be responsible for supervision of specialized projects, laboratory or shop experiences, or other experiences of students designed to prepare vocational students to enter successfully or achieve stability in the occupational area for which the instructional program is designed.
- b. Qualifications: Except as otherwise specified for specialized courses or programs, teachers shall be graduates of institutions approved for instruction in the vocational area in which the teacher is assigned or must have acquired competence in the appropriate occupational area through verified occupational experience. All teachers in the public schools must be certified in accordance with provisions of certification requirements issued by the Department of Public Instruction. Requirements to be met by prospective teachers for certification are outlined in Publication No. 353, Standards and Guidelines for the Approval of Institutions and Programs for Teacher Education. (See Appendix 2.)

Before approval for reimbursement of the salary of instructional personnel, the appropriate

#### 6.73-2 Transportation

The State Board of Education does not have an established policy with respect to costs of transportation of persons being trained for professional positions in vocational education nor for students enrolled in vocational education, with the exception of provisions applying to public school students in G. S. 115-183 (see Legal Appendix 4.13-2). Policies may be established by State Board in accordance with limitations given in Regulation 104.47 and within limitations of State Law.

#### 6.74 Instructional equipment, supplies, teaching aids

The State Board purchases these items in conformity with the General Statutes, which provide that all purchases shall be made in accordance with contracts made by or with approval of the North Carolina Department of Administration, Division of Purchase and Contract. (See 4.14, Legal Appendix.)

Instructional equipment and teaching aids may be acquired on a rental basis when the State Board determines that rental is more feasible than purchase of certain items; and reimbursement may be made to local educational agencies for a part or all of such rental costs. Rental arrangements shall be made in accordance with plans approved by the North Carolina Department of Administration, Division of Purchase and Contract.

#### 6.75 Other related expenses

The State Board of Education provides for other related expenses attributable to vocational education by establishing a budget for these items and making expenditures in accordance with the established budget. (See 4.15, Legal Appendix.)

## 7.0 Business and Office Education

In addition to the provisions in section 1.0 to 6.0 of the State Plan, particularly section 2.0, the following special provisions apply to business and office education under the 1963 Act:

### 7.1 Objective of instruction

Vocational office education under the State Plan shall be designed to meet the needs of persons over 14 years of age who have entered or who are preparing to enter employment in office occupations.

### 7.2 Occupations to be served

Office occupations are those performed by persons in public and/or private enterprise which relate to the facilitating functions of the office. Such activities include recording and retrieval of data, internal and external communication, reporting of information, record-keeping functions, and the supervision and coordination of office activities.

### 7.3 Special standards and requirements

#### 7.31 Organization and content of instruction

Subject matter shall be derived from a study of those knowledges and skills required of persons employed in various types of office activities including stenographic, secretarial, record-keeping, reporting, and supervision of office activities and personnel. Such courses shall meet standards outlined in the State Plan, particularly with respect to occupational objectives of those enrolled. General education courses offered for all students without regard to occupational objectives, even though they involve certain skills normally used in offices, shall not be reimbursable under provisions of this Plan.

#### 7.32 Supervised practical experience

Instruction in office education shall include the development of skills in the use of various office machines and shall provide for participation in projects or practice in the development of salable vocational skills. Cooperative programs may be organized for those students who have developed basic skills for use in office employment and shall meet standards outlined in 2.38-52 of the State Plan.

Preparatory programs may involve directed observation, drill, projects, field trips, and short-term employment of students for the purpose of further development and application of skills and knowledges required for office occupations.

*State Vocational Educational pgms.*

8.0 Vocational Education Under Smith-Hughes and George Barden Acts

~~8.1~~ Agricultural education

In addition to the provisions in sections 1.0 to 6.0 of the State Plan, the following special provisions apply to agricultural education under the Smith-Hughes and George-Barden Acts:

8.1

~~8.11~~ Objectives of instruction

*pickup (1)-(5)  
pg 80.*

The program <sup>services and activities</sup> of ~~studies~~ <sup>vocational and technical</sup> in agricultural education shall be designed to meet the needs of persons who have attained a ninth-grade status or are over 14 years of age and have entered upon or are preparing to enter upon the work of the farm or any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home.

~~8.12~~ Occupations to be served

*information regarding current  
to prospective manpower  
needs and job opportunities  
on the ~~state~~ local, state  
and national levels,  
particularly new and  
emerging needs and  
opportunities.*

The program <sup>give due consideration</sup> of ~~studies~~ shall be designed to ~~serve occupations:~~  
(1) that involve knowledge and skills in agriculture;  
(2) that are related to the functions of producing, processing, and distributing agricultural products, and to related services; and (3) that require competencies in one or more of the primary areas of plant science, soil science, animal science, farm management, agricultural mechanization, and agricultural leadership.

~~8.13~~ Special standards and requirements

~~8.13-1~~ Organization and content of instruction

*pg 85 (b)  
particular consideration  
will be given to those local  
-----*

Instruction dealing with concepts, principles, and practical problems and including subject matter and learning experiences necessary in the occupations described in 8.12 will be assured by the development of a course pattern which is based on a consideration of the skills and knowledge required in agricultural occupations. Instruction includes a planned, logical sequence of essential learning experiences deemed necessary for the individual to plan for and meet his occupational objective in agriculture.

8.13-2 Supervised practice experience

A comprehensive program of supervised practice in agriculture, appropriate to the occupational objective of the pupil(s), and including work on a farm and/or work in a non-farm agricultural business, industry, or organization will be provided as an integral part of the instructional program. Such supervised practice will be directed and coordinated by a qualified teacher of vocational agriculture.

## 8.2 Distributive education

In addition to the provisions in sections 1.0 to 6.0 of the State Plan, the following special provisions apply to distributive education under the Smith-Hughes and George-Barden Acts:

### 8.21 Objective of distributive education

Vocational education in distributive occupations under the State Plan shall be designed to meet the needs of persons over 14 years of age who have entered or are preparing to enter distributive occupations.

### 8.22 Occupations to be served

A distributive occupation is one which is followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services. These occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk-bearing.

### 8.23 Special standards and requirements

#### 8.23-1 Organization and content of instruction

The content of the program of instruction shall be derived from the functions of marketing and a knowledge of products and services in reference to the occupational objective of the student. Subject matter shall be specific with regard to the particular job in which the enrollee is engaged or planning to be engaged, but shall also provide for broader concept, information, and understanding of the economic system in which the business operates and an awareness of opportunities for improvement in methods. The content of the program shall stem directly from the functions performed in distribution, marketing, sales promotions, selling, buying, operations, research, and management. Product knowledge, service, skills, communications, and calculations necessary for the attainment of occupational objectives or improvement on the job are also incorporated into the instructional programs.

The content of instructional programs shall be studied by advisory groups or validated periodically by groups representing the field of distribution.

#### 8.23-2 Supervised practical experience

Preparatory instruction shall be provided either in preparatory classes utilizing participation activities or in cooperative classes utilizing on-the-job training through part-time employment.

Cooperative part-time classes shall meet standards described in 2.38-52 of the State Plan.

Preparatory classes shall be designed to help students meet an occupational objective in a distributive occupation or in a cluster of occupations requiring a knowledge of distribution and business methods. Provision shall be made for utilization of such participation activities as directed observation in businesses, surveys, business games, situation analysis, marketing problems, product promotion, shopping reports, interviews, organized class discussions with resource persons, creative marketing projects, or a part-time work experience in distributive businesses on Saturdays, holidays, and during vacation periods. Provision is also made for supervised individual study of specialized fields of distribution in which individual students are interested.

Adult education programs in distribution shall meet standards described in sections 1 through 6 of the State Plan. Such educational programs may provide courses designed to retrain or upgrade personnel engaged in distribution, merchandising, or services on the employee, supervisory, or management level or to prepare adults for initial employment in this occupational area.

### 8.3 Home economics education

In addition to the provisions in sections 1.0 to 6.0 of the State Plan, particularly those in 2.0, the following special provisions apply to home economics education under the Smith-Hughes and George-Barden Acts:

#### 8.31 Objective of instruction

Vocational education in home economics under the State Plan shall be designed for persons over 14 years of age who have entered upon or who are preparing to enter upon (a) useful employment in the home (hereinafter referred to as homemaking) or (b) gainful employment in an occupation involving knowledge and skills of home economics subjects.

#### 8.32 Description of home economics education

##### 8.32-1 Education in homemaking

Vocational education in homemaking means education which provides instruction to enable individuals and families to improve their family life through more effective development and utilization of human and material resources.

##### 8.32-2 Education directed toward gainful employment

Vocational education in home economics directed toward gainful employment provides instruction that qualifies individuals to engage in occupations involving knowledge

and skills in home economics subject matter areas, including child development, clothing and textiles, food and nutrition, home and institutional management, home furnishing, relationships, and equipment. Included are such occupations as those which provide services to families in the home and similar services to others in group situations; those which provide assistance to professional home economists and professionals in fields related to home economics in business, agencies, and organizations; and other occupations directly related to one or more home economics subject-matter areas.

### 8.33 Special standards and requirements

#### 8.33-1 Organization and content of instruction in homemaking

The curriculum is concerned with fundamental values and problems in the several aspects of homemaking and will provide learning experiences through which skills, understandings, attitudes, and appreciations for homemaking and family life are developed.

The nature and content of instruction will be derived from the needs and concerns of the individuals and families served, taking into consideration the maturity and experience of the student.

The day school classes for basic homemaking instruction will be consistent in length with other high school subjects.

The course will be developed around instruction in foods and nutrition, child development and family relations, housing, home management and furnishings, clothing and textiles, family economics, consumer education, and family health.

#### 8.33-2 Selection of students

##### 8.33-21 Smith-Hughes part-time classes

Does not apply.

##### 8.33-22 Smith-Hughes day school classes

Does not apply.

#### 8.33-3 Duration and intensity of instruction

##### 8.33-31 Homemaking education

The total program of instruction shall be sufficiently intensive and extensive to enable the individual to develop competencies necessary for effective participation in homemaking and in community activities affecting the home.

The length of the day school class for homemaking instruction will be consistent in length with other high school subjects. At least two years of homemaking shall be offered in the high school. Adult education in homemaking will be available based upon needs and interests in the school community.

8.33-32 Smith-Hughes part-time classes

Does not apply.

8.33-33 Smith-Hughes day school classes

Does not apply.

8.33-4 Supervised practical experiences

8.33-41 Homemaking education

Directed home and community experiences will be an integral part of the instructional program.

8.33-42 Smith-Hughes day school classes

Does not apply.

8.4 Trade and industrial education

In addition to the provisions in sections 1.0 to 6.0 of the State Plan, particularly those in section 2.0, the following special provisions apply to trade and industrial education under the Smith-Hughes and George-Barden Acts:

8.41 Objective of instruction

The objective in trade and industrial education under the State Plan shall be designed for persons over 14 years of age who have entered upon or are preparing to enter upon the work of a trade or industrial occupation.

8.42 Occupations to be served

(a) Trade and industrial education means education which includes any subject necessary to develop the manipulative skills, technical knowledge, and related information such as job attitudes, safety practices, and trade judgment necessary for employment in a trade and industrial occupation.

(b) Such an occupation shall include: (1) any craft, skilled trade, or semi-skilled occupation which directly functions in the designing, producing, processing, fabricating, assembling, testing, modifying, maintaining, servicing, or repairing of any product or commodity; (2) any other occupation,

including the service occupation, which is not covered in item (1) but is usually considered to be technical or trade and industrial in nature.

#### 8.43 Special standards and requirements

##### 8.43-1 Organization and content of instruction

The basic method of insuring that instructional content is distinct and functional to the field of trade and industrial education is to insure that supervisors, coordinators, and teachers are qualified by education, experience, and specialized training as instructors in the field of trade and industrial education. Course titles and course outlines will be reviewed by the supervisory staff to see that instructional content is applicable to the field of trade and industrial education. The supervisory staff, as often as possible, will visit and evaluate classes in progress. Courses of study used throughout the State in the cooperative and day trade programs will be reviewed by advisory and craft committees. The occupational needs of an individual are specific with regard to the particular job in which he is engaged, but in many instances his greater needs are for broader information about an understanding of our economic system and an awareness of opportunities for improvement in methods and techniques. The nature of content for instruction for an individual, therefore, will be examined with all of these needs in mind. Techniques used to determine the nature in content of instruction will include examination of courses outlined, lesson plans, class visitations, and conferences with instructors.

##### 8.43-11 Day trade classes - Type A

The Type A day trade class is a preemployment class for persons who are enrolled in a full-time day school. The related instruction is offered as units separate from the field, laboratory, shop, cooperative work, or other occupational experience. Related subject courses are in addition to and an extension of the instruction given in the shop. Related subjects may be taught by the shop instructor. When other than the shop instructor is utilized, the instructor must meet the qualifications for a trade and industrial education teacher.

##### 8.43-12 Day trade classes - Type B

The Type B day trade class is a preemployment class for persons who are enrolled in a full-time day school. The related instruction is offered by the shop or laboratory instructor as an integral part of the shop or laboratory experience, rather than as separate units.

8.43-13 Cooperative classes

Cooperative classes may be organized as described in 2.38-52 in the State Plan.

8.43-14 Special Type C classes

The Type C special classes are preemployment classes for persons who are preparing for employment. There are two types of classes, preparation for employment in (1) a single skilled or semi-skilled occupation, and (2) a trade and industrial occupation.

8.43-2 Occupational orientation of instruction

8.43-21 Evening and part-time trade extension classes

In evening industrial classes and part-time trade extension classes, the instruction shall be supplemental to the trade and industrial occupation in which the person is employed. To be related to the daily employment, the instruction must be such as to increase the skill or knowledge of the worker in the trade or industrial occupation in which the person is employed. Such classes may include instruction for apprentices.

8.43-22 Part-time general continuation classes

These classes are for persons who have left the full-time day school to enter upon employment and are enrolled for instruction which is designed to increase their civic intelligence rather than to develop specific occupational competence.

8.43-3 Selection of students

8.43-31 Evening industrial classes

These classes may enroll only workers 16 years of age or over who are employed in a trade and industrial occupation for which instruction is being provided.

8.43-32 Part-time trade preparatory classes

These classes are for persons over 14 years of age who have entered upon employment and are enrolled for instruction designed to prepare them for employment in a trade and industrial occupation other than that in which they are or have been employed. (The George-Barden Act is limited to workers 16 years of age or over.)

8.43-33 Part-time extension classes

These classes are for workers employed in a trade and industrial occupation, 14 years of age or over, who have left the full-time day school and are enrolled for instruction which is supplemental to their employment. Such classes may include instruction for apprentices. (The George-Barden Act is limited to workers 16 years of age or over.)

8.43-34 Part-time general continuation classes

These classes may enroll only persons 14 to 18 years of age who have already entered the employment market.

8.43-35 Day trade classes, Types A and B

These classes may enroll only persons over 14 years of age who have not yet entered upon employment.

8.43-36 Special Type C classes

8.43-36-1 Classes for single-skilled or semi-skilled occupations

These classes may enroll persons over 14 years of age who are regularly enrolled in a full-time day school and are preparing to enter some type of semi-skilled or single-skilled occupation.

8.43-36-2 Classes for out-of-school youth and adults

When supported by George-Barden funds, these classes may also enroll only persons who have not yet entered employment and who are either (1) out-of-school youth over 14 years of age, or (2) over 18 years of age.

8.43-4 Duration and intensity of instruction

8.43-41 Smith-Hughes part-time classes

Classes shall provide not less than 144 hours of classroom instruction per year.

8.43-42 Day trade classes, Types A and B

The instruction must be given not less than 30 hours per week and not less than nine months per year, except that for towns of less than 25,000 population the length of the course and hours of instruction per week may be modified by the State Board, with the approval of the Commissioner, in order to meet the particular needs of such cities and towns.

8.43-43 Cooperative classes

The instruction must provide at least one regular class period per day per school year devoted to related vocational instruction for classes limited to cooperative students.

8.43-44 Special Type C classes

These classes may be operated for less than nine months per year or less than 30 hours per week.

8.43-5 Supervised practical experience

8.43-51 Day trade classes, Types A and B

At least one-half of the total time of instruction shall be given to work on a useful, productive basis; i.e., field, shop, laboratory, cooperative work, or other occupational experience.

8.43-52 Cooperative classes

A training plan, in writing, will be made between the school and the employer for each student-learner. A minimum of one supervisory visit per month will be made by the coordinator to each training station.

8.43-53 Special Type C classes

These classes may operate without the requirement that at least one-half of the total time of instruction shall be given to field, shop, laboratory, cooperative work, or other occupational experience.

## 8.5 Vocational education in fishery occupations

In addition to the provisions in section 1.0 to 6.0 in the State Plan, particularly those in section 2.0, the following provisions apply to vocational education in fishery occupations under Title I of the George-Barden Act:

### 8.51 Objective of instruction

Vocational education in fishery occupations shall be designed to meet the needs of persons over 14 years of age who have entered upon or are preparing to enter upon employment in the fishery trades and industry and distributive occupations therein.

### 8.52 Occupations to be served

Boat building, commercial fishing, diesel engines, marine diesel engine maintenance, marine engineering, navigation, ship-to-shore radio maintenance and operation, net-making and mending, processing marine sea food, advertising and marketing of sea food products, and other occupations directly related to the fishery industry.

### 8.53 Standards and requirements

Standards and requirements in the State Plan shall be maintained.

## 8.6 Vocational education in health occupations

In addition to the provisions in section 1.0 to 6.0 of the State Plan, the following special provisions apply to vocational education in health occupations under Title II of the George-Barden Act:

### 8.61 Objectives of instruction

Education in health occupations shall be designed for persons who are preparing to enter one of the health occupations and for persons who are or have been employed in such occupations.

### 8.62 Occupations to be served

The health occupations render supportive services to the health professions such as nursing, medical, and dental practices, all of which are concerned with providing diagnostic, therapeutic, preventative, restorative, and rehabilitative services to people. As used in this program, such occupations (1) include practical and/or technical nursing; (2) include those occupations that require basic understandings and skills required in giving nursing care or other health services to people; and (3) exclude occupations recognized as occupations in other than the health field.

## 8.63 Special standards and requirements

### 8.63-1 Organization and content of instruction

The course of study must include minimum instruction and practice as required by the recognized State and/or national registry, if applicable, in the field for which training is given.

Instruction in theory is closely correlated with supervised practice in the clinical phases of the curriculum through a written agreement between the administration of the program and the administration of a health service agency.

The agreement includes specific policies and a total plan for regulating the use of clinical resources for the program in the health occupation.

Preparatory programs of instruction for health occupations may be provided for qualified youth who are regularly enrolled in a secondary school and who have as their occupational objective employment in a health career. The instruction will emphasize the areas of social and biological sciences, human relations, communications, and skills applicable to the occupation of choice.

Programs of instruction may be provided for out-of-school youth and adults seeking preemployment preparation in an occupation in the health field.

### 8.63-2 Program of instruction - Duration and intensity of instruction

The total program of instruction shall be sufficiently intensive and extensive to enable the individual to develop competencies necessary for effective participation in the health occupations. With the exception of upgrading or extension courses for those already employed in health occupations, instruction will be provided on a full-time basis. Full-time instruction shall include a period of time daily consistent with the hours in school of secondary students or those enrolled full-time in post-high school institutions.

The duration of instruction shall be sufficient to develop occupational competencies and information required of those engaged in specific health occupations.

### 8.63-3 Supervised practical experience

- a. Clinical practice will be guided and supervised by a qualified teacher in the occupation of choice.

- b. Instruction and supervised practical experience are regulated for the hours and for the length of time needed for the preparation for various health occupations. A major part of the supervised practical experience required in the curriculum will be spent on activities directly related to patient needs.

#### 8.63-4 Qualified teachers and supervisors

- a. All teachers and supervisors of health occupations shall meet the minimum standards for vocational teachers as presented in the State Plan; be registered by the recognized State and/or national registry, if applicable; and have two or more years of practical experience in the field for which training is given.
- b. The Head State Supervisor will exercise supervision over all health occupations programs under the auspices of the State Board. He shall give leadership and consultant service to development and maintenance of programs of health occupations education, assist on the evaluation of the quality of instruction within the programs, and act as liaison between local institution administrators and the State Board.

#### 8.63-5 Teacher training

In-service teacher training shall be available to all teachers after employment through prescribed teacher trainer courses, extension classes offered in local institutions, and continuation education programs in designated schools. Workshops, institutes, and special meetings for professional growth shall be offered to teachers of health occupations.

Experimental studies, investigations, research, and consultative services are essential for the improvement of functional programs of health occupations education. Therefore, in addition to the provisions set forth in the State Plan, reimbursement of competent personnel employed for research and consultation may be made when plans for such research and consultative services are approved by the State Board of Education.

#### 8.63-6 Administration and supervision

- a. In addition to meeting the qualifications as prescribed in 1.51-8, the State supervisor of education in health occupations shall be a professional registered nurse or shall have consultative services of professional registered nurses available. She shall also be familiar with all areas of health occupations education or have the services of qualified authorities in the area of health in which programs will be offered.

b. Duties and qualifications of assistant supervisors.

- (1) Duties: Assistant supervisors shall be responsible for health occupations education leadership and consultant services to local administrators and teachers of programs offered.
- (2) Qualifications: The assistant supervisor of education in the health occupations shall be a professional registered nurse or have the services of available professional registered nurses and/or other authoritative sources in the health fields in which programs will be conducted.

c. Purpose of supervision is to assure quality of instruction through (1) periodic evaluation of curricula through the study of student progress in meeting the required knowledge and skills needed in the health occupation; (2) by a continuing evaluation of the total curriculum of programs by State personnel to maintain current practices within each occupational program offered; and (3) by a continuing in-service education program for teachers of health occupations.

8.7 Technical education

In addition to the provisions in section 1.0 to 6.0 of the State Plan, particularly those in section 2.0, the following special provisions apply to technical education under Title III of the George-Barden Act:

8.71 Objective of instruction

Technical education shall be designed to train persons for employment as highly skilled technicians in recognized occupations requiring scientific knowledge in fields necessary for the national defense.

8.72 Occupations to be served

Federal funds provided under the Vocational Education Act of 1963 and allotted by the State Board for Vocational Education to support technical education programs will be expended in keeping with the criteria as established under the George-Barden Act, Title III, except that occupations for which training is given need not be restricted to fields necessary for the national defense.

The following criteria are used to determine occupations that are considered necessary for the national defense in accordance with provisions of Title III of the George-Barden Act:

- a. The occupation will have a significant number of employed or an overall shortage exists or is developing: (1) in the design, development, testing, manufacturing, processing, construction, installation, operation, maintenance, repair or servicing of plant facilities, equipment or products (or parts or accessories thereof) which are of importance for military or either defense activity, or (2) in providing technical services.
- b. The industry or activity in which the occupation occurs is necessary to the national defense activities, such as the military, the military suppliers of products or services to the military, suppliers of products or services directly connected with defense or scientific research.

### 8.73 Special standards and requirements

#### 8.73-1 Organization and content of instruction

Organization and content of instruction shall be determined by the State Board through studies and recommendations of staff members and in accordance with standards in the State Plan. The State Board shall require curricula to be designed to prepare technicians as assistants to professional people in areas of engineering, science, health, public service, and for those occupations involving design, development, and testing procedures as well as others which require technician training such as laboratory, engineering, and industrial technicians. Technician training may be given in the form of supplementary or extension courses designed for employed persons, including journeymen, to obtain additional training in the direct application or specialized functional aspects of science, mathematics, and advanced technical skills and information required to meet the demand for highly skilled technicians in recognized occupations because of new and changing technologies. Such instruction may also be organized to provide the required related instruction for apprentices as provided in 2.38-51 of the State Plan.

Preparatory courses which are designed to prepare persons for employment as highly skilled technicians above the skilled trade level and which requires the direct application of specialized functional aspects of science, mathematics, and advanced technical skills and information may be offered in secondary schools or in area vocational and technical schools, technical institutes, and community colleges.

8.73-2 Offering of vocational instruction

As required for qualifications under Title III of the George-Barden Act, the State Board shall make technician training programs available to all residents of the State by designating areas thereof to be served by area vocational schools, including community colleges and technical institutes, or in geographic areas including one or more administrative units in the public schools where the population is sufficient and demands are sufficiently great for occupational areas designated in 8.72 to qualify as an area vocational program.

8.73-3 Selection of students

a. Community colleges and technical institutes

*Re-write* →

Directors of area technician programs shall have the responsibility for determination of eligibility of students for admission to post-high school programs in these institutions. Admission requirements include graduation from a secondary school or the holding of an equivalency statement from the State Department of Public Instruction; completion of two units of mathematics, one of which must be in algebra and one in plane geometry or modern mathematics including geometry; completion of one unit of physical science including laboratory experiences. Academic ability may be determined by appropriate tests for those not meeting other standards.

b. Secondary schools

Students selected for technician training in secondary school programs must be at least 16 years of age or have successfully completed the ninth grade.

c. Supplementary (extension) training

Persons enrolled in such courses must be at least 16 years of age, employed, and in need of additional training in types of occupations specified in 8.72.



NORTH CAROLINA STATE PLAN FOR VOCATIONAL EDUCATION

LEGAL APPENDIX

STATE BOARD OF EDUCATION

RALEIGH, NORTH CAROLINA

1964



## LEGAL APPENDIX

The State Board is governed by the following laws, executive regulations, and interpretations thereof by courts, the Attorney General, and other appropriate State officials. All citations, excluding direct information given in the text of this appendix, are to the following publications: Public School Laws of North Carolina Including Amendments Adopted by the 1957, 1959, 1961 and 1963 General Assemblies as Printed in the General Statutes of North Carolina; Budget Manual, The Executive Budget Act, July, 1961; Personnel Manual, State Personnel Act, July 1, 1961; Public Laws Relating to the Purchase and Contract Division; and Minimum Standards of Audit Procedure and Reporting for Local Governments of North Carolina, 1960.

Unless otherwise specified, the citations given are to the first reference listed.

### 1.0 Authority of State

Authority is given to the State to administer vocational education programs under the State Plan in the following General Statutes:

- G. S. 115-230, p. 134 (Powers and duties of State Board in Vocational Education)
- G. S. 115A, p. 166 (Powers and duties of State Board for Community Colleges, Technical Institutes, and Industrial Education Centers)
- G. S. 115-229, pp. 133-134 (Acceptance of Federal benefits)
- G. S. 115A-18 (b), p. 174 (Acceptance of Federal benefits)

2.0 Certification of State Plan

2.1 Certificate of State Board

State of North Carolina

I hereby certify that the State Plan was adopted by the State educational agency on October 1, 1964. I further certify the Plan attached to this certificate is the Plan approved by the State Board. The Plan as submitted constitutes the basis for the operation and administration of the State's program established pursuant to the Smith-Hughes Act (39 Stat. 929, 20 U. S. C. 11-15, 16-28), George-Barden Act (49 Stat. 1488 as amended, 20 U. S. C. 15i-15g, 15aa-15ii, 15aaa-15ggg), and the Vocational Education Act of 1963 (Part A, P. L. 88-210, 77 Stat. 403, 20 U. S. C. 35-35n). 4/ All information and representations contained in the Plan as of this date are accurate, to the best of my knowledge and belief.

\_\_\_\_\_ (Signed) \_\_\_\_\_  
Date Executive Officer

2.2 Certificate of Attorney General: State Plan

State of North Carolina

I hereby certify:

1. that the North Carolina State Board of Education is the State Board in this State within the meaning of section 5 of the Smith-Hughes Act (20 U. S. C. 15), as amended;
2. that said Board has the authority under State law to submit a State Plan;
3. that said Board has authority to administer or supervise the administration of the foregoing State Plan;
4. that all of the provisions of the foregoing Plan are consistent with State law; and
5. that Executive Officer has been duly authorized by the North Carolina State Board of Education to submit the foregoing State Plan to represent the State Board in all matters pertaining thereto.

\_\_\_\_\_ (Signed) \_\_\_\_\_  
Date Attorney General

### 3.0 Authority of State Board and State Officials

#### 3.1 Authority of State Board

In addition to citations in 1.0, the following General Statutes give authority to the State Board:

G. S. 115-11, p. 19 (Powers and duties generally)

G. S. 115A-3, p. 168 (Powers to establish and administer educational institutions)

G. S. 115A-4, pp. 169-170 (Powers in establishment and transfer of institutions)

G. S. 115A-5, p. 170 (Powers and duties in administration of personnel and facilities)

G. S. 115A-6, p. 170 (Powers in the withdrawal of support)

G. S. 115-198, p. 125 (Powers to set forth subjects to be taught)

G. S. 115-231, p. 135 (Authority of State Superintendent of Public Instruction)

G. S. 115-14, p. 22 (Authority of State Superintendent of Public Instruction)

G. S. 115-232, p. 135 (Authority to appropriate funds)

#### 3.2 Authority of State Official Receiving and Holding Custody to Federal Funds

The following Statute authorizes the State Treasurer to receive and disburse Federal funds:

G. S. 115-233, p. 135

### 4.0 State Laws and Regulations Regarding Expenditures

#### 4.1 Types of Allowable Expenditures

##### 4.11 Vocational Education Personnel

The following Statutes apply to employment and salaries of Vocational Education personnel:

G. S. 115-11(14)a, p. 21 (Certification and regulation of grades and salaries of teachers)

G. S. 115-142, p. 91 (Employment of teachers)

G. S. 115-79, pp. 51-52 (Salaries as object of expenditure)

G. S. 115-49, p. 36 (Local salary supplements)

- G. S. 115-234, p. 135 (Vocational teachers employed on the same basis as other teachers)
- G. S. 115A-14(2), p. 173 (Employment of teachers)
- G. S. 115A-18(2)b1, p. 175 (Salaries as object of expenditure)
- G. S. 115-78, p. 50 (Objects of expenditure for operation of public schools)

#### 4.11-1 Sabbatical and educational leave

State Statutes do not specifically provide for sabbatical and educational leave. At the present time, State Board policy does include standards for granting educational leave for State Personnel as given in 6.71-1.

#### 4.11-2 Employee benefits

The following Statutes provide for employee benefits:

- G. S. 135, pp. 229-268 (Retirement System and Social Security)
- G. S. 115-160, p. 100 (Workmen's Compensation)
- G. S. 115A-16, p. 174 (Workmen's Compensation)
- G. S. 115A-15, p. 173 (Retirement System and Social Security)
- G. S. 115-11(13), p. 21 (Sick leave)
- G. S. 143-40, p. 6 (Employee benefits, See Personnel Manual)

#### 4.12 Consultants, Advisory Committees, etc.

The State budget for Vocational Education includes line items for salaries and travel for consultants. The following rules and regulations concerning the employment and rate of pay are in effect:

"Pursuant to your request of May 19, 1960, you are authorized to pay consultants for work in connection with the above-named study at the rate of \$30 to \$75 per day plus necessary transportation and subsistence provided these consultants are not now employees of the State.

"A special request should be submitted if and when it becomes necessary to pay consultants at a rate higher than \$75 per day. A special request should also be submitted if and when

it becomes necessary to employ as consultants people who are employees of the State.

"The policy expressed in this letter is applicable to all programs and codes and supersedes any other letters or memorandums that may have been issued that may be in conflict with this policy."

These rules and regulations given in this section are contained in a memorandum from the Budget Division, Department of Administration, May 25, 1960.

#### 4.13 Travel and Transportation

##### 4.13-1 Travel

The Statutes listed below govern travel allowances as an expenditure in educational programs:

- G. S. 115-230, p. 134 (Powers of State Board)
- G. S. 115A-18, p. 174 (As object of expenditure)
- G. S. 115-183(5), p. 116 (Use of school buses for instructional trips)
- G. S. 115-78, p. 50 (Objects of expenditure for operation of public schools)
- G. S. 115-79, p. 51 (Objects of expenditure included in State budget)

The following quoted Statutes deal with travel allowances for State personnel generally as given in G. S. 138-6:

G. S. 138-6. Travel allowances of State officers and employees.

(a) Travel on official business by the officers and employees of State departments, institutions, and agencies which operate from funds deposited with the State Treasurer shall be reimbursed at the following rates:

- (1) For transportation by privately-owned automobile, eight cents (8¢) per mile of travel and the actual cost of tolls paid;
- (2) For bus, railroad, pullman, or other public conveyance, actual fare;
- (3) For subsistence, the actual amount expended for room, meals, and reasonable gratuities, not to exceed a total of ten dollars (\$10.00) per day when traveling

in State or a total of fourteen dollars (\$14.00) per day when traveling out of State;

(4) For convention registration fees, not to exceed ten dollars (\$10.00) per convention.

(b) Out-of-state travel on official business by the officers and employees of State departments, institutions, and agencies which operate from funds deposited with the State Treasurer shall be reimbursed only upon authorization obtained in the manner prescribed by the Director of the Budget.

#### 4.13-2 Transportation

G. S. 115-78, p. 50 (Objects of expenditure for operation of public schools)

G. S. 115-183, p. 116 (Use of school buses)

G. S. 115-79, p. 51 (Objects of expenditure included in State budget)

#### 4.14 Instructional Equipment, Supplies, and Teaching Aids

A plan for the purchase of equipment, supplies, and teaching aids is given in the following Statutes:

G. S. 115A-31, p. 182 (Purchasing supplies and equipment)

G. S. 115-17(5), p. 25 (Duties of Controller)

G. S. 115-52, p. 37 (Purchasing supplies and equipment)

G. S. 115A-18, p. 174 (As objects of expenditure)

G. S. 115-79, pp. 51-52 (As objects of expenditure)

G. S. 115-230-1, p. 134 (Equipment as object of expenditure)

G. S. 115-78, p. 50 (Objects of expenditure for operation of public schools)

G. S. 115-79, p. 51, (Objects of expenditure included in State budget)

G. S. 143-48 to 64, pp. 1-9 (Expenditures in general. See Public Laws Relating to the Purchase and Contract Division)

#### 4.15 Other Related Expenses

The State Board is authorized to expend funds for other or related expenses by the following Statutes:

G. S. 115-230, p. 134 (Powers of State Board)

G. S. 115A-18, p. 174 (Powers of State Board)

G. S. 115-78, p. 50 (Object of expenditure for operation of public schools)

G. S. 115-79, p. 51 (Object of expenditure included in State budget)

#### 4.16 Construction

Construction is governed by the following Statutes:

G. S. 115-78, p. 50 (As object of local expenditure)

G. S. 115A-18, p. 174 (State matching of local funds)

G. S. 143-128 to 135.2, pp. 268-275 (Construction contracts)

G. S. 143-18, p. 90 (Capital appropriations. See Budget Manual.)

#### 4.17 Work-study Programs

Rules and regulations do not now provide specifically for expenditures in work-study programs. The State Board is empowered to develop such rules and regulations by the following Statute:

G. S. 115-230, p. 134 (Powers of State Board)

#### 4.2 Fiscal, Audit, and Accounting Procedures

Fiscal, audit, and accounting procedures are set forth in the following Statutes:

G. S. 115-16, p. 23 (Powers and duties of Controller)

G. S. 115-17, p. 24 (Duties of Controller)

G. S. 115A-30, p. 181 (Keeping of records)

G. S. 115A-32, p. 182 (Audit of accounts)

G. S. 115-97, p. 63 (Audit of school funds)

G. S. 153, pp. 133 (Audit standards. See Minimum Standards of Audit Procedures and Reporting for Local Governments of North Carolina.)

#### 4.3 Payment of Funds to Local Educational Agencies

Funds will be advanced or reimbursed to local educational agencies as prescribed in the following Statutes:

G. S. 115-16, p. 23 (Powers and duties of Controller)

G. S. 115-232, p. 135 (Appropriation of funds)

G. S. 115-233, p. 135 (Disbursement of funds)

G. S. 115A-18, p. 174 (Duties of State Board)

G. S. 115A-29, p. 180 (Payment of funds)

4.4 Determination of Fiscal Year's Allotment in Which Expenditure is Made

The Budget Manual, No. 5.5, Section 1, Budget Division, Department of Administration, gives the following procedures:

"The fiscal year ends on June 30 and all obligations should be liquidated by the end of the fiscal year; the State and its departments and institutions are on a cash basis."

4.5 Vocational Instruction Under Contract

Does not apply.

NORTH CAROLINA STATE PLAN FOR VOCATIONAL EDUCATION

APPENDIX I

COOPERATIVE AGREEMENT  
WITH STATE EMPLOYMENT SERVICE

STATE BOARD OF EDUCATION  
RALEIGH, NORTH CAROLINA

1964



COOPERATIVE AGREEMENT  
Between  
The Employment Security Commission  
of North Carolina and  
The North Carolina State Board of Education

Because of mutual interest in the economic and social welfare of the people of North Carolina to the end that the State's manpower may be fully developed, and in keeping with the policy of the Governor and other State agencies, the Employment Security Commission of North Carolina and the North Carolina State Board of Education have entered into the following agreement:

1. Exchange of Information

a. The Employment Security Commission will, as the need arises and upon request, make available to the State Board of Education and local educational agencies any compiled occupational information it may have available regarding present and future prospects of employment in the local labor market area or in a specified group of labor market areas. This information will be used by the State Board of Education and local educational agencies in developing programs of vocational and technical education at the State and local levels, in keeping counselors and teachers apprised of labor market developments and in their guidance and counseling activities with students.

b. The State Board of Education and local educational agencies will, as the need arises and upon request, make available to the Employment Security Commission information regarding the kinds of vocational and technical courses being offered and information regarding the occupational qualifications of persons having completed or who are completing or otherwise terminating vocational and technical courses but who are not employed. The information regarding kinds of vocational and technical courses being offered will be used by the Employment Security Commission in the guidance and counseling of persons who have training needs. Information regarding the occupational qualifications of persons will be used by the Employment Security Commission in the guidance and counseling of persons in vocational and technical courses upon the request of local educational agencies, and in the placement of students who are seeking employment at the termination of their period in training.

2. Referrals

a. The Employment Security Commission through its local employment security offices will refer persons who have training needs to officials of the State Board of Education and local educational agencies.

b. The State Board of Education and local educational agencies will refer trainees to the Employment Security Commission local offices for guidance and counseling and placement when they become applicants for employment.

3. Special Labor Market Studies

The Employment Security Commission and the State Board of Education may, when practicable, collaborate in planning special studies to be undertaken by the Employment Security Commission for the purpose of collecting information not otherwise available about jobs in fields of work for which vocational training is deemed to be appropriate. Special studies will be jointly planned and financed on a negotiated basis, with the share contributed by each agency depending upon its value to the respective agency's operations.

4. Working Agreements

Written working agreements will be developed between the State Board of Education and the State Employment Office to assign more specific responsibilities when needed in carrying out cooperative activities listed above.

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Date

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Executive Officer,  
North Carolina State Board of Education

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Date

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Chairman,  
Employment Security Commission  
of North Carolina





## AMENDMENT TO STATE PLAN

Section 6.42, substitute amendment, was approved by the State Board of Education on August 4, 1966, and by the U. S. Office of Education on September 12, 1966.

(Please insert in your copy of the North Carolina State Plan for Vocational Education, as this supersedes Section 6.42 as amended previously.)

### 6.42 Construction

Under State laws, rules, and regulations an appropriation or grant for the purchase of land or the erection of buildings or new construction shall continue in force until the attainment of the object or the completion of the work for which such appropriations or grants are made.

The State Board will charge as expenditures grants made to local educational agencies for construction to the fiscal year's federal allotment in which the grant is approved by the State Board, even though contracts for construction may not be entered into prior to the end of the fiscal year in which the grant by the State Board is approved. If such contracts are not entered into by the local educational agencies within 12 months from the date of the grant by the State Board, the grant shall become null and void and an adjustment will be made in the fiscal year's report in which the grant was charged, except in those cases where the local or state educational agency is prevented from conforming to this requirement because of litigation, such as a court injunction or an appeal to a supreme court, or because of an act of God, such as weather conditions, or for other reasons beyond their control. Any request for such exception must be submitted in writing by the local educational agency to the State Board and shall require the approval of the State Board with the concurrence of the United States Commissioner of Education.







## AMENDMENT TO STATE PLAN

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The following pages were inserted into the printed version of this book. Perhaps changes for a future edition?



1.21(1) Composition of State Advisory Council.

The State Advisory Council is composed of a minimum of \_\_\_\_\_ members, appointed by the governor, and includes

(a) At least one person familiar with the vocational needs and problems of management and labor in the States, and at least one person representing State industrial and economic development agencies.

(b) At least one person representative of community and junior colleges and other institutions of higher education, area vocational schools, technical institutes, and postsecondary or adult education agencies or institutions, which may provide programs of vocational or technical education and training.

(c) At least one person familiar with the administration of State and local vocational education programs, and at least one person having special knowledge, experience, or qualifications with respect to vocational education and who is not involved in the administration of State or local vocational education programs.

(d) At least one person familiar with programs of technical and vocational education, including programs in comprehensive secondary schools.

(e) At least one person representative of local educational agencies, and at least one person representative of school boards.



(f) At least one person representative of manpower and vocational education agencies in the State and the Comprehensive Area Manpower Planning System of the State.

(g) At least one person representing school systems with large concentrations of academically, socially, economically, and culturally disadvantaged students.

(h) At least one person with special knowledge, experience, or qualifications, with respect to the special educational needs of physically or mentally handicapped persons.

(i) Persons representative of the general public, of whom at least one shall be representative of and knowledgeable about the poor and disadvantaged, who are not qualified for membership under any of the preceding categories.



1.31 Allocation among the various purposes of the 1963 act, as amended.

a. The policies and procedures to be followed by the State in allocating Federal funds allotted for the purposes of Part B of the Act, as amended may be used for vocational education programs, services, and activities for the following groups of persons.

(1) persons in high school.

(2) persons who have completed or left high school and who are available for study in preparation for entering the labor market,

(3) persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment (other than persons receiving training allowances under the Manpower Development and Training Act of 1962 (42 U.S.C. 2571-2628) or the Trade Expansion Act of 1962 (19 U.S.C. 1801-1991).

(4) disadvantaged persons, and

(5) handicapped persons.

b. At least 15 percent of the States' base allotment must be used for post-secondary programs.

c. At least 15 percent of the States' base allotment must be used for the disadvantaged.

d. At least 10 percent of the States' base allotment must be used for the physically handicapped.



1.41 State Employment Service

The State Board has entered into a cooperative agreement with the Employment Security Commission of North Carolina. A copy of the agreement is attached as Appendix I. The signed agreement is filed with the Executive Officer of the State Board.

1.42 Other agencies, institutions, organization

The State Board may enter into

(1) cooperative arrangements with other agencies, organizations, and institutions, *concerned with manpower needs and job opportunities.* ~~concerned with manpower needs and job opportunities,~~ such as ~~institutions of higher education, and model city, business, labor, and community action organizations;~~

(2) cooperative arrangements with other agencies, organizations, and institutions concerned with the disadvantaged and handicapped persons, ~~such as State and local vocational rehabilitation and special educational agencies, public health agencies, and private organizations concerned with such persons.~~

(3) cooperative arrangements with other agencies, organizations and/or institutions.

Whenever the State enters into such arrangements, *of the agreements* copies will be submitted by the State Board for filing with the State plan.



## 5.0 Work-Study Program

Provision is made for the inclusion of the work-study program as a part of the State Plan in accordance with provisions of section 13 of the Vocational Education Act of 1963. B-11

### 5.1 Requirements of a work-study program

#### 5.11 Administration

##### 5.11-1 Local educational agency

The work program will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youths in the area served by such agency who are able to meet the requirements in 5.12.

##### 5.11-2 State Board

State staff shall be employed to give leadership in the promotion and supervision of work-study programs in the State. The State staff shall provide consultant services to the local educational agency in determining the need for and filing application for such programs; shall receive, review, and assign priority to such applications, and make recommendations to the State Board concerning such applications. When applications have been approved by the State Board, the State staff shall provide consultant and supervisory services to the local educational agency in the development, implementation, and evaluation of such programs. The State staff will assure that all requirements for such programs in the State Plan are met.

#### 5.12 Eligible students

Employment under the work-study program will be furnished only to a student who (1) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the 1968 Act; (2) is in need of the earnings from such employment to commence or continue his vocational education program; and (3) is at least 15 years of age and less than 21 years of age at the date of commencement of employment and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his school program while employed under the work-study program.



5.13 Limitation on hours and compensation. (1) No student will be employed during an academic year or its equivalent for more than fifteen hours in any week during which classes which he is enrolled are in session. The compensation for such employment will not exceed \$45 per month or \$350 per academic year or its equivalent. However, in the case of a student attending a school which is not within reasonable commuting distance from his home, his compensation may not exceed \$60 in any month or \$500 per academic year or its equivalent. For the purposes of this paragraph, "academic year" means a period of 9 months (exclusive of summer term) interrupted by the equivalent of one month of vacation;

(2) A student attending a class on a full-time basis in the summer school term shall be limited to 15 hours of employment per week and the monthly compensation of \$45 or \$60 as described in paragraph (1); if the student is not attending classes during the summer, there is no limitation upon his hours of employment or the amount of compensation which he may earn. The total of his summer earnings shall not be limited by, or have the effect of limiting the compensation paid to him for the academic year pursuant to paragraph (1).

#### 5.14 Place of employment

Employment under work-study programs will be for the local educational agency or for some other public agency or institution (Federal, State, or local) pursuant to a written arrangement between the local educational agency and such other agency or institution, and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency or institution, the written arrangement between the local educational agency and the Federal agency or institution will state that students so employed are not Federal employees for any purpose.

5.15 Maintenance of effort. In each fiscal year during which a work-study program remains in effect, the local educational agency will expend for employment of its students an amount in State or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the 3 fiscal years preceding the fiscal year in which the work-study program of such local educational agency was approved. State and local funds required for matching Federal work-study funds need not necessarily be in addition to the State and local funds required for maintenance of effort.

### 5.2 State Board approval of work-study program

#### 5.21 Administrative procedures

##### 5.21-1 Application by local educational agency

Local educational agencies shall make application to the State Board for participation in work-study programs under section 13 of the 1963 Act. The application shall contain information substantiating the need for the establishment of work-study programs by the local educational agency, the types of work to be provided, the agencies with which arrangements will be made for employing students under the work-study program, the estimated number of students to be involved in work-study programs, the estimated annual cost of the work-study programs, and plans for local supervision and evaluation of students employed in work-study programs.



5.21-2 Action by State Board

Applications for work-study programs will be received from local educational agencies by the State Board staff and reviewed to assure that plans are being made to comply with rules and regulations set forth in this Plan. After reviewing applications for work-study programs, the State Board staff shall make recommendations to the State Board concerning the approval or disapproval of applications. The State Board will act after receipt of the recommendation from the State Board staff.

5.22 Criteria for determining relative priority of projects

In determining priorities to be accorded applications from local educational agencies for work-study programs, preference will be given to applications submitted by local educational agencies providing evidence of serving communities having substantial numbers of youths who have dropped out of school or who are unemployed and which give evidence of using guidance and counseling and other related services in keeping needy students in school. Insofar as financial resources are available, work-study programs shall be approved by the State Board in the order determined by the application of the principles in the above paragraph.

5.3 Use of funds for State plan development and administration. Use of funds for State plan development and administration. The amount of Federal funds used to pay the cost of developing those provisions in the State plan applicable to work-study programs and the cost of administering such provisions after their approval by the Commissioner will not exceed 1 percent of the State's allotment under part H of the Act for vocational work-study programs, or \$10,000, whichever is greater.



AMENDMENT TO STATE PLAN

Section 5.15 as amended, was approved by the State Board of Education on June 22, 1965, and by the U.S. Office of Education on July 8, 1965, to be in effect retroactive to October 16, 1964.

(Please insert in your copy of the State Plan, as this replaces section 5.15 in its entirety.)

5.15 Maintenance of effort

In each fiscal year during which the work-study program remains in effect, the local agency will expend for employment of its students an amount in State or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding that in which the State Board approves the local work-study program.

State and local funds required for matching Federal work-study funds need not necessarily be in addition to the State and local funds required for maintenance of effort.

