



NORTH CAROLINA STATE PLAN FOR VOCATIONAL EDUCATION


(FISCAL YEAR 1970)

STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA
JULY 1, 1969

FOREWORD

It is with extreme pleasure that I submit for your information a copy of the North Carolina State Plan for Occupational Education for 1969-70. The efforts of many people have gone into the preparation of this document. In addition to occupational educators and lay people, local administrators and academic teachers have also been involved.

This document reflects the changes in occupational education which have been mandated by the Congress in the Vocational Education Amendments of 1968. You will find that there is much greater flexibility and creativity than perhaps has been the case heretofore. We welcome your comments, advice, and concerns dealing with this document. It does represent the best thinking that has been available to us in the State Department of Public Instruction for this most important area of education.


A. Craig Phillips
State Superintendent Public Instruction

PREFACE

The State Plan for Vocational Education has been prepared as required in Public Law 90-576, U. S. Congress and as directed in guidelines provided by the U. S. Office of Education. The Plan was approved by the State Board of Education on June 5, 1969 and by the U. S. Commissioners of Education on September 15, 1969, effective July 1, 1969.

The Vocational Education Amendments of 1968 (Public Law 90-576) Supplement and amend previous Federal vocational legislation. The amendments require the preparation of a new State Plan which will serve as a guide to providing the direction needed for Vocational Education change, emphasis and evaluation. To comply with the provisions of these Amendments and to better serve the occupational needs of youth and adults of North Carolina, the State Board of Education Staff, in consultation with the State Advisory Council on Vocational Education, has prepared the State Plan presented herein.

This State Plan represents a significant philosophical departure from previous plans. It attempts to identify groups of people who need Occupational Education and to project programs designed to meet their needs. It also projects the programs to be provided in both Public Secondary and Post-Secondary Schools.

Although the State Plan is specifically concerned with Occupational Education in Public Secondary Schools, Community Colleges and Technical Institutes, North Carolina recognizes the integral relationship between Occupational Education and the total educational process. Also the State recognizes the contribution made by private schools, organizations and industries in preparing youth and adults for the State's labor market.

The State Plan is structured in three parts. Part I contains the policies and procedures the State Board will follow in implementing the provisions of Public Law 90-576, U. S. Congress. Part II is a five-year, long-range plan for the development and expansion of Vocational Education in the State. Part III is an annual program description containing plans for the allocation of funds by programs and purpose, the instructional programs to be offered - including estimated teacher requirements, student enrollment, and student completions. This part also contains plans for construction of facilities, guidance and counseling services, and ancillary services during fiscal 1970.

A bibliography of supporting documents is included and persons interested in obtaining a copy of any of these documents may do so by addressing their request to the source indicated.

CHARLES J. LAW, JR., Director
Division of Occupational Education

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STATE PLAN FOR VOCATIONAL EDUCATION

Part I - Administrative Provisions

The State of North Carolina, through the State Board of Education, hereby submits its State Plan for Vocational and Technical Education under the provisions of the Vocational Education Amendments Act of 1968 and the Rules and Regulations with respect thereto.

1.0 GENERAL.

1.1 STATE BOARD.

1.11 Name and Designation of State Board.

The State Board of Education is the sole agency responsible for vocational-technical education in the State. Throughout this Plan, any reference to "State Board" refers to this official board. The State Board is provided with the necessary authority in G. S. 115-230 as follows: "The State Board of Education shall have all necessary authority to cooperate with the United States Office of Education in the administration of the federal acts assisting vocational and technical education, to administer any legislation pursuant thereto enacted by the State of North Carolina, and to administer the funds provided by the federal government and the State of North Carolina for the promotion of vocational education. The Board shall have full authority to formulate plans for the promotion of vocational education in such subjects as are an essential and integral part of the public school system of education of the State of North Carolina, and to provide for the preparation of teachers in such subjects....." and in G. S. 115A-3 as follows: "The State Board of Education is authorized to establish and organize a department to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. The Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the establishment and operation of the department....."

1.12 Executive Officer Designation.

The State Superintendent of Public Instruction is the Executive Officer of the State Board as provided in G.S. 115-231 as follows: "The State Superintendent of Public Instruction shall serve as executive officer of the State Board of Education, and shall designate, by and with the advice and consent of the State Board of Education, such assistants as may be necessary to properly carry out the provisions of this article. The State Superintendent shall also carry into effect such rules and regulations as the Board may adopt, and shall prepare such reports concerning the condition of vocational education in the State as the Board may require."

1.13 Authority of State Board.

The State Board has legal authority to submit the State Plan and has authority for the administration and supervision of vocational and technical education in the State.

1.14 State Board Organization.

1.14-1 Composition of State Board.

The State Board is comprised of 3 elected officials (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.

1.14-2 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 and technical 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 charts on the following pages, which indicates that the State Board of Education is responsible for all vocational and technical 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 technical education in secondary schools and to the Department of Community Colleges the responsibility for vocational and technical education in community colleges and technical institutes. 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 and technical institutes.

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

1.14-3 Organizational Chart.

Charts 1 through 5 depict the organizational structure of the State Board. There are three major agencies: (1) Controller's Office, (2) Department of Public Instruction, and (3) Department of Community Colleges. The inter- and intra-relationships of the three agencies are illustrated.

The numbers in parentheses on Chart 4 represents the number of professional personnel assigned to each unit in the Division of Vocational Education, Department of Public Instruction. The functions of each of the major units on chart 4 are as follows:

STATE DIRECTOR: The State Director of Vocational Education shall be concerned with promoting and developing a comprehensive State program of diversified occupational education as an integral part of public school education. He shall be concerned with the following principal functions; (1) directing the State's occupational education program to achieve a unified approach to serving the occupational education needs of youth and adults; (2) maintaining a liaison with citizen groups and government agencies interested in the occupational development of our citizens; (3) maintaining a liaison with the Bureau of Adult and Vocational Education, U. S. Office of Education; (4) maintaining a liaison with other Divisions within the Department of Public Instruction and the Department of Community Colleges; (5) administering the State's program of occupational education as prescribed in the State Plan for Occupational Education and in accord with other State Board of Education policies. The State Director of Vocational Education shall be directly responsible to the Assistant Superintendent of Program Services in the Department of Public Instruction.

PLANNING COUNCIL: The members of the Planning Council shall be: (1) the State Director of Vocational Education; (2) the Associate Director of Program Services; (3) the Associate Director of Program Planning; (4) the Assistant Director of Program Operations; and (5) the eight area directors. The primary function of the Council shall be (a) reviewing and evaluating the State-wide program of secondary school occupational education; (b) identifying new occupational programs needing development; (c) identifying problems impairing the progress of occupational education and proposing alternative solutions; (d) projecting staff requirements at local and State levels; and (e) identifying problems which need additional research.

Important "inputs" in the planning process shall come from a State Advisory Council, Research Coordinating Unit, and the North Carolina Vocational Teacher Education Council.

PROGRAM PLANNING AND DEVELOPMENT: This unit shall be directed by an associate director who shall coordinate the work of program planning specialists, and with the assistance of the Program Service Unit, monitor local programs of occupational education. Specific functions are: (1) keep State Plan for Vocational Education up to date; (2) coordinate long-range planning of occupational education with comprehensive educational planning; (3) provide leadership in the development of innovative and exemplary occupational education programs. The associate director shall be directly responsible to the State Director of Vocational Education.

PROGRAM OPERATIONS: This unit shall be directed by an assistant director who shall coordinate the work of specialists concerned with fiscal functions assigned to the Division, with occupational education facilities specifications, with equipment recommendations, work-study and with occupational education information. This unit shall be concerned with the following principal functions: (1) review of Local Plans for Vocational Education submitted by local

boards of education; (2) recommending resource allocations for transmittal to local boards by the Controller's office; (3) maintaining liaison with the Division of School Planning, with other State agencies concerned with facilities, and with local boards of education in planning facilities for occupational education programs; (4) compiling appropriate equipment lists for specified courses and coordinating the processing of equipment orders with the Division of Purchase and Contract, Department of Administration; (5) equipment accountability; and (6) compiling and analyzing fiscal and educational data for official reporting, for public information, and for annual and long-range planning. The assistant director coordinating the services of this section shall be directly responsible to the State Director of Vocational Education. Subordinate personnel shall be responsible to the associate director.

PROGRAM SERVICES: This unit shall be directed by an associate director who shall coordinate the work of the program specialists in Agriculture, Trades and Industries, Health, Office, Distributive, Home Economics, Career Planning and Exploration, Diversified Cooperative Education, and Homemaking and Consumer Education. The unit shall be concerned with the following principal functions: (1) to develop appropriate curriculum materials; (2) to design appropriate courses for new occupations; (3) to review curriculum materials periodically; (4) to assist in the evaluation of local programs; (5) to provide inservice education for teachers and administrators; and (6) to provide State leadership in the promotion of youth organizations as an integral part of the curriculum. The services of the program specialists are available to administrative units through the associate director and area directors. The associate director assigned to coordinate the services of this unit shall be directly responsible to the State Director of Vocational Education. Program specialists within this section shall be directly responsible to the associate director coordinating the services.

AREA OCCUPATIONAL EDUCATION DIRECTORS: There are eight vocational education areas within the State corresponding closely with the labor market areas defined by the State Employment Security Commission. A qualified staff member is assigned to each area on an annual basis to perform the following principal functions: (1) to assist local boards of education and superintendents in designing a total occupational education program for the schools within the administrative unit; (2) to coordinate the utilization of State staff services, such as curriculum development, evaluation, facilities planning and equipment selection, within the geographical area assigned; (3) to organize and utilize an area advisory committee in the evaluation and development of an area-wide vocational education program consistent with the economy and labor market demands of the area and State; (4) to provide area data and information useful in State-wide planning; and (5) to promote articulation of occupational programs in the secondary and post-secondary schools within the assigned area. Area directors shall be

responsible directly to the State Director of Vocational Education.

The numbers in parenthesis on Chart 5 represents the number of professional personnel assigned to each division within the Department of Community Colleges. The functions of the divisions responsible for areas of vocational-technical education are as follows:

ASSOCIATE DIRECTOR AND BUSINESS MANAGER:

This division shall be directed by a business manager who shall coordinate the work of specialists concerned with fiscal functions assigned to the Department. This division shall be concerned with (1) budget administration; (2) statistical and management analysis; (3) provide assistance in planning and implementing construction of facilities; (4) assistance in requisitioning and purchasing of equipment and equipment accountability; (5) assistance in requisitioning, purchasing and coding of library books; (6) assistance in developing project grant proposals and relationships with other state and federal agencies.

DIVISION OF OCCUPATIONAL EDUCATION: This division shall be directed by an educational director who is responsible for administration, supervision, planning and development of occupational education. He shall coordinate the work of specialists concerned with disadvantaged, handicapped, depressed areas, research and training, exemplary programs, residential schools, consumer and homemaking, cooperative programs, curriculum development, instructional media and MDTA.

DIVISION OF ADULT AND COMMUNITY SERVICE:

This division shall be directed by an educational director. He shall direct the activities of the educational consultant responsible for student personnel services and work-study.

DIVISION OF INDUSTRIAL SERVICES: This division shall be directed by a director who shall coordinate the activities of specialists concerned with specific industrial training. The division's primary concern is in planning, developing and implementing the training of workers for new and expanding industry.

DIVISION OF SPECIAL EDUCATION: This division shall be directed by an educational director who shall coordinate the work of specialists in ambulance attendant training, firemanship, forensic science, hospitality, law enforcement, supervisory development training and fisheries training.

DIVISION OF EVALUATION AND ACCREDITATION:

This division shall be directed by a director who shall coordinate the activities in institutional accreditation and evaluation of programs.

1.2 PUBLIC HEARINGS AND INFORMATION.

1.21 Public Hearings.

The State Plan for Vocational Education and any amendment thereto will be submitted to the Commissioner only after: (1) the Plan or amendment has been prepared in consultation with the State Advisory Council, (2) reasonable notice has been given and a public hearing held, and (3) the procedures outlined below with regard to public information have been implemented.

A public hearing shall be held on each of the various parts of the State Plan and any amendments

thereto. Notice of the hearing shall be made by first class mail to superintendents of local educational agencies, presidents of institutions in the Community College system, deans of the colleges or schools of education in institutions preparing teachers of vocational education at least ten days prior to the date of the public hearing. A general release to news media in the State shall be made at least one week prior to the public hearing.

The public hearing shall be conducted by a member of the State Board or its staff at which time those wishing to make statements concerning the plan may do so orally. There is no law, rule or regulation in this State concerning public hearings.

1.22 Public Information.

Copies of applicable parts of the approved State Plan, each amendment thereto, and other general policies issued by the State Board concerning the administration of the plan will be transmitted to superintendents of local educational agencies, presidents of institutions in the community college system, deans of colleges or schools of education in institutions preparing teachers of vocational and technical education, the State Advisory Council, libraries, major occupational oriented agencies, manpower groups, and other governmental and public agencies. Copies will also be given to the general public upon request. A minimum of 800 copies will be reproduced and distributed annually.

The State Board staff will meet with organized groups upon request to discuss and explain the provisions of the State Plan and to solicit suggestions and recommendations from these groups.

1.3 DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL.

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

1.31 State Administrative and Supervisory Personnel.

**1.31-1 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.
- b. Qualifications: The State Superintendent is a constitutional officer elected for a term of four years by the people of the State.

1.31-2 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 and technical institutes 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

CHART 1
ORGANIZATION CHART
STATE SERVICES OF THE NORTH CAROLINA PUBLIC SCHOOLS

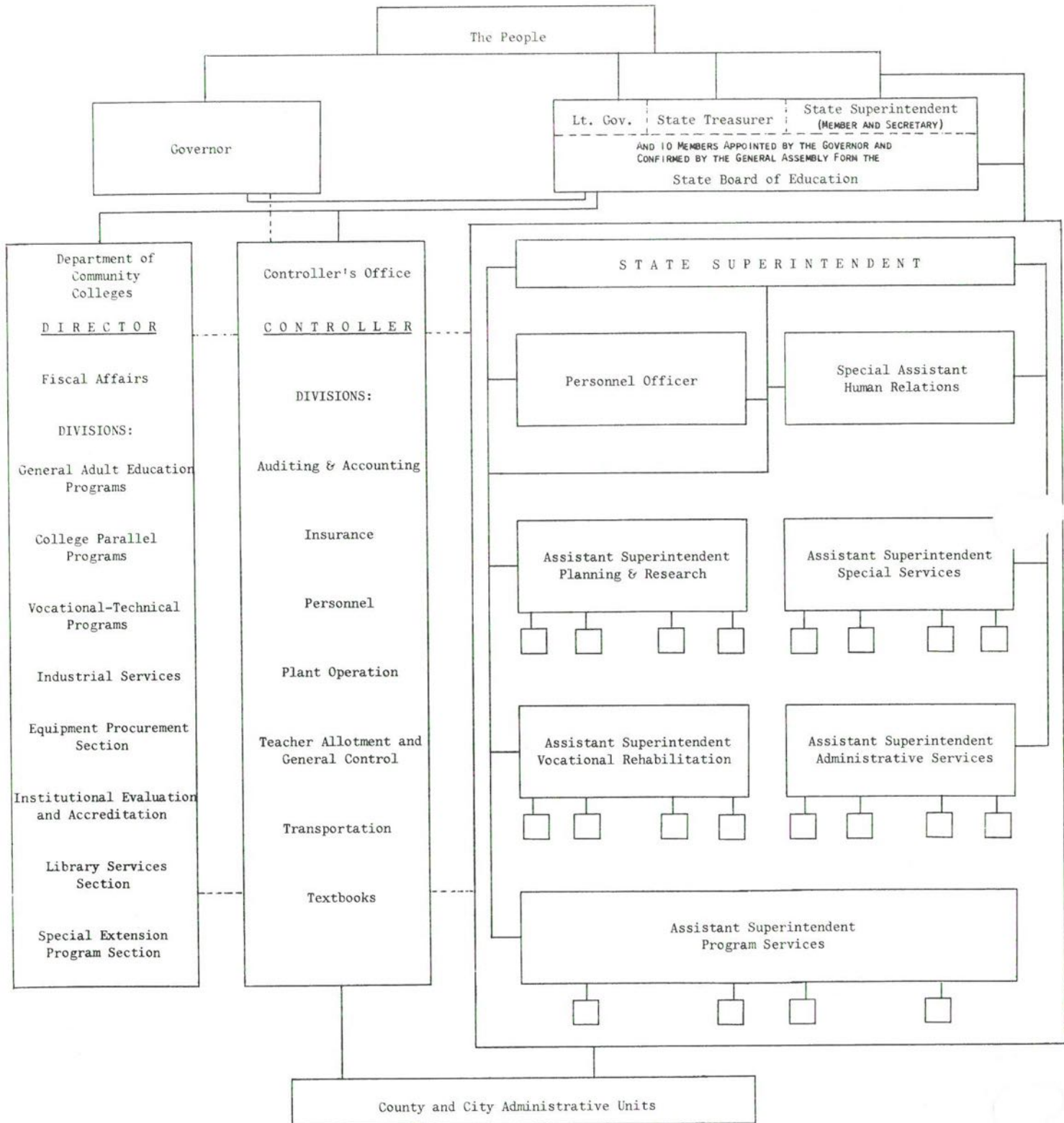


CHART 2
 ORGANIZATIONAL CHART - DEPARTMENT OF PUBLIC INSTRUCTION

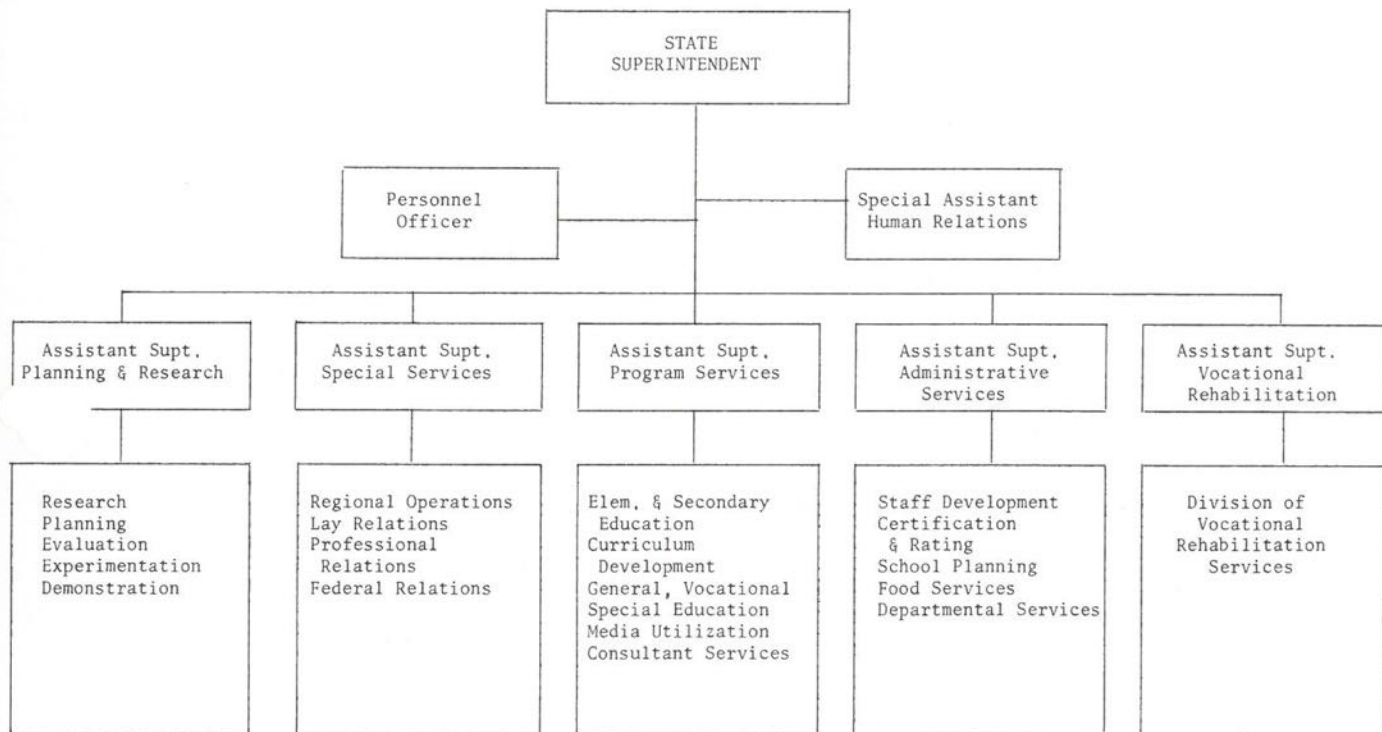
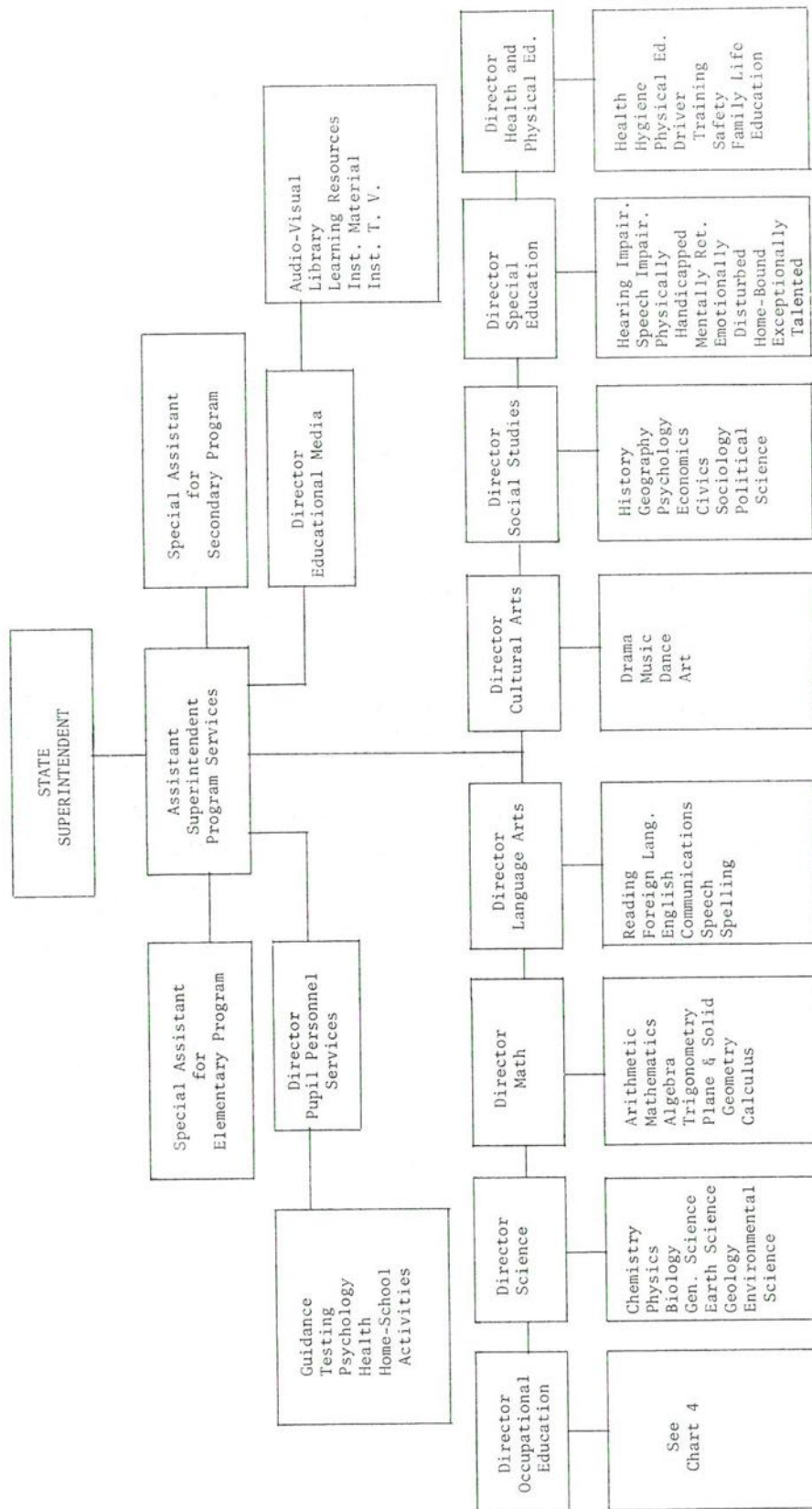


CHART 3
ORGANIZATIONAL CHART - DEPARTMENT OF PUBLIC INSTRUCTION

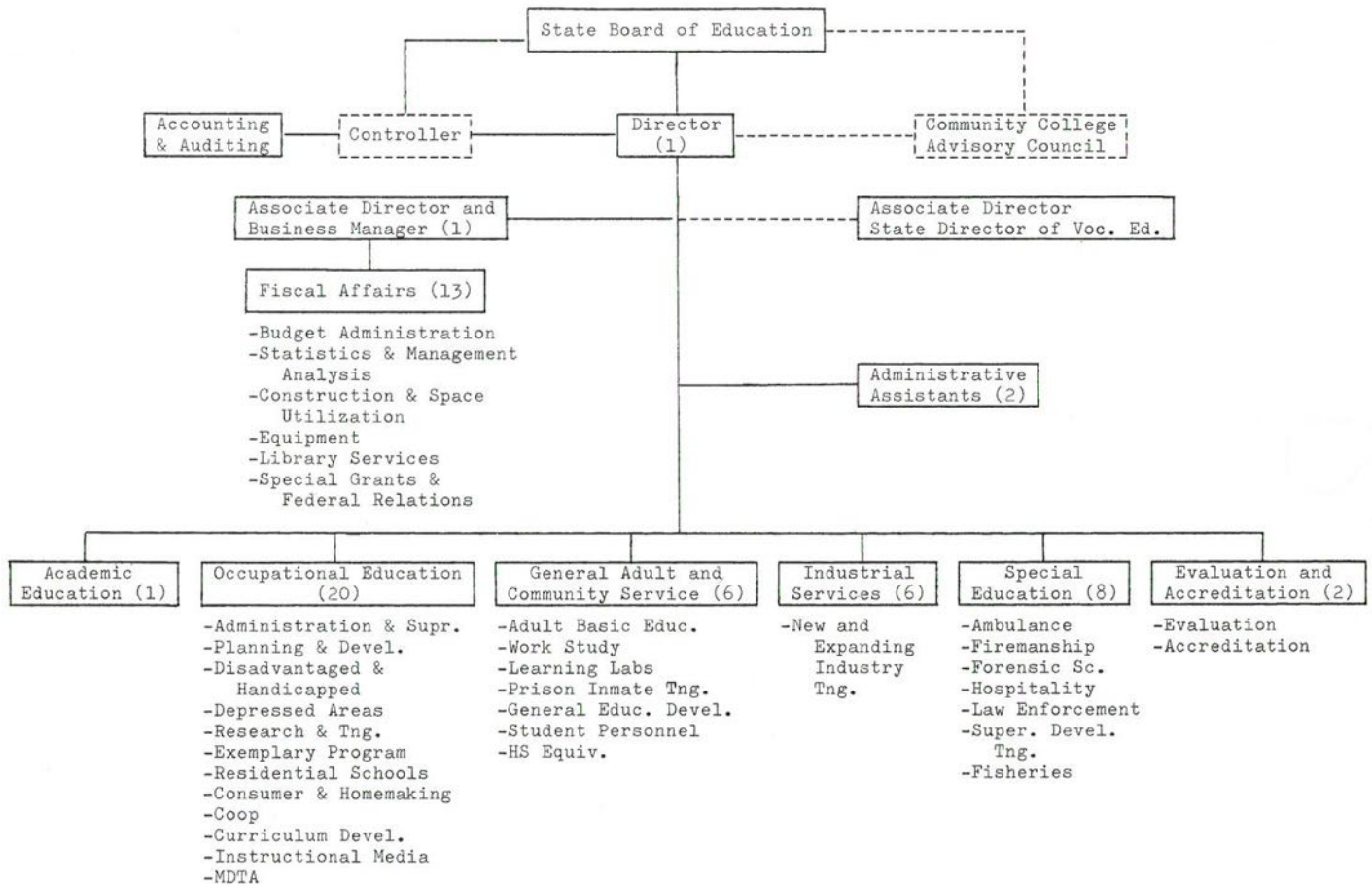


ORGANIZATIONAL CHART - DIVISION OF VOCATIONAL EDUCATION



CHART 5

ORGANIZATIONAL CHART - DEPARTMENT OF COMMUNITY COLLEGES



the post-high school level; and direction of the State staff of the Department of Community Colleges, including the Director of Occupational Education and Special Education Programs.

- b. Qualifications: The Director shall have had substantial 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 and technical institute; and shall have demonstrated personal and professional fitness for the position.

1.31-3 Controller, State Board of Education.

- a. Duties: Powers and duties of the Controller are given in G. S. 115-16 and 115-17, Public School Laws of North Carolina.
- 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.

1.31-4 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.

1.31-5 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 in the Department of Public Instruction 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.
- 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 education: teaching, supervision, research, guidance and counseling, teacher education, or administration.

1.31-6 Educational Director, Division of Occupational Education.

- 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 Educational Director's duty, under the Director of the Department of Community Colleges, to direct the planning, development, implementation and evaluation of vocational and technical education activities at the post-high school level.
- b. Qualifications: Qualifications shall be the same as those for the State Director of Vocational Education.

1.31-7 Associate, Assistant Director or Coordinator of Program Development.

- a. Duties: It shall be the duty of the Associate, Assistant Director, or Coordinator of Program Development to assist the Director in carrying out his duties and responsibilities.
- b. Qualifications: Minimum qualifications shall be the same as those required for State Director or, in the case of specialized duties, appropriate educational qualifications and demonstrated competency in the specialized area.

1.31-8 Head State Supervisor or Educational Consultant.

- a. Duties: Shall be responsible for providing consultative services in the development, organization, and supervision of programs of vocational education in local educational agencies.
- b. Qualifications: Shall hold a degree from an accredited institution and/or have demonstrated competency in occupational leadership positions. Shall have served five years in one or a combination of the following activities: teaching, research, supervision, teacher education, counseling, administration, or an occupational area. A year of full-time equivalent graduate work beyond minimum educational requirements shall be considered the equivalent of a year's experience.

1.31-9 Associate State Supervisor or Associate Educational Consultant.

- a. Duties: Shall perform specialized or general duties of a consultative nature to local educational agencies. These duties shall include assistance in such areas as organization, curriculum, instructional materials, equipment, and facilities.
- b. Qualifications: Shall hold a degree from an accredited institution and/or have demonstrated competency in occupational positions. Shall have served at least four years in one or a combination of the following activities: teaching, counseling, supervision, teacher education, research, administration, or an occupational area. A year of full-time equivalent graduate work shall be considered the equivalent of a year's experience.

1.32 Local Administrative and Supervisory Personnel.

1.32-1 Local Administrators, Directors and Supervisors.

- a. Duties: Shall be responsible for administration, planning, development and evaluation of the vocational education program in accordance with local board policies which are consistent with the State Plan and other policies of the State Board.
- b. Qualifications: Shall have a degree from an accredited institution and/or have demonstrated competency in occupational leadership positions; shall have served a minimum of three years' experience in one or a combination of the following: teaching, administration, supervision, counseling, research, teacher education, or verified work experience in a recognized occupation.

1.33 Instructional Personnel for Public Schools or Post-Secondary Institutions.

1.33-1 Teachers of Vocational and Technical Education.

- a. Duties: Teachers of vocational and technical education will plan and direct learning activities which are designed to: (1) prepare individuals for gainful employment as semiskilled or skilled workers, technicians, subprofessionals in recognized occupations, and as a worker in new or emerging occupations, or (2) prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs, or (3) assist individuals in the making of informed and meaningful occupational choices, or (4) achieve any combination of the above objectives.
- b. Qualifications: Shall have a degree and/or must have acquired competence through appropriate occupational experiences. Teachers in elementary and secondary schools must meet the certification requirements as outlined in Publication No. 353, Standards and Guidelines for Approval of Institutions and Programs for Teacher Education.

1.33-2 Teachers of Disadvantaged and Handicapped Persons.

- a. Duties: Shall direct the learning experiences necessary in assisting the disadvantaged and handicapped to make a meaningful occupational choice and to develop an occupational skill.
- b. Qualifications: Shall have a degree and/or other education or experience which provides the knowledge required to teach and relate to the needs of the disadvantaged or handicapped. Teachers in elementary or secondary schools must meet the certification requirements as outlined in Publication No. 353, Standards and Guidelines for Approval of Institutions and Programs for Teacher Education.

1.33-3 Teacher Aides, Technicians, or Clerks.

- a. Duties: Shall perform duties related to and supportive of vocational education under the direction of professional staff members.

- b. Qualifications: Shall possess the competencies to perform the tasks assigned. Such competencies are to be determined by the employing agency.

1.34 Program Planning and Evaluation Personnel.

These positions are a function of State administration and supervision and are included in responsibilities for personnel in 1.31-7.

1.35 Other Ancillary Service Personnel.

1.35-1 Guidance and Counseling Personnel.

1.35-11 Head State Supervisor.

- a. Duties: Shall be to (1) develop, secure, and distribute occupational information, (2) provide consultative services concerning the vocational aspects of guidance, and (3) give leadership to the promotion and supervision of better vocational guidance and counseling services at the local level.
- b. Qualifications: Shall hold a degree, have appropriate course work in the pupil personnel services area, and a minimum of five years' experience in one or a combination of teaching, counseling, administration and/or supervision, and the time equivalent of at least one year of occupational experience in one or more wage-earning jobs other than teaching or counseling.

1.35-12 Associate State Supervisor.

- a. Duties: Shall perform duties assigned and work under the general direction and supervision of the Head State Supervisor.
- b. Qualifications: Shall have the same general qualifications as the Head State Supervisor.

1.35-13 Local Directors and Supervisors.

- a. Duties: Local directors and supervisors are responsible for interpreting guidance services to school staffs, parents, and community; assisting school staffs in initiating and improving vocational guidance services; conducting inservice education activities in vocational guidance; sharing in formulating and administering guidance program policies and practices which have unit-wide implications; conducting evaluation and follow-up studies; working with counselors in developing tools and techniques necessary for developing an effective program; identifying and establishing cooperative relationships with persons and agencies which are possible resources for aid in meeting student needs in areas of vocational and educational information; and coordinating activities of counselors and teachers so that there is a sharing of ideas and materials among all the professional personnel of the school.

- b. Qualifications: Local directors and supervisors in guidance and counseling shall meet the counselor qualifications as outlined in 1.35-14. In addition, they shall have had two years' experience as counselors.

1.35-14 Counselor.

- a. Duties: Shall perform guidance and counseling services designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary for making a meaningful and informed occupational choice, (3) assist them while pursuing a program of vocational instruction, (4) aid them in vocational placement, and (5) conduct follow-up studies to determine the effectiveness of the vocational instruction and guidance and counseling services.
- b. Qualifications: Counselors must have a graduate area of concentration in guidance and counseling from an approved program. Counselors in the elementary and secondary schools must meet preparation standards as prescribed in Publication No. 353, Standards and Guidelines for the Approval of Institutions and Programs for Teacher Education.

1.35-2 Teacher Training Personnel.

1.35-21 Teacher Educator.

- a. Duties: Conduct professional and/or technical content courses which are designed to prepare or improve vocational teachers, counselors, supervisors, and administrators for work in vocational education; conduct courses for those persons working closely with or administering vocational education programs; direct graduate research and other studies by persons concerned with vocational education; cooperate with vocational administrators and supervisors in preparation of curricula and in evaluation of teacher education curricula and program planning; conduct preservice and inservice training for vocational personnel; participate in workshops, institutes, and conferences on evaluation of programs conducted by local educational agencies; conduct research and disseminate findings; and assist in the development and distribution of teaching materials.

1.35-22 Special Teacher Training Personnel.

- a. Duties: Shall conduct specialized courses in content or teaching methods in certain aspects of vocational education; assist in workshops and institutes; and assist in developing instructional materials.

- b. Qualifications: Must have achieved and demonstrated competency in the speciality needed.

1.35-3 Research Personnel.

1.35-31 Director.

- a. Duties: Shall be responsible for coordinating vocational research activities, identifying research priority areas, stimulating research activity, consulting on the development, design and evaluation of projects, providing training for research personnel and disseminating results of research.
- b. Qualifications: Shall hold a degree from an accredited institution and shall have completed coursework in research methods or techniques.

1.35-32 Associate or Assistant Director.

- a. Duties: Shall assist the research director and/or carry out research activities under the supervision of a director.
- b. Qualifications: Shall hold a degree from an accredited institution and possess competency to adequately carry out assigned responsibilities.

1.35-33 Research and Development Specialist.

- a. Duties: Shall be responsible for a special area of research under the general supervision of a research director.
- b. Qualifications: Shall hold a degree from an accredited institution and have demonstrated competency in the special area of assignment.

1.35-34 Project Director.

- a. Duties: Shall be responsible for directing the implementation of an approved project.
- b. Qualifications: Shall demonstrate competence to direct the research project to which assigned.

1.35-4 Supportive Personnel.

1.35-41 Specialist or Consultant.

- a. Duties: Perform assigned work under the supervision of directors and/or supervisory personnel in areas such as curriculum, facilities, equipment, and instructional materials.
- b. Qualifications: Shall have demonstrated competencies needed in the area of responsibility.

1.35-42 Technical or Occupational Specialist, Coordinator, or Consultant.

- a. Duties: Perform assigned work under the supervision of the appropriate director or supervisor.

- b. Qualifications: Shall have demonstrated competencies needed in the area or specialty required.

1.36 Other Personnel.

1.36-1 Related Instructional Personnel.

- a. Duties: Teach courses or supervise learning activities which are an integral part of vocational or technical programs.
- b. Qualifications: Shall have a degree or must have acquired competence through appropriate occupational experience.

1.36-2 Personnel From Business or Industry.

- a. Duties: Personnel from business or industry may be utilized to teach or direct learning experiences in vocational or technical programs.
- b. Qualifications: Personnel from business or industry must have acquired needed competence for the area of their assignment.

1.4 PROFESSIONAL IMPROVEMENT.

1.41 Improvement of Qualifications of Personnel.

1.41-1 Pre-service Training.

The State Board shall provide for pre-service training to the extent necessary to provide qualified personnel meeting the requirements of the State Plan. Such training shall be of sufficient character and efficiency to provide an adequate supply of qualified teachers and other personnel, including those capable of meeting the special educational needs of disadvantaged and handicapped persons in the State. Annual written agreements will be developed cooperatively with institutions of higher education for provision of necessary vocational programs and courses for initially qualifying vocational teachers. Contractual agreements shall be made between the State Board and the officially designated teacher education institutions. Agreements shall include the functions to be performed by the teacher education institution, costs to be reimbursed including salaries of teacher educators, graduate assistants, part-time instructors and secretarial staff, facilities, equipment, printing and other contractual services, communication, travel, materials and supplies of various kinds needed in the program. The agreement is reviewed annually and revised as needed for more effective teacher education.

As a part of pre-service training, (though not necessarily a part of the curriculum program for a degree), vocational teacher education students may be employed by the State Board for an internship, which may be served at the State or local level, for a period not to exceed 3 months. Eligibility shall be limited to those students eligible for classification as seniors during either semester or term of the following academic year.

1.41-2 Inservice Training.

The State Board shall provide for inservice training sufficient to continuously improve the qualifications of teaching and administrative personnel.

Contractual agreements such as described in 1.41-1 will be developed for inservice training. One contractual agreement may be designed to cover both preservice and inservice training.

The inservice training services of teacher education institutions will include inservice teacher education at the institution or at off-campus locations and for the conduct or participation in special institutes, and in workshops and conferences. These services may also include a follow-up inservice program with first and second year teachers in vocational and technical education programs.

Inservice activities of the State Board staff and of teacher education institutions will be coordinated to maximize effectiveness of inservice efforts.

As a part of in-service training, graduates of vocational teacher education programs may be employed by the State Board for an internship which may be served at the State or local level for a period not to exceed 3 months.

1.41-3 Exchange Programs and Others.

1.41-31 Exchange Programs Between Educational Agencies.

Exchange of personnel between the State Board staff, local education agencies and teacher education institutions approved for training vocational education personnel may be arranged as a means of professional improvement. Joint appointments or adjunct appointments may be arranged. Cooperatively written agreements will be effected between the institutions or agencies involved before personnel exchanges are made.

1.41-32 Exchange Programs with Business and Industry.

Exchange of personnel between agencies supported wholly or in part with vocational education funds and private business and industry organizations will be encouraged. Exchange periods for an individual will not exceed 12 consecutive months. Cooperatively developed written agreements or contracts between the institutions or agencies involved will be executed before personnel exchanges are made.

1.41-33 Exchange Programs With Other Governmental Agencies.

Exchange of personnel between agencies supported wholly or in part with vocational education funds and governmental agencies at local, State, or Federal levels may be arranged. Exchange periods for an individual will not exceed 12 consecutive months. Cooperatively developed written agreements or contracts between the institutions or agencies involved will be executed before personnel exchanges are made.

1.41-34 Placement for Professional Improvement.

Local or State educational personnel supported by vocational education funds may be placed on a full or part-time basis in business, industry governmental agencies on a temporary basis for professional improvement.

While so placed for this purpose, the employee shall continue to be an employee of the educational agency arranging for his placement. Cooperatively developed written agreements between the agencies involved will be executed before placements are made.

1.41-35 Participation in Research or Curriculum Development Projects.

Personnel of local or State educational agencies may be released from regular duties for a period not to exceed 12 months to participate in research or curriculum development projects directly concerned with or having major implications for vocational education and/or which have promise for improving the professional competency of the person involved.

1.42 Review and Modification of Personnel Qualification Standards.

1.42-1 State Board Staff.

The State Personnel Department is responsible for periodically reviewing and modifying state staff qualification standards in line with changing requirements in vocational education.

1.42-2 Local Public School Personnel.

The Certification and Rating Services Section, Division of Teacher Education, State Department of Public Instruction, is responsible for periodically reviewing public school personnel qualification standards in line with changing vocational education needs and recommending modifications to the State Board.

1.42-3 Personnel in Community College System Institutions.

Criteria for qualification standards for personnel in community college institutions are recommended by the Department of Community Colleges and approved by the State Board.

1.42-4 Personnel in Institutions of Higher Education.

Criteria for qualification standards for personnel in institutions of higher education are periodically reviewed and modified by the trustees of the institutions.

1.5 PROGRAM EVALUATION.

1.51 General.

The State Board shall be responsible for assuring that State and local programs, services, and activities carried out under the State Plan will be periodically evaluated with sufficient extensiveness and frequency to enable the State Board to effectively carry out its functions under the State Plan and fulfill the purposes of the Act.

In carrying out its responsibilities, the State Board may rely upon the evaluations made by the State Advisory Council, and upon such additional evaluations conducted or arranged by the State Board and each local educational agency as may be required to carry out such responsibilities. The results of such periodic evaluations shall be described in the annual report submitted by the State Board and may provide the basis for the State Board's comments on the State evaluation report submitted by the State Advisory Council.

Arrangements may be made with other agencies or institutions for the conduct of independent evaluations.

Results of evaluations made by other agencies which may not have been arranged for by the State Board may also be used.

1.52 Responsibility.

The agencies responsible for making periodic evaluations of State and local programs, services and activities carried out under the State Plan include: the State Board staffs and the State Advisory Council. Assistance may be received from other agencies and institutions such as the research coordination unit, the vocational teacher education institutions and local educational agencies.

1.53 Frequency.

Each local education agency providing vocational education programs, services or activities shall annually evaluate its progress toward reaching the goals set forth in its five-year plan. This evaluation shall include a review of its program, services or activities in relation to area manpower needs and shall be utilized in developing the annual plan and updating the five-year plan.

The Division of Vocational Education in the State Department of Public Instruction, the Division of Occupational Education in the Department of Community Colleges, the research coordination unit, and each vocational teacher education institution shall conduct an annual self-evaluation.

The State Board and the State Advisory Council will continuously evaluate the programs, services and activities under the State Plan and publish their findings annually.

1.54 Procedures.

A coordinated, comprehensive, and continuous program of evaluation will be developed and updated annually.

1.54-1 Secondary.

Vocational education programs in 20 percent of the local school units will be evaluated annually through a self-study process.

The currently used 22 objectives listed below represent the types of objectives to be attained through the evaluative process.

- (1) To determine the extent to which administration and supervision of Vocational Education is adequate, both at the State and local levels. (General)
- (2) To determine the extent and effectiveness of program projection, planning, and evaluation at the State level. (General and Specific)
- (3) To determine the adequacy of State and local involvement in local program planning and evaluation for Vocational Education. (General and Specific)
- (4) To determine the extent to which Vocational Education resources are allocated according to occupational needs, both useful and gainful. (General)
- (5) To determine the extent to which vocational offerings are meeting stated objectives. (Specific)
- (6) To determine the level of staff (teachers, coordinators, counselors) preparation and the extent to which these individuals are engaged in continuous and long-range programs of professional development. (Specific)

- (7) To determine the extent to which vocational teachers plan and follow through with sufficient and effective teaching practices and experiences suited to student needs. (Specific)
- (8) To determine the extent to which appropriate facilities, equipment, and teaching materials and supplies are available and are used for the various programs. (Specific)
- (9) To determine the extent to which vocational teachers contribute to career-planning of students through program interpretation and instructional activities. (Specific)
- (10) To determine the extent to which vocational offerings are selected by students on a sound career-planning basis. (Specific)
- (11) To determine the extent to which teachers and school administrators are using experimentation, pilot programs, and innovations as a means of improving the quality of instruction. (General and Specific)
- (12) To determine the extent to which Vocational Education is a cooperative effort involving all education. (General and Specific)
- (13) To determine the extent to which students are entering the occupational area for which they received vocational training and are progressing on the job or continuing training. (Specific)
- (14) To determine to what extent the curriculum provides for students who have special needs. (General and Specific)
- (15) To determine the extent to which the needs of adult farmers and homemakers are being met. (Specific)
- (16) To determine the extent to which vocational teachers are involved in the total school activities. (Specific)
- (17) To determine the extent to which advisory committees are used in planning new programs and advising existing programs. (Specific)
- (18) To determine the extent to which community resources are used in the various instructional programs of Vocational Education. (Specific)
- (19) To determine the extent to which vocational teachers, counselors, coordinators, and administrators interpret the Vocational Education program. (General and Specific)
- (20) To determine the extent to which youth organizations strengthen and extend the various vocational programs. (Specific)
- (21) To determine the extent to which vocational teachers assume professional leadership beyond the instructional program. (Specific)
- (22) To determine the extent to which vocational offerings are available to students on a fee-free basis. (Specific)

1.54-2 Post-Secondary.

Comprehensive institutional evaluations are conducted periodically for institutions in the Comprehensive Community College System. The comprehensive evaluation program includes two major procedures:

1. An institutional self-study, conducted by each institution in the system.
2. A follow-up evaluation visit of each institution by a committee comprised of knowledgeable persons from other institutions in the system, the State Department of Community Colleges, and other educational institutions in the State.

1.62 Types of Reports.

The reports referred to in 1.61 shall include:

1. Annual Report of Program Activities
 - a. Fiscal Report
 - b. Statistical Report
 - c. Descriptive Report
2. Annual Evaluation Report
3. Final reports of programs or projects conducted by grantees or contractors under Parts C and D of the Act.

1.7 COOPERATIVE ARRANGEMENTS.

1.71 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 II. The signed agreement is filed with the Executive Officer of the State Board.

1.72 Handicapped Persons.

A cooperative arrangement between the State Board staff of vocational education, special education and vocational rehabilitation is in existence. These three agencies, through staff assignments and appointed committees, coordinate the total efforts of the State in providing training to handicapped persons from vocational education funds. The State Board may also enter into cooperative arrangements with any agency, organization, and institution having responsibility for the education of handicapped persons in the State.

1.73 Other Agencies, Institutions, Organizations.

The State Board may enter into cooperative arrangements with other agencies, organizations, and institutions concerned with manpower needs and job opportunities, such as institutions of higher education, model city, business, labor, and community action organizations.

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

1.74 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, research, or curriculum development. 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 agreement, a copy of the agreement shall be submitted to the Office of Education to be filed with the State Plan.

1.8 VOCATIONAL EDUCATION UNDER CONTRACT.

1.8.1 Private Post-Secondary Vocational Training Institutions.

The State Board or a local educational agency may enter into written contractual arrangements with one or more private post-secondary vocational training institutions for the provision of any portion of the program of instruction on an individual or group basis. Such arrangements will be entered into only after the State Board or local educational agency has determined that such private institutions can make a significant contribution to attaining the objectives of the State Plan, and can provide substantially equivalent training at less cost, or can provide equipment or services not available in public agencies or institutions. In addition, the contract will be entered only upon assurance that:

- a. The contract is in accordance with State or local law; and
- b. The instruction to be provided under contract will be conducted as a part of the vocational education program of the State and will constitute a reasonable and prudent use of funds available under the State Plan.

All contracts must be reviewed at least annually by the parties concerned.

1.8.2 Other Agencies and Institutions.

Arrangements may be made through a written contract by the State Board or a local educational agency with public or non-public agencies or institutions for the provision of any portion of the program of instruction on an individual or group basis. Such contract shall describe the portion of instruction to be provided by the public or non-public agency or institution and shall incorporate the standards and requirements of vocational instruction set forth in the State Plan.

The contract will be entered into only upon a determination by the State Board or local educational agency of satisfactory assurance that:

- (a) the contract is in accordance with State or local law
- (b) the instruction to be provided under contract will be conducted as a part of the vocational education program of the State and will constitute a reasonable and prudent use of funds available under the State Plan.

All contracts must be reviewed at least annually by the parties concerned.

1.9 CONSTRUCTION REQUIREMENTS.

In construction projects utilizing federal funds, the State Board and local educational agencies will assure compliance of the following:

1.9.1 Labor Standards.

All laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the Act will be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a-276a-5) and 29 CFR Part 1 (29 F.R. 95), and shall receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours Standards Act (40 U.S.C. 327-332), that such contractors and subcontractors shall comply with the provisions of 29 CFR Part 3 (29 F.R. 97), and that all construction contracts and subcontracts shall incorporate the contract clauses required by 29 CFR §5.5(a) and (c) (29 F.R. 100, 101, 13463).

Equal Employment Opportunity.

All construction contracts exceeding \$10,000 shall include the employment nondiscrimination clause pre-

scribed by section 203 of Executive Order No. 11246 of September 24, 1965 (30 F.R. 12319), and the State Board or local educational agency shall otherwise comply with the requirements of section 301 of said Executive Order.

1.9.3 Avoidance of Flood Hazards.

In the planning of the construction of school facilities under the Act, the State Board or local educational agency shall, in accordance with the provisions of Executive Order No. 11296 of August 10, 1966 (31 F.R. 10663), and such rules and regulations as may be issued by the Department of Health, Education, and Welfare to carry out those provisions, evaluate flood hazards in connection with such school facilities, and as far as practicable, avoid the uneconomic, hazardous, or unnecessary use of flood plains in connection with such construction.

1.9.4 Accessibility to Handicapped Persons.

In the planning of construction of school facilities under the Act, the State Board or local educational agency shall, to the extent appropriate in view of the uses to be made of the facilities, take into consideration the accessibility of the facilities to, and the usability of them by handicapped persons, and of their compliance with the minimum standards contained in "American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by the Physically Handicapped" approved by the American Standard Association, Inc., with appropriate usable segments of "Building Standards of the University of Illinois Rehabilitation Center" and Occupancy Guide-Department of Veterans Benefits, Regional Offices, Veterans Administration," and with such other standards in that regard as the Secretary of Health, Education, and Welfare may prescribe or approve.

1.9.5 Competitive Bidding.

All construction contracts shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except that, if one or more items of construction, other than those specified below, are covered by an established alternative procedure, consistent with State and local laws and regulations, which are approved by the State agency as designed to assure construction in an economical manner consistent with sound business practice, such alternative procedure shall be filed as an amendment to the State Plan.

All equipment, both initial and replacement, must be competitively bid. The acquisition of land and buildings, and the obtaining of architectural, engineering, and/or other related construction services are not subject to the competitive bid process. These items and services must be handled in accordance with State Board of Education policy which requires a negotiated contract based on the services to be rendered. This activity is also controlled by State law. The county commissioners must approve the price paid for any and all land purchased for school purposes.

1.10A EFFECTIVE USE OF RESULTS OF PROGRAM AND EXPERIENCE.

1.10A-1 General.

In planning, developing, and carrying out programs, services, and activities under any Part of the Act, effective use will be made of results of innovative program activities and experiences in the following programs: research and training, exemplary, consumer and homemaking, cooperative, work-study and curriculum development. Results will be shared with state staff, State Advisory Council, superintendents of local educational agencies, presidents of post-secondary institutions, teacher educators, and the research coordinating unit. Whenever feasible and/or upon request, results will be shared with other interested agencies, institutions and organizations.

1.10A-2 Responsibilities.

It shall be the responsibility of those involved in the innovative activity to provide information to the State staff. The State staff shall develop activities which may include publications, workshops, conferences, seminars, and inservice programs to provide for the dissemination of information concerning the innovative activity and which will produce acceptance and implementation of change and new directions in vocational education.

1.10B OPPORTUNITY FOR HEARINGS ON LOCAL APPLICATIONS.

1.10B-1 Preliminary Review.

Any superintendent of a local educational agency or any president of a community college institution dissatisfied with final action with respect to its application may request a conference with the State Director of Vocational Education, Department of Public Instruction or the Educational Director of Occupational Education, Department of Community Colleges, to review the action.

1.10B-2 Formal Hearing.

If satisfaction cannot be gained, a formal hearing before the State Superintendent of Public Instruction or the Director of the Department of Community Colleges will be arranged. The parties involved will be given written notice of the time and place for the hearing. At the time of the formal hearing all evidence will be heard. A written record of these proceedings will be made. The State Superintendent or the Director of Community Colleges must notify the parties involved of his decision and the reasons therefore, in writing within one month after the formal hearing. This communication shall also set forth the rights of the local educational agency to appeal the decision to the State Board.

1.10B-3 Appeal.

The State Board shall receive all appeals with its decision being final.

However, if any local educational agency is dissatisfied with the final action of the State board with respect to approval of an application by such local agency for a grant pursuant to this title, such local agency may, within sixty days after such final action or notice thereof, whichever is later, file with the United States court of appeals for the circuit in which the State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the State board. The State board thereupon shall file in the court the record of the proceedings on which the State board based its action as provided in section 2112 of title 28, United States Code.

1.10C DETERMINING ECONOMICALLY DEPRESSED AND HIGH UNEMPLOYMENT AREAS.

In determining areas and communities of the State to be designated as economically depressed areas, economically depressed communities or areas of high unemployment, the State Board will rely upon the determination made by the Secretary of Commerce of areas eligible for designation as "redevelopment areas" pursuant to Section 401 of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3161).

1.10D DETERMINING AREAS OF HIGH CONCENTRATION OF UNEMPLOYED YOUTH AND SCHOOL DROPOUTS.

1.10D-1 Criteria.

In determining areas in the State with high concentration of youth unemployment and school dropouts, the State Board, on the basis of its most recent information, shall designate areas of the State (including economically depressed and high unemployment areas within large metropolitan areas) which meet the following criteria:

(a) The current rate of unemployment of persons aged 16 through 19 in the area is at least 12 percent, and the average annual rate of such unemployment is at least

(1) Fifty percent above the national average for three of the four preceding calendar years; or

(2) Seventy-five percent above the national average for two of the three preceding calendar years; or

(3) One hundred percent above the national average for one of the two preceding calendar years.

(b) The current school dropout rate is in excess of the over-all State school dropout rate.

1.10D-2 Sources and Recency of Information.

(a) Unemployment percentages

The State Board will use unemployment ratios determined by the North Carolina Employment Security Commission to determine the areas of high concentration of unemployed youths. Designations will be made annually and designated areas listed in the long-range program plan.

(b) Dropout rates

The overall State school dropout rate and the school dropout rates will be determined annually by the State Board using enrollment data submitted through local educational agencies. Determination of dropout rates will be made by comparing graduating enrollments with the earlier fifth grade enrollments for that graduating class. Designations will be made annually and designated areas listed in the long-range program plan.

1.10D-3 Designation of Areas.

The designation of areas of high concentration of unemployed youth and school dropouts will be by county. All schools of local educational agencies within any county so designated will be eligible to make application for special programs or other benefits reserved for such areas.

Special designation of single school districts may be made by the State Board upon acceptance of evidence that the percentage of unemployed youth or school dropouts for the preceding calendar year was 75 per cent above the State average or was 50 per cent above the State average for the two preceding calendar years.

1.10E VOCATIONAL EDUCATION ORGANIZATIONS (YOUTH OR ADULT).

Vocational education organizations (youth or adult), whose programs of work and activities are developed as part of the total learning experiences provided in a vocational education program supported under any Part of the Act, shall be considered to be an integral part of that program.

2.0 FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES.

2.1 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. G. S. 155-233 of the Public School Laws of North Carolina states: "The State Treasurer is hereby designated and appointed custodian of all moneys received by the State from the appropriation made by said act of Congress or any other Acts of Congress passed subsequent thereto, and he is authorized to receive and to provide for the proper custody of the same."

of the same and to make disbursements thereof in the manner provided for in said acts and for the purpose therein specified...."

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 has authority to authorize expenditures of vocational education funds allocated by the State Board for community colleges and technical institutes.

These officers have been provided this authority by the State Board. G. S. 115-230, which provides the State Board this right, is quoted as follows: "The State Board of Education shall have all necessary authority to..... administer the funds provided by the federal government..... for the promotion of vocational education....."

2.3 ALLOTMENT AVAILABILITY.

2.31 Programs and Services.

2.31-1 Accounting Methods.

The State of North Carolina, local boards of education, and boards of trustees of community colleges and technical institutes operate on a cash basis within a fiscal year beginning July 1 and ending the following June 30. At both the State and local levels, an expenditure is incurred at the time a warrant or voucher is written.

2.31-2 Expenditures Under the State Plan.

2.31-21 Salaries of Vocational Education Personnel.

Under G. S. 115-230, the State Board of Education "shall have full authority to fix the compensation, subject to the approval of the Personnel Department, of such officials and assistants as may be necessary to administer the Federal act and this article for the State of North Carolina,.... and to pay such compensation and other necessary expenses of administration from funds appropriated....."

G. S. 115-14(a) provides for the State Board of Education to certify and regulate the grade and salary of teachers and other school employees.

a. Educational and sabbatical leave for State-level personnel

Under the internal policies and procedures of the North Carolina State Department of Public Instruction and the Department of Community Colleges educational leave may be granted for professional and graduate study on a matching basis with one day of vacation for one day of educational leave, with the total educational leave not to exceed 15 working days in any one year. This applies to State-level personnel only. The personnel policies of the State do not cover sabbatical leave.

b. Employee benefits

(1) Sick and annual leave for State-level personnel

Under G. S. 143-40, the Director of the State Personnel Department and the Personnel Council fix holidays, vacations, hours, sick leave and other matters pertaining to State employment: "The State Personnel Director, upon the advice and approval of the Council, shall fix, determine and establish the hours of labor in each State department, bureau, agency or commission, and is authorized and empowered to make all necessary rules and regulations with respect to holidays, vacations, sick leave or any other type of leave, and any and all other matters having direct relationship to services to be performed and the salaries and wages to be paid therefor, all of which shall be subject to the approval of the Governor: Provided, however, that the amount of annual leave granted as a matter of right to each regular State employee shall not be less than one and one-fourth days per calendar month cumulative to at least thirty days, and that sick leave granted to each State employee shall not be less than ten days for each calendar year, cumulative from year to year."

(2) Workmen's Compensation

The provisions of the Workmen's Compensation Act apply to all school employees at the State and local levels including employees paid from vocational funds. Specific provisions concerning employees paid from vocational funds are included in G. S. 115-160 and G. S. 115A-16.

(3) Retirement and social security benefits

All employees paid from vocational funds at the State and local level are included for retirement and social security purposes under G. S. 135

2.31-22 Fees, Tuition Charges, or Other Payments.

Funds may be applied to expenditures

for fees, tuition charges, or other payments for the education or training of nonclerical employees whether or not on educational leave, while attending courses, workshops, conferences, or seminars, approved in advance by the State Board for the benefit of programs, services, and activities under the State Plan.

2.31-23 Fees and Approved Expenses of Consultants.

The State Board employs consultants within the funds provided under the respective budget, with the approval of the Department of Administration.

2.31-24 Travel and Transportation.

Authorized personnel employed by the State Board of Education in the Division of Vocational Education of the Department of Public Instruction and in the Division of Occupational Education of the Department of Community Colleges, and other authorized persons performing specific functions in the interest of vocational education and which may include travel for the purposes of professional improvement, shall be reimbursed for official travel and subsistence costs at such rates as are determined from time to time by the North Carolina General Assembly. This provision also applies to employees of other agencies or institutions performing vocational education programs, services, or activities under the State Plan when consistent with policies or procedures of the employing agency.

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. Policies may be established by State Board in accordance with limitations given in Regulation 102.134 (c) and within limitations of State law.

2.31-25 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.

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.

2.31-26 Rental of Space.

Funds under this State Plan may be

used for rental of space (including the cost of utilities and janitorial services) in privately or publicly owned buildings if consistent with State and/or local laws and if:

- a. The expenditures for the space are necessary, reasonable, and properly related to the efficient administration of the program;
- b. The State board or local educational agency will receive the benefits of the expenditures during the period of occupancy commensurate with such expenditures;
- c. The amounts paid by the State board or local educational agency are not in excess of comparable rental in a particular locality;
- d. Expenditures represent a current cost to the State board or local educational agency; and
- e. In publicly owned buildings like charges are made to other agencies occupying similar space for similar purposes.

2.31-27 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.

2.32 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 18 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 for specific consideration and action.

2.4 FISCAL RECORDS.

2.41 State Level.

The official accounts and documents showing receipts and expenditures of funds by the State Board of Education under the approved State Plan will be maintained by the Controller of the State Board of Education, Raleigh, North Carolina, in accordance with North Carolina General Statutes 115-117.

2.41-1 Custody of Warrants.

The disbursing office of the Department of Administration and the office of the State Treasurer, both located in Raleigh, North Carolina, will also maintain accounts of a limited nature. Custody of warrants paid is maintained by the Controller.

2.41-2 Records and Time Period.

The State Board of Education will keep accessible and intact all records identified with individual program allotments to which they relate, supporting claims for Federal grants relating to the accountability of the grantee agency for expenditure of such grants, expenditures of matching funds, records supporting maintenance of effort and reasonable tax effort for the establishment of new vocational education programs. Such records will be maintained for five years after the close of the fiscal year in which the expenditure was made by the State Board of Education or until notified of the completion of the Federal audit, whichever is earlier.

2.41-3 Questioned Expenditures.

The records involved in any claim or expenditure which has been questioned by the Federal audit shall be maintained until necessary adjustments have been made and the adjustments have been approved by the Commissioner.

2.42 Local Level.

Under the approved State Plan, the official accounts and documents showing receipts and expenditures of funds by county and city boards of education will be maintained by the county and city boards of education and the same records which pertain to the community colleges and technical institutes will be maintained by the board of trustees of the individual institutions.

2.42-1 Responsibilities.

In accordance with G. S. 115-60, it is the duty of each superintendent to keep in his office a complete, accurate, and detailed record of all financial transactions of his board of education. Such records shall be kept in accordance with modern accounting methods and as prescribed and approved by the State Board of Education. In accordance with G. S. 115A-30, the institutions under the Department of Community Colleges shall maintain such financial records as provided by regulations of the State Board of Education.

2.5 AUDITS.

2.51 State Audit of State Accounts.

The accounts of the State Board of Education are audited by the State Auditor annually as provided in G. S. 147. The reports of the audit are available in the office of the Controller of the State Board.

2.52 Audit of Local Accounts.

North Carolina General Statutes 115-97 (c) provide that audits of local school administrative unit accounts, which include the expenditure of vocational education funds, shall be made annually. These audits are made by local auditing companies employed by the local administrative units. A report of each unit is sent to the Controller for the State Board where it is kept on file and referred to as needed.

With regard to the community colleges and technical institutes, G. S. 115A-32 provides that "The State Auditor shall be responsible for conducting annually a thorough post audit of the receipts, expenditures, and fiscal transactions of each institution."

2.53 Audit Standards.

Audit standards to be followed in auditing of State or local educational agencies pursuant to sections 2.51, 2.52 and 2.53 are based upon Minimum Standards of Audit Procedures and Reporting for Local Governments of North Carolina as published under G. S. 153 by the Local Government Commission, and upon standard policies established by the North Carolina Department of State Auditor for the audit of State agencies.

3.0 STATE VOCATIONAL EDUCATION PROGRAMS.

3.1 ALLOCATION OF FUNDS TO PART B PURPOSES

The policies and procedures to be followed by the State in allocating federal funds under Part B of the 1968 Act include the following:

3.11 Percentage Requirements.

3.11-1 Vocational Education for Disadvantaged Persons.

At least 15 percent of the total State allotment for any fiscal year of funds appropriated under Section 102 (a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for vocational education for disadvantaged persons.

3.11-2 Post-secondary Vocational Education.

At least 15 percent of the total State allotment for any fiscal year of funds appropriated under section 102 (a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for post-secondary vocational education.

3.11-3 Vocational Education for Handicapped Persons.

At least 10 percent of the total State allotment for any fiscal year of funds appropriated under section 102 (a) of the Act shall be used only for vocational education for handicapped persons.

3.12 Identification of Disadvantaged Persons.

Definition: "Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in paragraph (c)) unless such persons also suffer from the handicaps described in this paragraph.

Data will be secured annually for each educational area within the State. This data will depict vocational and non-vocational education involvement of the disadvantaged population at different levels (elementary, secondary, post-secondary, etc.). The criteria upon which the data is based will be consistent with the above definition and will be consistent when possible with criteria presently used in this State by the Elementary and Secondary Education Act Vocational Rehabilitation, and special education programs for identifying and educating disadvantaged persons. Specific emphasis will be directed toward the identification and enrollment of disadvantaged persons in programs especially designed to meet their special occupational needs and other needs preventing them from successfully participating in regular vocational programs. Priorities will be given to educational

areas with high concentrations of disadvantaged persons on both a percentage and population basis. Identification procedures will be consistent across the State. A committee approach will be used in each administrative school unit and in each local school which desires to offer a program to properly identify students with characteristics of deprivation and to thoroughly diagnose those characteristics for identification of special needs. The identification team in each school will be composed of the principal, teachers, guidance personnel, special education personnel, and other persons capable of providing relative diagnostic services. Committees across the State will take into consideration several factors when attempting to identify youngsters who are disadvantaged. Among those factors are economic, social and cultural status, educational deprivations, etc.

3.13 Identification of Handicapped Persons.

Definition: "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapped condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking educational program.

Data will be secured annually representative of each educational area within the State. These data will depict vocational and non-vocational education involvement of the mentally and physically handicapped population at different levels (elementary, secondary, post-secondary, etc.). Criteria upon which these data will be based will be consistent with the above definition to the extent permitted by North Carolina State law, State Board of Education policies and consistent with (when helpful and appropriate) other State agencies having responsibility for the identification, education and/or training of handicapped persons. Specific emphasis will be directed toward the identification and enrollment of handicapped persons in programs especially designed to meet their specific occupational needs and other needs preventing them from successfully participating in regular vocational programs. Priorities will be given to the enrollment of handicapped persons across the State. Specific attention will be given to educational areas which have concentrations of students with handicapping conditions. Identification procedures will be consistent across the State. A committee approach will be used in each administrative school unit and in each local school to properly identify students with handicapping conditions. Diagnostic services will be provided with a combination of Federal, State and local resources. The identification team in each school will be composed of the principal, teachers, guidance personnel, special education personnel and other persons capable of providing relative diagnostic services.

3.14 Manpower Needs and Job Opportunities.

The State Board will give due consideration to manpower needs and job opportunities as determined pursuant to 3.26-1 of this State plan. Consideration will be given to data available to the State from both public and private manpower agencies. Particular consideration shall be given to those local educational agencies whose proposed vocational education programs are best designed to (1) fulfill current or projected manpower needs in the labor market area by preparing students for current or projected job opportunities in appropriate occupations, or (2) fulfill new and emerging manpower needs at the local, State, and national levels by preparing students for new and emerging job opportunities at such levels. Consideration will be given to this factor by applying the formula set forth in 3.27 in determining allocations of funds for the various purposes specified in the State plan.

3.15 Vocational Education Needs of Groups to be Served.

The State Board will give due consideration to the vocational education needs of: (as determined pursuant 3.26-2 of this State Plan).

- (1) persons in high school
- (2) persons who have completed or left high school, and need further education and training for entering the labor market
- (3) persons already in the labor market who need training or retraining for employment
- (4) disadvantaged persons, and
- (5) handicapped persons

Consideration will be given to these groups in determining allocations of funds by reviewing the priority list yielded by the resource allocation formula in 3.27, to insure that sufficient groups in (4) and (5) above are being served.

3.2 Allocation of Funds to Local Education Agencies for Programs, Services, and Activities.

The policies and procedures to be followed by the State in allocating Federal funds allotted under Part B of the 1968 Act for expenditure by local educational agencies include the following:

3.21 Local Application.

Allocation of Federal funds to local educational agencies shall be based on requests from the local educational agencies and recommendations by the State Board staff. Local educational agencies will make studies of educational needs in the communities served, using manpower, employment, and census data available, as a basis for preparing requests. State Board staff personnel shall work closely with local educational agencies and other agencies or individuals with expertise in helping to determine the vocational education needs of all groups. Committees to review local educational agencies applications will be established annually by the State Board staff. Review committees will consist of representatives from such agencies as:

- a. Department of Public Instruction
 - Division of Vocational Rehabilitation
 - Division of Federal-State Relations
 - Division of General Education
 - Special Education Section
 - Division of School Planning
- b. Department of Community Colleges
 - Division of Occupational Education
- c. Controller's Office
 - Division of Auditing and Accounting
- d. Local Educational Agencies and Institutions

When necessary coordination with other State agencies will be obtained on a voluntary basis or by contractual arrangement.

3.22 Procedures for Processing Local Applications for Vocational Programs, Services, and Activities.

3.22-1 Programs, Services and Activities Undertaken By the State Board.

The State Board does not undertake the operations of programs, services, and activities for which they have direct administrative responsibilities.

3.22-2 Programs, Services, and Activities Undertaken by Local Educational Agencies.

An application from a local board of education for elementary and secondary vocational education programs, including those in 3.21 will be

submitted to the office of the State Director of Vocational Education. The application will be reviewed by members of the State Board staff and appropriate action will be recommended to the State Director. The State Director will act upon the recommendation. Notification of the action will be communicated to the local educational agency. If action is favorable, agreements and allocations will accompany notification.

An application from a local board of trustees for post-secondary vocational and technical education program, other than the procedure set forth in 3.26-5, will be submitted to the office of the Educational Director of Occupational Education, Department of Community Colleges. The application will be reviewed by members of the Occupational Education staff, and appropriate action will be recommended to the Educational Director. The Educational Director will process the action through the prescribed channels of the Department of Community Colleges with subsequent notification of the action being communicated to the local board of trustees.

3.22-3 Coordination With Other State Agencies.

Cooperation and coordination will be maintained with other State agencies through the procedures described in 3.21.

3.23 Procedures for Processing Local Applications for Construction.

3.23-1 Projects Undertaken by the State Board.

The State Board does not undertake the construction of facilities for which they have direct administrative responsibility.

-2 Projects Undertaken by Local Educational Agencies.

3.23-21 Application by Local Educational Agencies.

Local boards of education or boards or trustees under the jurisdiction of the State Board of Education will make application for building fund grants-in-aid on forms provided by the State Board. The application for grants-in-aid for construction shall include a general statement of need, manpower studies or surveys, utilization of existing facilities, enrollment, and projected needs for new or additions to existing facilities.

3.23-22 Review of Application.

Applications from local boards of education or from boards of trustees will be reviewed for completeness and accuracy by staff members in the Division of Vocational Education and the Department of Community Colleges.

3.23-23 Action on Applications.

Applications from boards of education will be approved by the State Superintendent of Public Instruction and recommendations will be made by him to the State Board of Education for final approval. Applications from boards of trustees will be approved by the Director of the Department of Community Colleges and recommendations will be made by him to the

State Board of Education for final approval.

3.23-3 Coordination With Other State Agencies.

Before final approval of construction projects by the State Board, clearance shall be obtained from:

- (a) the State Commissioner of Insurance who shall approve plans from the standpoint of fire safety,
- (b) the Director, State Board of Health, who shall approve plans for water and sanitary facilities
- (c) the Commissioner, N.C. Department of Labor, who shall approve safety features of boilers and pressure vessels,
- (d) the Director, Division of Property Control, Department of Administration, who shall assure that all standards are being met by post-secondary institutions.

Securing clearance from these agencies is the function of the Division of School Planning in the Department of Public Instruction or the Division of Facility Planning in the Department of Community Colleges.

3.24 Maintenance of Effort

The policies and procedures established by the State Board will assure that Federal funds made available under Part B of the Act will not supplant State or local funds but will be so used as to supplement and, to the extent practicable, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the purposes of Part B, so that all persons in all communities of the State will, as soon as possible, have ready access to vocational education suited to their needs, interests, and ability to benefit therefrom.

The State Board assures that no payments of Federal funds under the Act will be made in any fiscal year to a local educational agency unless the State Board finds that the combined fiscal effort of that agency and the State with respect to the provision of vocational education by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year.

"Combined fiscal effort" means total expenditures of State and local funds with respect to the provision of vocational education by the local educational agency. A combined fiscal effort in the preceding fiscal year shall not be deemed to be a reduction from that in a second preceding fiscal year unless the per student expenditure for vocational education and ancillary services and activities from State and local funds in the preceding fiscal year is less than that in the second preceding fiscal year by more than 5 percent. Any such reduction in combined fiscal effort for any fiscal year by more than 5 percent will disqualify a local educational agency unless the local educational agency is able to demonstrate to the satisfaction of the State board that such a reduction was occasioned by unusual circumstances that could not have been fully anticipated or reasonably compensated for by the local educational agency and that the fiscal effort of the local educational agency does not otherwise indicate a diminished fiscal effort. Such unusual circumstances may include in the first preceding fiscal year unforeseen decreases in revenues due to the removal of a large segment of property from the tax rolls or other causes, or transfers to, or combinations with, other local educational agencies of responsibility for the conduct of some or all vocational education activities or services; or, in the second preceding fiscal year, contributions of large sums of money from outside sources on

a short-term basis, or unusually large amounts of funds expended for such long-term purposes as the construction and acquisition of school facilities or the acquisition of equipment.

3.25 Matching.

3.25-1 Overall State Matching.

Federal funds will be allocated to local educational agencies in a manner which will result in at least one dollar of State and local funds being expended under this State plan for vocational education programs, services, and activities under Part B of the Act for each dollar of Federal funds expended, but not in a manner which required local educational agencies to match Federal funds at a percentage ratio uniform throughout the State. The State will match on a Statewide basis the overall total

of Federal funds allotted and expended under Part B; but this State matching will not be arbitrarily effected as to each particular program, activity, or purpose of expenditure.

3.25-2 Reasonable Tax Effort.

No local educational agency with taxing authority, which is making a reasonable tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non Federal share of the cost of such programs. The tax effort of local educational agencies will be measured by dividing the county's equalized property tax valuation by the total revenues the county derives from local taxes for all school purposes. This will produce a percentage index which will be used to represent the tax effort for each county of the state. Using this index as it correlates with the relative ability to pay, a determination will be made in rank order of the reasonable tax effort of each county.

3.26 Criteria for Determining Relative Priority of Local Applications.

Secondary

The State Board will determine the relative priority of local applications based upon a weighting of the following factors:

Post Secondary

Vocational education funds allotted to the North Carolina State Board of Education shall be distributed to local post-secondary education agencies in such manner as to reflect consideration of the following factors:

1. Manpower needs and job opportunities;
2. Vocational education needs of out-of-school youth and adults;
3. The ability of the local post-secondary education agency to pay its portion of the cost of vocational education;
4. Excess costs of vocational education due to local facts, circumstances, or conditions of an extenuating nature;
5. Instructional productivity measured in terms of full-time-equivalent students, such full-time equivalency being established as a standard number of teacher-student contact hours of instruction in class, shop, or laboratory.

3.26-1 Manpower Needs and Job Opportunities.

Secondary

The State Board staff shall utilize national, regional, State and local manpower need and

job opportunity data in its determination of relative priority of local applications. The staff will begin immediately to ascertain the adequacy of such data, its format, and the extent to which the data has the geographical orientation necessary for making needed determinations by administrative unit or by county.

Manpower needs and job opportunities have been primarily based upon local area regional and State services and will be utilized in determining level of personnel and programs needed to meet current and budgeted manpower needs.

Based upon this data which is reflected in the local plans of the education agencies, a determination will be made by a review of all local plans as to the priority needs of one to the other throughout the State. Once this ranking has been determined, manpower needs and job opportunities will be reduced to standard scores* for each local education agency. The standard score will then be multiplied times the weight as determined by the State Board of Education for each of the criteria. The standard scores for manpower needs and job opportunities are rated by the following two extremes 32 to 84.

Based upon the most current data available, the State Board staff will design its long-range program plan to correct those areas of needs with the greatest deficiency. Program evaluation information will be utilized in determining the degree to which the deficiencies are being corrected. Information secured through cooperative arrangements will be used in identifying priority locales. Surveys conducted by local educational agencies will be given due consideration in determining the priorities of their local applications. Each local educational agency will be expected to make a comprehensive survey every five years. Manpower needs and job opportunities will be one of the four weighted factors in determining the allocation of funds to local education agencies as set forth in 3.27.

Post Secondary

The post-secondary local education agencies will conduct labor market area surveys and studies as a basis for determining funding needs and for requesting State Aid. Local data available through other public and private agencies and institutions will be used to supplement and to corroborate the findings of fact derived from such labor market area surveys and studies. The information and data thus obtained will be used as one of the prime factors in establishing the priority ranking of applications for State Aid filed by local post-secondary education agencies. A typical application for State Aid to fund a project will (a) define the nature and scope of the training program for which funding is requested, (b) provide a breakdown of costs estimates related to the program or project, (c) provide data and information in support and justification of the request for State Aid, (d) detail the local availability of facilities and equipment necessary to serve the training and specify items of equipment needed but not available in the local equipment inventory. Item (c) will be comprised largely of data and information derived from the local labor market area surveys and studies, including supplementary information from other public and private agencies.

Based upon the most current data available, the State Board of Education, Department of Community Colleges, will design its long-

range programs to correct those areas of needs by providing for training in proportion to disparity of needs. Program evaluation information will be utilized in determining the degree to which deficiencies are being eliminated or ameliorated. Each local educational agency will be expected to make a comprehensive survey at least every five years. Manpower needs and job opportunities will be one of the five weighted factors in determining the allocation of funds to local educational agencies as set forth in 3.27 as supplemented by the foregoing descriptive detail applicable to post-secondary education.

*To compare measures from various distributions, we must first reduce the measurements of different distribution to a common scale. By translating the original measures into standard scores for different distribution, we accomplish this end. The standard scores thus obtained are in comparable units.

3.26-2 Vocational Education Needs.

Secondary

A determination of a local educational agencies' vocational education needs will be based upon the percentage of students not going on to a senior college multiplied by the Average Daily Membership of that agency. Using these data, local educational agencies will be ranked. The number of students not going on to senior colleges for a particular local education agency is derived from a report furnished by the Department of Public Instruction. Also from this same report, we are able to determine the average daily membership in grades seven through twelve. This data is then multiplied one by the other to arrive at a raw score. These raw scores are then converted to standard scores for each local educational agency. The standard score range for vocational education needs are 34 to 87. Once the standard score is determined for each local educational agency, it is multiplied by the weight determined by the State Board of Education. This criterion will be one of the factors used in determining the allocation of funds to local educational agencies as set forth in 3.27.

In addition to the above, the State Board staff shall give due consideration to the vocational education needs--including the need for special programs and services for the disadvantaged and handicapped--expressed through applications submitted by local educational agencies and through consultation with representatives from the State ESEA, Vocational Rehabilitation, special education programs and from other agencies responsible for serving the educational needs of the groups indicated in 3.15. The information on vocational education needs will be utilized in the long-range plan for programs, services, and activities development. Program evaluation information will be used for determining the degree to which needs are being met and will provide information for program emphasis and redirection. Information from special studies conducted by private and non-profit agencies and institutions coming to the attention of the State Board staff will also be given due consideration in determining vocational education needs. If deemed necessary by the State Board, other studies may be contracted.

Post Secondary

A determination of the local educational agencies vocational education needs will be

based upon the percentage of persons with vocational education needs who are not college-bound youth or adults. The post-secondary education agencies at the local level will keep in close contact and liaison with local elementary and secondary school agencies, local action groups, local employer groups, local representatives of the Employment Security agency, and other individuals and groups interested in and concerned with the status of unemployment and employment levels in the local area. These contacts will be used to collect detailed data and information concerning school drop-outs, youth and adults unemployed due to lack of training, low motivation for training, high school graduates who are not college-bound or otherwise committed to further training or to a career, and youth and adults with special conditions adversely affecting their employment opportunities. It is expected that through such contacts the local post-secondary education agency will accumulate, on a continuing basis, files of numerous individuals in the area who have special needs for vocational training, vocational counseling, or other services which the post-secondary education agency may provide or assist in by way of referral to the appropriate source of aid. The current active file thus accumulated by the local educational agency will represent a census of the known persons in the local area who are deemed to be in need of vocational training or services. This will be one of the prime factors used in determining the priorities of funding programs or projects applied for by local post-secondary education agencies.

The local post-secondary education agency will seek to classify its cumulative files in such a manner as to group, or identify readily, individuals or groups having need for special programs and services appropriately designed for disadvantaged and handicapped persons. The State Board staff shall give due consideration to such special data where a breakdown of such detailed information is incorporated into the application submitted for State Aid. The information on vocational education needs will be utilized in the long range program plans of agencies to provide for services and to develop activities. Program evaluation information will be used for determining the degree to which needs are being met and will provide information for program emphasis and redirection. Information from special studies conducted by private and non-profit agencies and institutions will be sought and will be given due consideration in determining vocational education needs. If deemed necessary by the State Board, other studies may be contracted.

3.26-3 Relative Ability to Pay.

Secondary

The State Board shall give due consideration to a local educational agency's relative ability to provide the resources necessary to meet the vocational education needs of persons residing in the area served by the agency.

Basic data for computing total personal income is obtained from the State Department of Tax Research which derives it from income tax returns. Equalized property valuations are computed from basic data obtained by the State Department of Tax Research from the records of county tax collectors. Average daily membership in public schools is obtained from reports filed with the State Board of

Education by the local educational agency. All basic data is available annually.

Using the basic data obtained from the above sources, a determination of personal income per child in average daily membership is computed by dividing total personal income by average daily membership for the prior school year. The resulting figure is given a 75% ability-to-pay-index weight in determining relative ability to pay. The remaining 25% of index weight is assigned to equalized property valuation per child in average daily membership, computed by dividing equalized assessed property valuation by average daily membership for the prior school year.

Once a determination is made, according to the data, the scores are converted to standard scores for each local educational agency. The standard score is then multiplied by the weight determined by the State Board of Education. The extremes of the standard scores for ability to pay are 31 to 71.

Once the ability-to-pay-index figure has been thus determined for each county, a comparative ranking is assigned to each county. The list of counties so ranked is then separated into (1) those counties found to be economically depressed and (2) all other counties of the State.

Post Secondary

At the post-secondary level in North Carolina, State Aid provides the full amount of funds required to provide for all essential administrative costs, instructional costs, and equipment costs. Local educational agencies are required only to pay costs of plant operation and plant maintenance and to provide necessary plant space. The State provides construction grants in aid on a matching basis but such grants are supplemental, the local post-secondary education agency having the basic responsibility for providing building and grounds. It should be obvious that requirements for funds from local sources to pay operating costs are quite limited and normally do not exceed twelve percent of total operating costs. The local agency is permitted to supplement operating expenditures in administration, instruction, and equipment; and in wealthier areas of the State such supplementation sometimes occurs. State aid is provided to the local post-secondary education agency on the basis of formulas designed to assure the fullest possible degree of equity in fund distribution with the following exceptions: (a) small and beginning institutional agencies are provided a base minimum of funds for (1) operation, (2) equipment including libraries, and (3) capital outlay where to be expended on a permanent site; and (b) certain unique programs involving exceptionally high costs and migratory off-campus operations receive supplemental State Aid above what the formulas would provide. All local post-secondary education agencies receive regular and prompt reports of fund allocations made to each local agency and, in effect, inspect each others fiscal affairs. Studies of local agency expenditures from local tax sources are maintained on a continuing basis year by year for the purpose of informing the State Board and the State Legislature of cost trends.

3.26-4 Relative Costs of Programs, Services, and Activities.

Secondary

Public school operations in this State are very largely financed from the State level and operating funds are provided to local education agencies on the basis of established formulas determinative of personnel position allocations, dollar allocations for non-personnel expenditures, and state-wide uniform automatic state-fund salary schedules. Local current expense support is required only for maintenance of plant. Other local current expense support is voluntary and is supplemental to the support provided on a "reasonable adequate" basis by the State. A number of centralized services provided to local educational agencies by the State also tend to reduce or obviate current expense by local educational agencies. In effect, there is a comparatively small requirement of local current expense appropriation for the local educational agency, though many local educational agencies provide voluntarily comparatively large supplemental funds from local sources.

In the light of the above description of public school operations in this State, it is apparent that "excess costs assignable to local fund sources" are not readily discernible by analysis of accounts. The major excess costs experienced at the local level are attributable to non-promotions and drop-outs. These require repetition of educational services expended upon the individual pupils who are repeaters in the public school administrative units or an additional cost for post-drop-out efforts to provide remedial education or training for the school drop-out. Therefore, an index will be constructed based upon a 75% weighting for non-promotions and a 25% weighting for drop-outs. Once the index is constructed, it will be converted to standard scores for each local educational agency. The standard score for each agency will be multiplied by the weight as determined by the State Board of Education. The extremes of the standard scores for "excess cost" are 31 to 73.

Post-Secondary

All costs of administration and instruction, including also equipment and materials and books for library collections are basically provided for by State Aid. Where costs are excessive due to local circumstances, or conditions of an extenuating nature such cost will nevertheless be reflected in the agency's application for funds and will be borne by the State Aid allocation which is based upon the formula in which need has been given weight. Should special facts, circumstances, or conditions of an extenuating nature make it evident that a supplemental allocation of State Aid is justified over and beyond what the established formula has provided, the staff would report the case to the State Board with a recommendation for a supplemental allocation to the affected local post-secondary education agency to enable it to meet the cost without expenditure of local tax funds.

3.26-5 Other Criteria of the State.

Post-Secondary

Instructional productivity measured in terms of full-time-equivalent students, such full time-equivalency being established as a standard number of teacher-student contact hours of instruction in class, shop, or laboratory and

inclusive of approved individual instruction performed by members of the teaching staff.

State Aid funds to support operations of local post-secondary education agencies are distributed to the respective agencies on the basis of an established formula structure designed to assure the fullest degree of equitability in terms of funds available per full-time equivalent student and with an assumption that local tax funds will not necessarily be available to pay any part of the cost of administrative services, instructional services, library collections, or equipment related to such services. The full-time-equivalent student is computed by dividing the annual total of teacher-student contact hours delivered by the figure 704*. This produces the full-time-equivalent students served by the agency during the twelve months of the fiscal year. In similar manner, the number of full-time-equivalent-students are computed for each quarter. The full-time-equivalency data for one year (or other period) is used in projecting enrollments for the succeeding year, years, or period of operations; and these projections are the basis for making funds available on the formulas. A reserve of funds is retained at the State Board level from which justifiable adjustments may be allotted to local agencies during the fiscal year with State Board approval. This reserve is replenished during the course of a fiscal year by local agencies returning to the State level any funds which they find are in excess of their realized needs, or needs anticipated upon experience and review of operations to date. All administrative equipment and instructional equipment is owned by the State Board. Local agencies requisition such equipment as needed and release it for transfer to other agencies within the system of post-secondary education when it is no longer needed.

Exceptions to the formula structure outlined above, under which funds for operations are channeled to local post-secondary education agencies, are two: (a) small and beginning institutional agencies are provided a base minimum of funds for operation regardless of any past record of full-time equivalent students; and (b) certain unique programs or projects involving exceptionally high costs and migratory off-campus operations receive supplemental State Aid above what the formulas would provide.

*The number of hours a "typical" student would be in class within a four-quarter year.

Handicapped Allocations - Secondary and Post-Secondary

These allocations will be made by special project application. A sample of the secondary application can be found in Appendix 11. The post-secondary application will be similar except for updating ages and other pertinent criteria that relate to an adult population.

Disadvantaged Allocations - Post Secondary

These allocations will be made by a special project and will be similar in nature to the application for the handicapped except for the type of information required.

3.27 Application of Criteria in Determining the Relative Priority of Local Applications.

Secondary

The State Board will use the following four weighted criteria in determining allocations to local educational

agencies: (1) manpower needs and job opportunities, (2) vocational education needs, (3) relative ability to pay, and (4) excess costs. The formula used to determine the allocation of positions is as follows:

$$*(.77 \times \text{manpower}^1) + (.17 \times \text{vocational needs}^2) + (.03 \times \text{ability to pay}^3) + (.03 \times \text{excess cost}^4) = \text{allotment}$$

The available data used in each criteria were converted to standard scores for each local educational agency. The standard scores for each local educational agency were multiplied by the weights determined by the State Board of Education for each criteria. This produced weighted scores for each local educational agency which were used to determine the number of positions to be allocated to that local education agency.

The criteria as determined by the State Board of Education have been explained in Sections 3.26-1 through 5.

Manpower needs and job opportunities were given the highest value because it is felt that the basic idea of vocational education is to meet the manpower needs and job opportunities of a mobile society that must not only look to the local manpower needs but to all the needs of the State.

Vocational needs are the second most important factor but not on the same level as manpower needs for it is known that there will always be a larger percentage of our people that are not professionally oriented; therefore, we must gear up our program to see that vocational training is available but this training must be geared to the job opportunities or it will be of little value.

Ability to pay in the State of North Carolina has little effect on vocational programs because North Carolina is basically a state supported system with the local only carrying a small share of the total cost of vocational education.

Excess costs are very hard to determine when a State pays the major portion of all the cost of vocational education, and also maintains a central purchasing office and furnishes many services from the State level. Therefore, this item would not be highly weighted. When a standard cost on a state-wide basis has been determined, it is impossible to relate this factor.

- * 1. See Section 3.26-1
- 2. See Section 3.26-2
- 3. See Section 3.26-3
- 4. See Section 3.26-4

Special Allocations

A portion of the resources may be allotted on a basis other than the formula. In making these allocations, the four criteria will be given due consideration. The purpose of these special allotments is to meet requirements of appalachian construction grants and to alleviate hardship cases that may come to the forefront.

Reimbursement to Local Educational Agency

The State Board adopts the reimbursement percentages indicated in (1) and (2) below for the 1969-70 fiscal year:

- (1) Reimburse local educational agencies for vocational education teaching positions at a percentage consistent with their rank, using the following scale:

Rank	State and Federal %	Local %
0 - 199	74	26
200 - 299	72	28
300 - 399	70	30
400 - and Above	68	32

- (2) Reimburse local educational agencies for vocational education instructional equipment and teaching materials at a percentage consistent with their rank, using the following scale:

Rank	State and Federal %	Local %
0 - 199	53	47
200 - 299	51	49
300 - 399	49	51
400 - and Above	47	53

EXPLANATION

Each local educational agency has been ranked according to the criteria specified in the State Plan. The percentage ratios set out above take into consideration each local educational agency's rank.

The rank was determined by the State Board of Education establishing weights for each of the four criteria (1) manpower--77%, (2) vocational education needs--17%, (3) relative ability to pay--3%, (4) excess cost--3%. Each of these weights were then multiplied by the unit's rank in each of the criteria. Unit priority, by criteria was determined; and those in the top 20% of each priority received a score of five, and the second 20% a score of four, and this was continued for each percentile. Once all of these priorities were established, a chart showing the relative scores was established to give us a ranking of all counties. This rank was then used to determine at what percent that county would be reimbursed.

A separate percentage ratio is proposed for teaching positions from that proposed for instructional equipment and teaching materials because of an additional requirement of the 1968 Regulations. This requirement pertains to maintenance of effort. Assurance must be provided that the combined fiscal effort of State and local is equal to the combined fiscal effort of the preceding fiscal year.

Post Secondary

The actual Community College Formula

Standards for formula budgeting

Line Item Standard

1. General Administration

Salary - Chief Administrative Officer	On salary schedule for chief administrative officers.
Salary - Staff	Allotment of positions determined by formula for non-teaching personnel.
Consultant's Fees	Shall not be budgeted except as need arises.
Supplies and Materials	\$4.00 per student in membership.
Postage and Telegraph	\$2.50 per student in membership.
Travel Expense - Staff and Consultants	Presidents' travel based on: (1) Mileage for one trip to Raleigh per month including per diem for only six trips if the institution lies between 50 and 99 miles from Raleigh and per diem for eight

trips if the institution lies beyond 100 miles from R plus (2) \$500 allocated out-of-state travel plus \$300 for local travel plus (4) \$600 for travel of presidents in community colleges, technical institutes, and industrial education centers not having earned an instructional dean. The minimum and maximum range for presidents' travel shall be \$1,000-\$2,000.

\$400 travel for business manager.

\$400 for evening directors' travel.

\$400 travel for administrative assistant. (4-4-68)

Travel Expense - Trustees

\$150 for each institution. (Units excluded)

Printing and Binding

\$5.00 per student in membership with a minimum of \$500 to each institution plus an additional 50 percent for new institutions in the first year of operation.

Advertising and Publicity

\$3.00 per student in membership up to 1,000 students and \$1.00 per student in excess of 1,000 students plus 50 percent additional for new institutions in the first year of operation.

Institutional Dues

Allocate to each institution and extension unit funds sufficient to pay annual dues of Southern Association of Colleges and Schools and American Association of Junior Colleges, as appropriate, plus an additional \$50.00. Expenditure of State funds for institutional dues shall be consistent with current policies of State Board of Education. (5-4-67) An additional \$100.00 is authorized on request for payment of dues to the North Carolina Trustees Association of Community Education Institution. (6-5-69)

11. Instructional Services - Curriculum Program

College Parallel Program

Salaries - Instructional Supervisors

Determined by allotment for non-teaching personnel.

Salaries - Teachers

The allotment of funds shall be made to provide for full-time equivalent teaching positions computed on the nearest 1/2 position on the basis of full-time equivalent students divided by 22.

The funds included in the allotment for the position computed as set out above shall be based on a formula for each position, which will be approved by the State Board of Education annually.

<u>Line Item</u>	<u>Standard</u>	
	\$100 per full-time equivalent teaching position in the college parallel program.	coordinator. The position rate of pay to be approved by the State Board of Education annually.
	\$600 for director of academic program.	Travel \$100 per full-time learning laboratory coordinator position allotted.
Supplies and Materials	\$25 per student in membership in the college parallel program.	Supplies and Materials \$450 per allotted position plus an additional \$3,000 for a new laboratory.
<u>Technician and Technical Specialty</u>		
Salaries - Teachers	The allotment of funds shall be made to provide for full-time equivalent teaching positions computed to the nearest $\frac{1}{2}$ position on the basis of full-time equivalent students divided by 22.	<u>Other Costs</u> Salaries - Deans and Counselors Allotment of positions determined by formula for non-teaching personnel.
	The funds included in the allotment for the positions computed as set out above shall be based on a flat rate for each position, which will be approved by the State Board of Education annually.	Salaries - Clerical and Other Allotment of positions determined by formula for non-teaching personnel.
Travel	Allocated at the rate of \$100 per full-time position in the technical program.	Travel The allotment of funds for travel shall be based on the following: \$600 for dean of instruction; \$900 for director of student personnel; \$300 each for counselors.
Supplies and Materials	\$35 per student in membership in the technical program.	Supplies and Materials \$3.00 per curriculum student in membership.
<u>Technical and Trade Programs</u>		
Salaries - Instructional Supervision	Allotment of positions determined by formula for non-teaching personnel.	Commencement Expense \$500 to each institution.
Salaries - Teachers	The allotment of funds shall be made to provide for full-time equivalent teaching positions computed to the nearest $\frac{1}{2}$ position on the basis of full-time equivalent students divided by 22. The funds included in the allotment for the positions computed as set out above shall be based on a flat rate for each position, which rate will be approved by the State Board of Education annually.	III. <u>Instructional Service - Extension Programs (Adult Education)</u> The minimum extension fund allocation for teaching units (300 to 340 series) shall be not less than the funds required on the formula budget to support extension teaching units equal to 25% of the institution's budgeted technical plus vocational curriculum teaching units. Such additional teaching units required, however, shall not count in earning non-teaching positions. (6-1-67)
Travel	\$100 per full-time teaching position in the vocational program. \$600 for director of vocational-technical programs.	Total Salaries Equated full-time positions to the nearest $\frac{1}{2}$ position to be allotted at the rate approved by the State Board of Education annually.
Supplies and Materials	\$45 per student in membership in the vocational program.	Total Travel \$300 for each full-time equated position allotted.
<u>General Adult Education</u>		
Salaries - Teachers	Allotment of a maximum of two learning laboratory coordinators per laboratory determined by the number of hours the laboratory is kept open with 35 hours per week as the standard for one	Total Supplies and Materials \$15 per extension student in membership. <u>Other Costs</u> Salaries - Supervision Allotment of positions determined by formula for non-teaching personnel.
		Salaries - Clerical Other Travel Allotment of \$900 each for the director of adult education and director of extension.
		Supplies and Materials \$.50 per full-time student in membership in total extension program.

<u>Line Item</u>	<u>Standard</u>
Community Cultural Services	\$200 per institution.
IV. <u>Area Consultants (Vocational and Trade)</u>	
	Allocation to support the program of area consultants to be made by State Board of Education separately as follows:
Salaries - Consultants	Positions determined by the State Board of Education.
Salaries - Clerical	One-half time secretary for each consultant.
Travel	\$2,500 for each consultant.
Supplies and Materials	\$400 for each consultant.
V. <u>New Industry Training (Vocational and Trade)</u>	
	Allotment of these funds to be made by the State Board of Education as the need arises.
VI. <u>Maintenance of Plant</u>	
Repairs - Administrative Equipment	Allocation of funds for these costs to be made upon recommendation of the Department of Community Colleges with the recommendation being based on the age of equipment and service contracts at the various institutions.
Repairs - Instructional Equipment	
VII. <u>Fixed Charges</u>	
Insurance	Allotments to be made individually by the State Board of Education for insurance requirements of an unusual nature.
Compensation to Injured Employees	Allotments to be made as need arises by the Controller of the State Board of Education to cover the costs of accidents as approved by the Industrial Commission.
VIII. <u>Auxiliary Services</u>	
Libraries	
Salaries - Librarians	Allotment of positions determined by formula for non-teaching personnel.
Salaries - Other Personnel	Allotment of positions determined by formula for non-teaching personnel.
Travel Expense	\$100 per professional position allotted.
Supplies and Materials	\$1.00 per curriculum student in membership.
Magazines and Newspapers	Allotment on the basis of the following schedule: \$500 per industrial education center and unit: \$1,000 to each technical institute; \$1,500 to each community college. Plus \$.50 per curriculum student above 500 up to 1,500

<u>Line Item</u>	<u>Standard</u>
	students based on full-time students in membership.
Printing and Binding	\$.03 per volume based on the following schedule: Basic set: 2,000 - industrial education centers and units; 7,000 - technical institutes; 12,000 - community colleges.

General Provisions

Basis for Calculating Full-Time Equivalent Students and Membership for the Formula Budget

A. The time basis for all curriculum programs shall be the end-of-quarter report for the fall quarter of the preceding year, adjusted for new two-year programs in the first year of operation by adding 60% to the FTE in such programs as a projection of the next year sophomore enrollment. For the extension program, the average of the end-of-quarter reports for the four quarters immediately preceding budget preparation shall be the time basis. (5-4-67)

B. Exceptions to the above shall be as follows:

1. Projection for first year of operation: a maximum of the average experience by programs of other institutions in the first year of operation, as a percent of the high school graduates in the county of location, adjusted for curriculum FTE in terms of the space that will be available.
2. Projections for second year of operation: a maximum of the average experience by programs of established institutions, as a percent of the high school graduates in the county of location, adjusted for curriculum FTE in terms of the space that will be available, or as provided under "A" above, whichever larger.

4.0 VOCATIONAL EDUCATION PROGRAMS FOR THE DISADVANTAGED.

In addition to the provisions in 1.0 through 3.0 of this part of the State Plan, the following special provisions apply to programs for the disadvantaged supported with Federal funds under Section 102 (b) of the Act:

4.1 REQUIRED ALLOCATION OF FUNDS TO CERTAIN AREAS.

Allocation of funds will be made for vocational education programs for disadvantaged persons located in areas of the State having high concentration of youth unemployment or school dropouts.

4.2 PARTICIPATION OF STUDENTS IN NONPROFIT PRIVATE SCHOOLS.

4.21 General.

There will be genuine and meaningful participation in all vocational education programs for the disadvantaged students enrolled in nonprofit private schools to the extent consistent with the number of such students in the area to be served whose educational needs are of the type which such programs are designed to meet.

4.22 Arrangements.

(a) Such services as contained in 4.21 may be provided through arrangements such as dual enrollment, educational radio and television, or mobile equipment, and may include professional and subprofessional services.

(b) The vocational education needs of students enrolled in private nonprofit schools located within the geographic areas served by the program or project, the number of such students who will participate in the program or project, and the types of vocational education services which will be provided for them shall be determined, after consultation with persons knowl-

edgeable of the needs of those students, on a basis comparable to that used in providing such vocational education services to students enrolled in public schools. Each application submitted by the local educational agency to the State Board shall indicate the number of students enrolled in private nonprofit schools who are expected to participate in each program and project proposed by such agency and the degree and manner of their expected participation.

- (c) Public school personnel may be made available in other than public school facilities only to the extent necessary to provide vocational education services required by the students for whose needs such services were designed, and only when such services are not normally provided at the private school. The State Board or local educational agency providing such vocational education services to students in private nonprofit schools shall maintain administrative control and direction over such services, and each application from a local educational agency providing such services shall so provide. Vocational education services provided with Federal funds shall not include the payment of salaries of teachers or other employees of private schools, except for services performed outside their regular hours of duty and under public supervision and control, nor shall they include the use of equipment, other than mobile or portable equipment, on private school premises or the construction of private school facilities. Mobile or portable equipment may be used on private school premises or the construction of private school facilities. Mobile or portable equipment may be used on private school premises for such period of time within the life of the current program or project for which the equipment is intended to be used as is necessary for successful participation in that program or project by students enrolled in private schools.

- (d) Any program or project to be carried out in public facilities and involving joint participation by students enrolled in private nonprofit schools and students enrolled in public schools shall include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.

5.4.3 NONCOMMINGLING OF FUNDS.

Accounting methods will be used to assure that Federal funds made available under Section 102 (b) of the Act to accommodate students in nonprofit private schools will not be commingled with State or local funds so as to lose their identity as Federal funds.

5.0 RESEARCH AND TRAINING.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with Federal funds under Part C of the Act:

5.1 STATE RESEARCH COORDINATING UNIT (RCU).

5.1.1 Administration.

The State Research Coordinating Unit is the Research Coordinating Unit in Occupational Education located in the North Carolina Department of Public Instruction. The professional staff of the unit consists of a coordinator and supporting professional, technical and clerical staff.

The R.C.U. will be administered and supervised in the Department of Public Instruction by the Assistant Superintendent of Planning, Research and Evaluation. Close coordination will be maintained through a planning council consisting of representatives from the State occupational education staffs at the secondary and post-secondary levels, teacher education insti-

tutions approved by the State Board of Education to offer occupational education, and other agencies identified as being necessary to the success of the R.C.U.

The functions of the unit with respect to research and training programs include: (a) identification of research and development needs in the State and the development of priorities; (b) stimulation of research and development in occupational education; (c) assisting with and/or conducting training programs on activities involved in the research-action continuum; (d) reviewing and recommending research and development projects for funding; and (e) providing consultant services in State, local and area research and developmental activities.

5.1.2 Contractual Agreement.

Cooperatively developed written agreements are made annually between the State Board of Education and the School of Education of North Carolina State University at Raleigh for the maintenance and operation of the Research Coordinating Unit in Occupational Education.

5.2 APPLICATION PROCEDURES.

5.2.1 Submittal of Applications.

Applications to the State Board of Education for grants and contracts under Part C of the Act will:

- Describe the nature, duration, purpose and plan of the project, the use to be made of the results in regular programs of vocational education, the qualifications of the personnel staff who will be responsible for the program or project, a justification of the amount of grant or contract funds requested, the portion of the cost to be borne by the applicant, and such other pertinent information as the State Board may require;
- Be processed and submitted to the State Board by an individual authorized to act for the applicant.

5.2.2 Review of Applications.

Applications for grants and contracts, which will be recommended by the Research Coordinating Unit to the State Board of Education, under Part C of the Act will be evaluated in terms of such pertinent factors as:

- relevance to priority areas in vocational education specified in the long-range program plan and to vocational education programs, services and activities described in the annual plan;
- adequacy and competence of personnel designated to carry out the program or project;
- adequacy of facilities;
- reasonableness of cost estimates;
- expected potential of the proposed program or project being made a part of the regular vocational education program and
- the expected potential for utilizing the results of the proposed programs or projects in exemplary or regular vocational education programs

5.2.3 Action on Applications.

Upon receipt and review of applications by the State Board, it will:

- either (1) approve the application in whole or in part, (2) disapprove the application, or (3) defer action on the application for such reasons as lack of funds or a need for further evaluation;
- provide that any deferral or disapproval of an application will not preclude its reconsideration or resubmission;

- (c) notify the applicant in writing of the disposition of the application; and
- (d) include, in the award letter for any State Board grant or contract award, the approved budget and grant or contract award conditions which the applicant will accept in accordance with State law.

5.3 NOTIFICATION TO COMMISSIONER.

Within fifteen (15) days after the State Board's approval of a grant or contract, the State Director of Vocational Education, Raleigh, N. C., shall forward to the Commissioner a copy of the approved proposal for which the grant or contract was made.

6.0 EXEMPLARY PROGRAMS AND PROJECTS.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to exemplary programs and projects supported with Federal funds under Part D of the Act:

6.1 APPLICATION PROCEDURES.

Funds allotted to the State for the purpose of Part D of the Act may be used for making grants of contracts to pay all or part of the costs of--

- (a) planning and developing exemplary programs or projects or
- (b) establishing, operating, or evaluating exemplary programs or projects designed to carry out the purposes set forth in Section 141 of the Act, and to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicaps, which programs or projects may, among others, include--
 - (1) those designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations;
 - (2) programs or projects for students providing educational experiences through work during the school year or in the summer;
 - (3) programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement;
 - (4) programs or projects designed to broaden or improve vocational education curriculums;
 - (5) exchanges of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve the purposes of this part, including manpower agencies and industry;
 - (6) programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment; and
 - (7) programs or projects at the secondary level to motivate and provide preprofessional preparation for potential teachers for vocational education.

Grants for such programs or projects may be made to local educational agencies, organizations, or institutions; and contracts for such programs and projects may be executed with local, area or State agencies, organizations, or institutions.

6.11 Submitted of Applications.

Applications to the State Board of Education for grants and contracts under Part D of the Act will:

- (a) describe the nature, duration, purpose and plan of the project, the use to be made of the results in regular programs of vocational education, the qualifications of the personnel who will be responsible for the program or project, a justification of the amount of grant or contract funds requested, the portion of the cost to be borne by the applicant, and such other pertinent information as the State Board may require;
- (b) be executed and submitted to the State Board by an individual authorized to act for the applicant.

6.12 Review of Applications.

Applications for grants and contracts made to the State Board of Education under Part D of the Act will be evaluated in terms of such pertinent factors as:

- (a) impact on meeting vocational education needs of disadvantaged youth;
- (b) impact on reducing youth unemployment;
- (c) extent to which the project promotes cooperation between public education and manpower agencies;
- (d) relevance to priority areas in vocational education specified in the long-range program plan and to vocational education programs, services and activities described in the annual plan;
- (e) adequacy and competence of personnel designated to carry out the program or project;
- (f) adequacy of facilities;
- (g) reasonableness of cost estimates;
- (h) expected potential of the proposed program or project being made a part of the regular vocational education program;
- (i) adequacy of evaluation plans.

6.13 Action on Applications.

Upon receipt and review of applications by the State Board, it will:

- (a) either (1) approve the application in whole or in part, (2) disapprove the application, or (3) defer action on the application for such reasons as lack of funds or a need for further evaluations;
- (b) provide that any deferral or disapproval of an application will not preclude its reconsideration or resubmission;
- (c) notify the applicant in writing of the disposition of the application;
- (d) include in the award letter for any State Board grant or contract award, the approved budget and grant or contract award conditions which the applicant will accept in accordance with State law.

6.2 PROGRAM OR PROJECT REQUIREMENTS.

6.21 Coordination with Other Programs.

The State Board and local educational agencies shall seek to establish and maintain genuine working relationships with those public and nonprofit agencies and institutions within their school district to assure coordination of program efforts to the extent, among other things, of avoiding duplication of effort. Each proposal must specify

the coordination procedures which have taken place and the designated person responsible for their implementation. The financial participation, if any, of other agencies or institutions to the project or program must be included in the proposal.

6.22 Participation of Students in Private Nonprofit Schools.

Before making a grant or contract under Part D of the Act, the State Board will assure that provision has been made for the participation of nonprofit private school students to the extent consistent with the number of such students in the area to be served whose educational needs are of the type which a program or project under Part D of the Act is designed to meet. Such participation will require the same conditions as set forth in 4.2 of this plan.

6.23 Non-commingling of Funds.

Before making a grant or contract under Part D of the Act, the State Board of Education will be satisfied that accounting methods are used which assure that each expenditure of Federal funds made available under this Part can be separately identified as such and will not be commingled with State or local funds so as to lose their identity as Federal funds.

6.24 Notification to Commissioner.

Within 15 days after the State Board of Education's approval of a grant or contract, the State Director of Vocational Education, Raleigh, N.C. shall forward to the Commissioner a copy of the approved proposal for which the grant or contract was made.

7.0 RESIDENTIAL VOCATIONAL EDUCATION SCHOOLS.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to residential vocational education schools supported with Federal funds under Part E of the Act:

POLICIES AND PROCEDURES FOR APPROVAL OF RESIDENTIAL VOCATIONAL EDUCATION SCHOOL FACILITIES.

Funds may be expended for the construction of residential facilities as defined in the 1968 Act. The State Board has legislative authority for the administration of funds provided by the Federal government for public education (G. S. 115-11 and G. S. 115-230). Authority includes approval of the establishment of institutions, sites, building plans, budgets, curricula, staff, and admission and graduation standards.

7.11 Facilities Operated by the State Board of Education.

The State Board does not undertake the construction of facilities for which they have direct administrative responsibility. Should the State Board desire to change this policy, an amendment to this section of the Plan will be filed with the commissioner.

7.12 Projects Undertaken by Local Educational Agencies.

7.12-1 Application by Local Educational Agencies.

The applications from local boards of education or boards of trustees under the jurisdiction of the State Board shall meet the same requirements as 3.23-2. In addition applications must include a justification of relationship to serving areas of high concentration of unemployed youth and school dropouts and information on the degree of availability of existing facilities. All residential school construction will adhere to the required construction standards set forth in Section 1.9 of this Part.

7.12-2 Review of Applications.

Applications from local boards of education or from boards of trustees will be reviewed for completeness and accuracy by staff

members in the Division of Vocational Education and the Department of Community Colleges. The review shall include such criteria as the impact on the needs of disadvantaged youth, the impact on reducing youth unemployment, relevance to the annual and long-range plans, adequacy of facilities, and reasonableness of cost estimates.

7.12-3 Action on Applications.

Applications from boards of education will be approved by the State Superintendent of Public Instruction and recommendations will be made by him to the State Board of Education for final approval. Applications from boards of trustees will be approved by the Director of the Department of Community Colleges and recommendations will be made by him to the State Board of Education for final approval.

Upon receipt and review of applications by the State Board, it will:

- (a) either (1) approve the application in whole or in part, (2) disapprove the application, or (3) defer action on the application for such reasons as lack of funds or a need for further evaluation;
- (b) provide that any deferral or disapproval of an application will not preclude its reconsideration or resubmission;
- (c) notify the applicant in writing of the disposition of the application; and
- (d) include, in the award letter for any State Board grant or contract award, the approved budget and grant or contract award conditions which the applicant will accept in accordance with State law.

7.13 Priority Allocation of Funds to Certain Areas.

The State Board shall give priority in the allocation of funds for residential vocational education schools to areas of the State having high concentrations of youth unemployment or school dropouts.

7.2 REQUIREMENTS.

All planning, construction, and operation of residential school facilities will meet the requirements set forth below:

7.21 Purpose of Program.

Residential school facilities will be operated and maintained for the purpose of conducting a vocational education school program, including room, board, and other necessities, for youths at least 14 years of age but who have not attained age 21 at the time of admission to the program, who need full-time study on a residential basis and who can profit from vocational instruction. Juveniles may not be assigned to residential schools as a result of delinquent conduct.

7.22 Nondiscrimination.

Appropriate selection of students needing education and training at such schools will be made without regard to sex, race, color, religion, national origin, or place of residence within the State.

7.23 Employment Opportunities.

Vocational course offerings will include knowledge and skills for which available labor market analyses indicate a present or continuing need for trained manpower, and that the courses offered will be appropriately designed to prepare students for entry into employment or advancement in such occupations.

7.24 Fees or Charges.

No fees, tuition, or other charges will be required

of students who occupy the residential education facility.

7.3 NOTIFICATION TO COMMISSIONER.

Within fifteen (15) days after the State Board's approval of a grant or contract, the State Director of Vocational Education, Raleigh, N. C. shall forward to the commissioner a copy of the approved proposal for which the grant or contract was made.

8.0 CONSUMER AND HOME MAKING EDUCATION.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with Federal funds under Part F of the Act:

8.1 ESTABLISHING AND OPERATING PROGRAMS.

8.11 Programs Operated by the State Board of Education.
The State Board does not undertake the operation of programs for which they have direct administrative responsibility.

8.12 Locally Operated Programs.

8.12-1 Submittal of Applications.

Applications will be accepted annually by the State Board from local educational agencies. The application shall substantiate the need for such a program in terms of meeting social and cultural conditions and needs particularly in economically depressed and high unemployment areas, inclusion of consumer education as an integral part of the program, encouraging preparation for professional leadership, and program development for youth and adults who are preparing for the dual role of homemaker and wage earner.

8.12-2 Review of Applications.

Applications will be received from local educational agencies by the State Board and reviewed to assure that plans comply with the requirements set forth in this plan.

Priority for funds allocated will be given to local educational agencies with high concentrations of youth unemployment and school dropouts. The State Board review shall also consider the following criteria in its determination:

- (a) Impact of programs on needs of disadvantaged youth and adults
- (b) Program's relevance to annual and long-range plans
- (c) Adequacy and competency of local program staff
- (d) Adequacy of local facilities for conducting the program
- (e) Reasonableness of cost estimates of the program
- (f) Expected outcomes of the program
- (g) Provision for supervision and evaluation of programs

8.12-3 Action on Applications.

The State Board staff shall make recommendations to the State Board concerning the

approval, disapproval, or deferral of applications. The State Board will act after receipt of the recommendation from the State Board staff.

The local educational agency will be advised of its application approval by the allocation of a grant from the State Board.

Those applications disapproved or deferred will be returned to the local educational agency with an explanation of State Board action and of their right of appeal.

8.13 Required Allocation of Funds to Certain Areas.

The State Board assures that at least one-third of the Federal funds allotted to the State under Part F of the Act shall be used for consumer and homemaking programs in economically depressed areas or areas with high rates of unemployment.

8.2 REQUIRED CONTENT OF PROGRAM.

All consumer and homemaking programs approved by the State Board will meet the requirements specified in Regulation § 102.93.

8.3 ANCILLARY SERVICES AND ACTIVITIES.

The general provisions in the State Plan regarding State administration and leadership, program evaluation, and teacher training apply to Consumer and Homemaking Education.

Funds allocated to the State Board for the purposes of Part F of the Act may be used for other ancillary services and activities necessary to assure quality in all consumer and homemaking education programs. These may include, but not be limited to, curriculum development, research, special demonstration and experimental programs, development of instructional materials, and provision of equipment.

Grants and contracts for the provision of the above services and activities will be developed annually need is determined by the State Board.

9.0 COOPERATIVE VOCATIONAL EDUCATION PROGRAMS.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with Federal funds under Part G of the Act:

9.1 PROCEDURES FOR APPROVAL OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS.

9.11 Submittal of Applications.

Applications will be solicited from local educational agencies. The application shall substantiate the need for such a program, and include such information as the nature, duration, purpose, and plan of the project, value to vocational education, qualifications of the staff, financial arrangements, and participation of public and private employers.

9.12 Review of Applications.

Applications will be received from local educational agencies by the State Board and reviewed to assure that plans comply with the requirements set forth in this Plan.

Priority for funds allocated will be given to local educational agencies with high concentrations of youth unemployment and school dropouts. The State Board review shall also consider the other following criteria in its determination:

- (a) Impact of program on needs of disadvantaged youth
- (b) Impact of program on reducing youth unemployment

- (c) Extent program promotes cooperation between public education and private employers
 -) Program's relevance to annual and long-range plans
 - (e) Adequacy and competency of the local program staff
 - (f) Adequacy of the local facilities for program development
 - (g) Reasonableness of cost estimates of the program
 - (h) Expected outcomes of the program
- 9.13 Action on Applications.
The State Board staff shall make recommendations to the State Board concerning the approval, disapproval, or deferral of applications. The State Board will act after receipt of the recommendation from the State Board staff.
- The local educational agency will be advised of its application approval by the allocation of a grant from the State Board.
- Those applications disapproved or deferred will be returned to the local educational agency with an explanation of State Board action and of their right of appeal.
- 9.2 REQUIREMENTS OF COOPERATIVE VOCATIONAL EDUCATION PROGRAM
The State Board assures that all cooperative vocational education programs will meet the following requirements:
- 9.21 Purpose.
Each cooperative vocational education program approved by the State Board will meet the definition below and will be administered by a local educational agency with the participation of public or private employers providing on-the-job training opportunities that may not otherwise be available to persons who can benefit from such programs.
- Definition: "Cooperative vocational education program" means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time necessary to attain the objectives of the cooperative vocational education work-study program.
- 9.22 On-The-Job Training Standards.
Each cooperative vocational education program will provide on-the-job training that (a) is related to existing career opportunities susceptible of promotion and advancement, (b) does not displace other workers who perform such work, (c) employs student-learners in conformity with Federal, State, and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain, and (d) is conducted in accordance with written training agreements between local educational agencies and employers, copies of which shall be submitted to the State for filing with the local application.
- 9.23 Identification of Jobs.
Applications for the establishment and operation of cooperative vocational education programs will provide assurance of cooperation of the educational agency with employment agencies, labor groups, employers, or other community agencies in identifying suitable jobs for

persons who enroll in cooperative vocational education programs.

- 9.24 Additional Costs of Employers.
Additional costs to employers for on-the-job training of students may be reimbursed only in cases where it can be clearly determined that additional and unusual costs are incurred by the employer for on-the-job training of students and that (a) the payment of added costs will be made only when it is apparent that, without such reimbursement, employers will not be able to provide quality on-the-job training, and (b) that such added employer costs shall be set forth in the training agreement between the local educational agency and the employer, indicating the cost factors applied, the amount of funds to be paid and the duration of reimbursement.

Any reimbursable training costs to employers will include only that part of compensation of students which represents the difference between compensation to be paid and the fair dollar value of services rendered by the student; and that costs will not include construction of facilities, purchase of equipment, and other capital costs which would inure to the benefit of the employer.

- 9.25 Costs to Students.
Additional costs incurred by students resulting from participation by such students in a cooperative vocational education program may be reimbursed only for those costs which:

- (a) are not reasonably required of persons engaged in the field of employment for which cooperative vocational education is being provided, such as, special tools, equipment and clothing, transportation, safety, and other protective devices, and
- (b) do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

- 9.26 Participation of Students in Private Nonprofit Schools.
Each program or project carried out under Part G of the Act supported with funds allotted under Section 102(b) shall be designed to include participation of **student** in accordance with 4.2 of this Plan.

- 9.27 Non-commingling of Funds.
Before making a grant or contract, the State Board of Education will be satisfied that accounting methods are used which assure that each expenditure of Federal funds made available under this part can be separately identified as such and will not be commingled with State or local funds so as to lose their identity as Federal funds.

- 9.28 Local Evaluation and Follow-Up Procedures.
Cooperatively developed agreements between the State Board of Education and participating local educational agencies conducting cooperative vocational education programs shall provide for continuous supervision and evaluation of students while engaged in on-the-job training and shall provide for follow-up of on-the-job students who have participated in cooperative vocational education programs.

9.3 ANCILLARY SERVICES AND ACTIVITIES.

Ancillary services such as State administration and leadership, program evaluation, teacher training, curriculum development, research, special demonstration and experimental programs, development of instructional materials and provision of equipment is a part of the general provisions; however, additional such services may be provided at the State and/or local levels to the extent necessary to assure quality in cooperative vocational education programs.

10.0 WORK-STUDY PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to work-study programs for vocational education students supported with Federal funds under Part H of the Act:

10.1 PROCEDURES FOR APPROVAL OF WORK-STUDY PROGRAMS.

10.11 Submittal of Applications.

Local education agencies shall make application to the State Board for participation in work-study programs under Part H of the 1968 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.

10.12 Review of Applications.

Applications for work-study programs will be received from local educational agencies by the State Board and reviewed to assure that plans are being made to comply with rules and regulations set forth in this Plan. In this review, the State Board will assign priorities to local educational agencies with high concentrations of youth unemployment and school dropouts and will apply other criteria as it relates to the applications relevant to Parts II and III of the State Plan, the adequacy and competence of local staff, reasonableness of cost estimates and expected outcomes. Programs will be started in priority order insofar as financially possible.

10.13 Action on Applications.

The State Board staff shall make recommendations to the State Board concerning the approval, disapproval, or deferral of applications. The State Board will act after receipt of the recommendation from the State Board staff.

Approved applications will be returned to the applicant with an allotment of funds.

Disapproved or deferred applications will be returned to the applicant with an explanation of State Board action and of their right to appeal.

10.2 REQUIREMENTS OF WORK-STUDY PROGRAMS.

10.21 Administration of Program.

10.21-1 Local Educational Agency.

The work-study programs 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 10.22.

10.21-2 State Board.

State staff shall 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.

10.22 Eligible Students.

Employment under the work-study program will be furnished only to a student who (a) 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; (b) is in need of the earnings from such employment to commence or continue his vocational education program; and (c) 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.

10.23 Limitation on Hours and Compensation.

10.23-1 Academic Year.

No student will be employed during an academic year or its equivalent for more than fifteen hours in any week during which classes in 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. "Academic year" means a period of nine months (exclusive of the summer term) interrupted by the equivalent of one month of vacation.

10.23-2 Summer Term.

A student attending a class on a full-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 10.23-1; 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.

10.24 Employment for Public Agency or Institution.

Employment under the work-study programs will be limited to the local educational agency or to 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.

10.25 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 three fiscal years preceding the fiscal year in which work-study program of such local educational agency was approved.

10.3 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 one percent of the State's allotment under Part H of the Act for vocational work-study programs, or \$10,000, whichever is greater.

NORTH CAROLINA STATE PLAN FOR VOCATIONAL EDUCATION

Part II - Long-Range Program Plan Provisions

1.0 ANALYSIS OF MANPOWER NEEDS AND JOB OPPORTUNITIES IN THE STATE.

1.1 PROJECTED LABOR DEMAND AND SUPPLY.

North Carolina's unemployment is a paradox of employers needing workers and people needing jobs. The paradox is caused by the unemployed not having the salable skills required by employers and by prospective workers being geographically separated from job opportunities. This section will deal with present and anticipated labor needs for expansion and replacement by occupational areas during the five-year period 1970-1974.

According to the North Carolina Employment Service, 1,843,650 workers are currently (1969) employed in the State. The distribution of these workers by United States Office of Education instructional programs is shown in TABLE I.

Agriculture Production Occupations: The estimated 1969 employment in Agriculture Production is 181,300 workers. Manpower needs for expansion in this sector of the labor market during the next five years is expected to decline as it has for the past decade, but at a slower rate. Because of mechanization and reorganizations of farms with a further increase in the use of technology, fewer workers will be needed to increase cash farm income from \$1.5 billion to \$2 billion. Those who will be leaving the farm will likely be the unskilled workers, the sharecroppers, and operators of submarginal small farms. Those workers remaining in farming will need upgrading and retraining to cope with new technology.

Agriculture Off-Farm Occupations: Employment in Agriculture Off-Farm jobs in 1969 is estimated at 70,850. It is anticipated that employment in such jobs during the next five years will increase, with 19,900 workers being needed for expansion and replacement. Annual needs for expansion and replacement will be around 4,000 workers.

Distribution and Marketing Occupations: Employment in Distribution and Marketing jobs in 1969 is estimated at 279,700. The rapid industrial development of the State in recent years has generated an expansion of employment opportunities in distribution and marketing businesses. Further expansion is anticipated during the next five years. It is estimated that 122,450 additional workers will be needed for expansion and replacement during the next five years. In order to meet this need, training must be stepped up to a level of approximately 30,000 completions per year.

Health Occupations: In 1969, employment in Health Occupations is estimated to be 35,550 workers. Expansion of hospitals, rest homes, and other health services will require more trained personnel in the decade ahead. As a matter of fact, a critical shortage of such trained personnel already exists. It is estimated that 17,050 additional trained workers will be needed over the next five years. Annual completions should average at least 4,000.

Home Economics Occupations (Gainful): Employment in occupations requiring knowledge and skills in home economics during 1969 is estimated to be 171,150 workers. During the next five years, 28,500 trained workers will be needed for expansion and replacement needs in this sector of the labor market. Training of such workers should be stepped up to approximately 6,000 completions per year.

Office Occupations: Employment opportunities in office occupations has increased rapidly during the past decade as North Carolina has experienced rapid growth in the expansion of many industries and the construction of new industries. These industries not only need office workers but small businesses generated by such industrial development also add to the demand. North Carolina industries

and businesses were employing an estimated 275,850 office workers in 1969. In order to meet the demands for trained workers for expansion and replacement needs during the next five years, 133,900 workers should be involved in training programs. Such workers should be trained at the rate of approximately 30,000 per year.

Technical Occupations: Current employment in technical occupations represents slightly more than one percent of the total labor force in North Carolina. However, the projected employment needs in this category over the next five years is expected to double the current employment. For expansion and replacement, 27,700 additional technicians will be needed over the next five years. The strong demand for such workers can be attributed to the rapid industrial development of the State and to changes in skill requirements for initial employment.

Trade and Industrial Occupations: Current employment in this large occupational area is estimated to be 803,750 workers, the largest of any occupational area and represents approximately 44 percent of the total labor force. More than 55 percent of the projected manpower needs for expansion and replacement over the next five years is in this occupational area. The anticipated growth can be attributed to the rapid industrial development in the State, particularly in the Central region and in selected areas of the Western and Eastern regions. During the next five years, 388,450 trade and industrial workers should be trained. Completions should be at the rate of approximately 80,000 per year. In addition, thousands of employed workers will need retraining and upgrading to keep abreast of technological change.

SUMMARY: The current labor force in North Carolina is estimated at 1,843,650 workers. The number of persons who will reach age 18 in 1970 is expected to be 35 percent greater than in 1960, straining our educational facilities and swelling the labor force. It is also anticipated that several thousand unemployed and underemployed adults will need training to find appropriate work in the anticipated expanding labor force. The great challenge to vocational educators in the public and private sectors of training is to provide appropriate occupational education and training geared to the labor market demands of a highly diversified and rapidly changing economy.

The employment demand for the years 1970 and 1974 and the training output for the same years are summarized in TABLE I. Employment demand is based upon estimates of the North Carolina Employment Service. Training output is based upon the number of estimated completions by public secondary schools, by post-secondary technical institutes, and by private vocational schools and other public and private groups involved in manpower training. Data on the number of workers trained by industry are not readily available at this time.

A study of the projected labor requirements and the estimated training output shows a deficiency in practically all occupational areas, the largest deficiencies being in the areas of trade and industrial education, distribution, and gainful occupations in home economics. Projected manpower needs for agriculture production over the next five years will decrease, but almost 25,000 farmers must be trained for needed replacements. The greatest growth in agricultural occupations is in the non-farm agricultural occupations, suggesting a further redirection of agricultural education.

The emphasis placed upon the training of technicians during the past decade has resulted in a rate of training output sufficient to meet the projected need for technicians. However, these projections are subject to revision depending upon the kinds of industries that locate within the State during the next decade. It is reasonable to assume that the national labor market demands continue to reflect a strong demand for technicians.

1.2 SOURCES AND REGENCY OF DATA.

North Carolina has been fortunate in receiving assistance from many public and private agencies, institutions, and associations in the area of data collection.

The Employment Security Commission and the Cooperative Area Manpower Program System (CAMPS) provides information periodically during the year.

Data are also available upon request from the various trade associations, chambers of commerce, industrial committees, and other agencies, such as the North Carolina Manpower Development Corporation. The information provided by these organizations is the most recent available at the time of the request.

North Carolina proposes to establish a more comprehensive list of sources for data collection.

Table 1

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS

LABOR DEMAND AND SUPPLY SUMMARY

State of North Carolina

Fiscal Year Ending June 30, 1970

OE CODE	Instructional Program	Current Employment	Projected Labor Demand		Projected Labor Supply			
			1/		Vocational Education Output		Other Sectors Output	
			1970	1974	1970	1974	1970	1974
01	Agriculture-Production	181,300	171,500	150,950	2,437	2,389	20	30
01	Agriculture-Off Farm	70,850	74,550	90,750	8,315	10,656	75	75
04	Distribution & Marketing	279,700	301,150	402,150	6,496	9,105		
07	Health	35,500	38,600	52,600	5,794	7,127	1,500	1,500
09	Home Economics-Gainful	171,150	176,050	199,650	4,359	6,245		
14	Office	275,850	299,950	409,750	19,700	23,397	6,000	8,000
16	Technical	25,500	29,750	53,200	5,860	8,000		
17	Trade & Industries	803,750	870,050	1,192,200	69,673	107,821	5,000	9,000
-	Totals	1,843,650	1,961,600	2,551,250	122,635	174,740	12,595	18,605

1/ Includes total expansion and replacement needs.

Sources: North Carolina Bureau of Employment Security Commission Research, 1969
North Carolina Department of Public Instruction
North Carolina Department of Community Colleges

2.0 ANALYSIS OF AVAILABILITY OF VOCATIONAL EDUCATION.

2.1 STATE MAPS.

Each of the following maps depicts certain data about North Carolina:

- a. Map 2.1A locates the thirty-one counties of North Carolina which have been designated as "economically depressed areas" by the United States Department of Commerce. These counties are as follows:

Ashe	Person	Camden	Duplin
Avery	Warren	Tyrrell	Sampson
Yancey	Franklin	Dare	Brunswick
Madison	Halifax	Hyde	Columbus
Swain	Northampton	Greene	Bladen
Graham	Hertford	Pamlico	Robeson
Cherokee	Bertie	Carteret	Gates
Clay	Currituck	Jones	

The unemployment range for these counties is 3.5 percent to 12.5 percent with a mean of 6.8 percent.

Map 2.1B indicates the areas of the State with high rates of general unemployment. These rates are based upon 1967 data. The counties which are not marked have a general unemployment rate of less than 4 percent.

The other counties are as follows:

4.0-4.9 Percent	5.0-5.9 Percent	6.0 and Above Percent
Alexander	Edgecombe	Ashe
Anson	Greene	Bertie
Avery	Hoke	Bladen
Beaufort	Jackson	Brunswick
Craven	Martin	Tyrrell
Duplin	Onslow	Washington
Durham	Pamlico	Carteret
Granville	Pasquotank	Cherokee
Harnett	Pender	Clay
Lee	Pitt	Columbus
Lenoir	Polk	Currituck
Macon	Scotland	Dare
Moore	Stokes	Franklin
New Hanover	Surry	Graham
Northampton	Vance	Halifax
Richmond	Wilkes	Hertford
Rutherford	Wilson	Hyde
Union	Yancey	Lincoln
Warren		Madison
Watauga		Mitchell
Wayne		Person

2.1A Depressed areas

NORTH CAROLINA COUNTIES ELIGIBLE FOR EDA PARTICIPATION

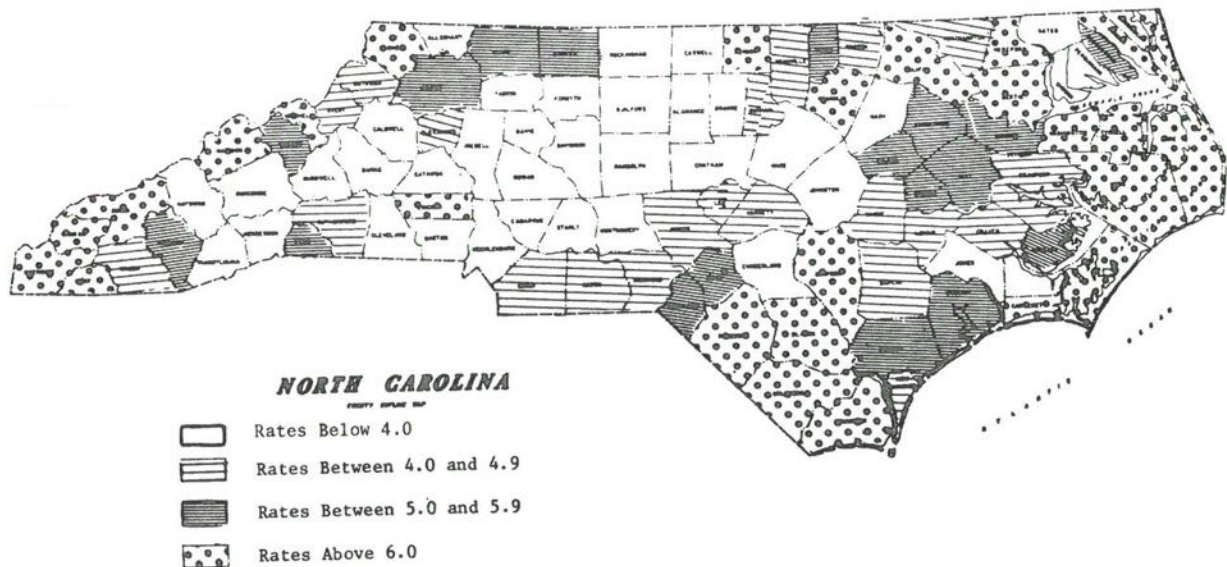
EFFECTIVE JULY 1, 1968



SOURCE: U. S. Department of Commerce

2.1B General unemployment

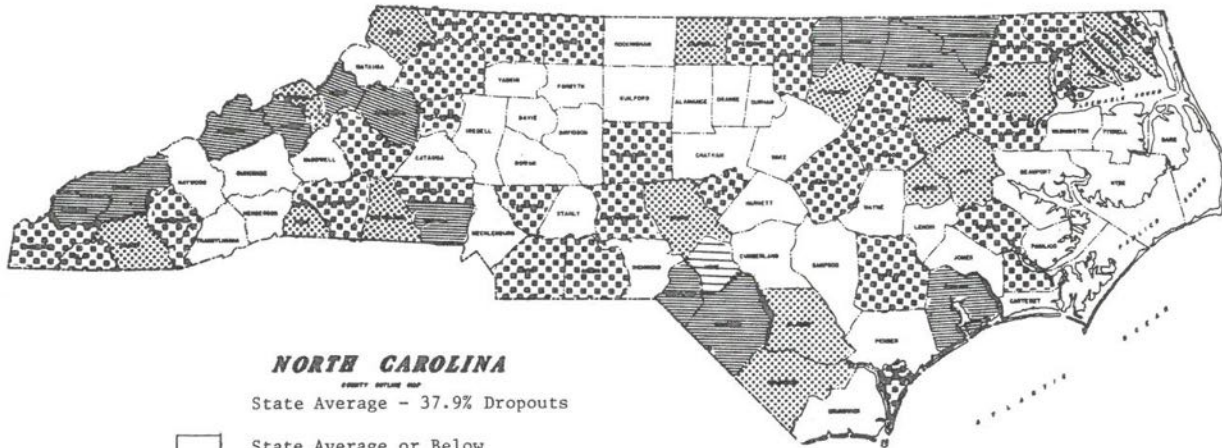
AREAS WITH HIGH RATES OF GENERAL UNEMPLOYMENT - 1967



SOURCE: "Profile of North Carolina Counties", Statistical Services Center, North Carolina Department of Administration

2.1C School dropouts

AREAS WITH HIGH RATES OF SCHOOL DROPOUTS



- State Average or Below
- Up to 5% above State Average
- 5.1% through 10% above State Average
- 10.1% through 15% above State Average
- Over 15.1% above State Average

SOURCE: "Profile of Significant Factors in Education in North Carolina, 1968"

2.1D Population density

AREAS OF NORTH CAROLINA WITH GREATEST POPULATION DENSITY



- State Average - 93 persons per square mile
- 94 - 143 persons per square mile
 - 144 - 193 persons per square mile
 - 194 - 243 persons per square mile
 - 244+ persons per square mile

SOURCE: U. S. Census

Of the 100 counties in North Carolina, 36 have an unemployment rate of less than 4 percent; 21 with a rate of 4.0-4.9 percent; 18 with a rate of 5.0-5.9 percent; and 25 have a rate of 6.0 or above. Therefore, 64 percent of the counties in North Carolina have an annual unemployment rate of 4.0 percent or above.

- c. The State is unable to provide data at this time relating to high rates of unemployment of youth. Arrangements are being made to make this information available.
- d. Map 2.1C illustrates those areas of the State with high rates of school dropouts. Based upon information available from the Division of Statistical Services, Department of Public Instruction, the State average dropout rate is 37.9 percent.
- e. Map 2.1D depicts the areas of North Carolina with the greatest population density. These data indicate a State average of 93 persons per square mile.

2.2 SCHOOLS WITH VOCATIONAL EDUCATION PROGRAMS.

The principal public institutions training personnel for

occupations requiring less than a baccalaureate degree are the public secondary schools and the technical institutes within the community college system. In 1969, some vocational education was offered in 90 percent of the secondary schools of the State. However, only 34 percent of the secondary schools offered a fairly diversified program. Slight increase in total programs is projected for the 1969-70 school year. There are 50 "schools" within the community college system offering a wide variety of vocational and technical education to young adults and older adults.

Figure 2.2A indicates the number of secondary and post-secondary schools offering each of the vocational areas. The percent found immediately below each vocational area represents the percent of schools offering that area to the total schools providing vocational education opportunities.

Figure 2.2B illustrates the number of secondary and post-secondary institutions providing each of the occupational fields. The percent represents those schools offering a given number of occupational fields to the total number of schools with vocational education opportunities.

Map 2.2C locates the secondary schools with vocational education programs in five or more fields.

2.2A SCHOOLS WITH VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS.

Number of Schools Offering Each Vocational Area

Vocational Areas →	Agriculture	Home Economics	Trade and Industries	Health	Distribution and Marketing	Office and Clerical	Introduction to Vocations
Secondary Schools	419	561	329	16	204	129	207
Percent to Total *	67.8	90.1	53.2	2.6	33.0	20.9	33.5

Note: Total number of secondary schools offering Vocational Education: 618

* Indicates the percent of schools offering a given area to the total schools offering Vocational Education.

Vocational and Technical Areas →	Agriculture	Home Economics	Trade and Industries	Health	Distribution and Marketing	Business and Office	Technical
Post-Secondary	14	5	50	38	10	49	28
Percent to Total *	28.0	10.0	100.0	76.0	20.0	98.0	56.0

Note: Total number of post-secondary institutions offering vocational and technical education: 50

* Indicates the percent of institutions offering a given area to the total institutions offering vocational and technical education.

2.2B SECONDARY AND POST-SECONDARY SCHOOLS WITH VOCATIONAL AND TECHNICAL PROGRAMS

Number of Secondary Schools by Number of Occupational Fields

Occupational Fields →	5 or More	4	3	2	1
Secondary Schools	92	117	155	174	80
Percent to Total *	14.9	18.9	25.1	28.2	12.9

Note: Total number of secondary schools offering Vocational Education: 618

* Indicates percent of schools offering a given number of occupational fields to total schools.

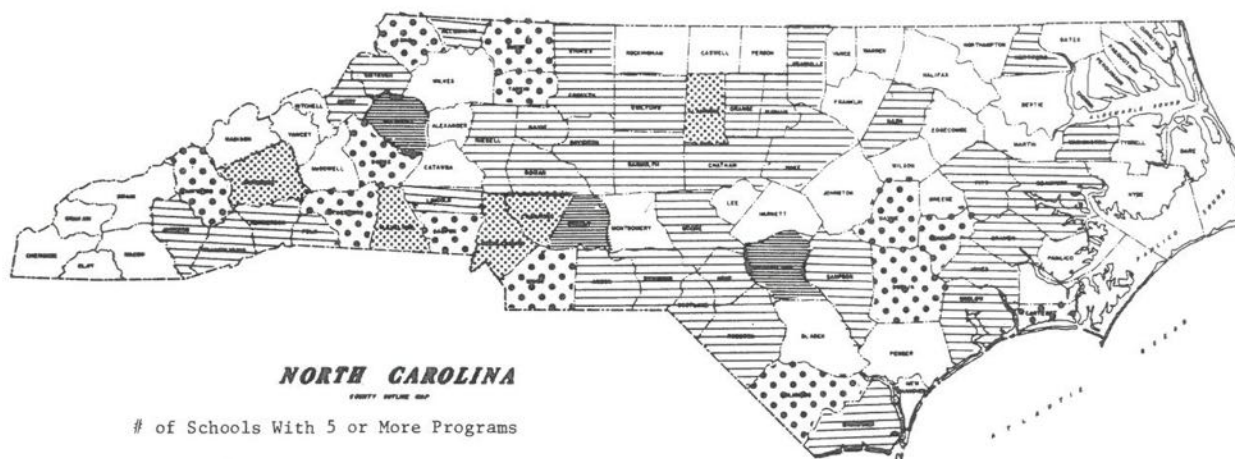
Number of Post-Secondary Schools by Number of Occupational Fields

Occupational Fields →	5 or More	4	3	2	1
Post-Secondary Schools	50	xxx	xxx	xxx	xxx
Percent to Total	100.0	xxx	xxx	xxx	xxx

Note: Total number of post-secondary institutions offering vocational and technical education: 50

2.20 Five or more occupational fields

SCHOOLS WITH VOCATIONAL EDUCATION PROGRAMS IN FIVE OR MORE OCCUPATIONAL FIELDS



SOURCE: Contractual Agreements Between State Board of Education and Local Educational Agencies

2.3 EXISTING AND PLANNED AREA VOCATIONAL SCHOOLS.

The distribution of the existing and planned area vocational schools over the State is shown on map 2.3. Four additional institutions are proposed for 1970-1972, with two more being added during 1973-1974.

2.2D Five or More Occupational Fields

Post-Secondary Schools with Vocational Education Programs in Five or More Occupational Fields



All 50 institutions have 5 or more programs.

Source: Agreements Between State Board of Education and Local Institutions

2.3 Existing and Planned Area Vocational Schools



■ 1970-72 - Henderson, Johnston, Person and Vance Counties

■ 1973- - Mitchell and Stanly Counties

3.0 ANALYSIS OF STATE'S POPULATION RELATING TO VOCATIONAL EDUCATION NEEDS.

POPULATION AND REGIONAL CHARACTERISTICS.

North Carolina's population has increased from 4,556,155 in 1960 to 5,172,000 in 1970. These figures represent an estimated 13.5 percent increase. The population boom, however, was not shared by the whole State. Seventeen counties decreased in population, with sixteen of these counties in either the Appalachian or Coastal Plains Regional Development Area.

In the 1960 census, 26.0 percent of North Carolina's population was minority groups. This rate would give an estimated minority population of 1,846,003 in 1960. For 1970, it is estimated that the minority group will compose 25.6 percent of North Carolina's population. This represents approximately 1,324,032 persons. A further decline is expected by 1974. Of this non-white population 25 years of age and older in 1960, there was a median educational attainment of 7.0 years as compared to 8.9 for the State.

By 1970, persons in the 25-44 prime working-age group are expected to account for a much smaller percentage of the population than they did in 1960, and older citizens will comprise a larger proportion than they have in the past.

The number of persons in North Carolina who will reach age 18 in 1970 is expected to be 35 percent greater than in 1960, straining educational facilities and swelling the labor force.

Rural farm residents totaled slightly over 808,000 in 1960, a drop of 50 percent from 1940. Population losses in this segment are expected to continue, but at a reduced rate by 1970.

In order to truly understand the characteristics of the State, the regional differences must also be visualized.

Describing regional differences in North Carolina, the S Coordinating Committee has divided the State into three regions--Western, Central, and Eastern--thus considering all 100 counties. Brief descriptions of regional differences are as follows:

Western: The Western region is the mountain region of North Carolina, which has the highest and most rugged mountains in Eastern America. The region includes 23 counties with an estimated 1966 population of 662,853, or 13.33 percent of the State total. Much of the area is sparsely populated. Over 93 percent of the population in this region is white, and the proportion of the non-white group is much smaller than in either of the other two regions. Buncombe County, which comprises the Asheville standard metropolitan area, is the only county that had a population of over 100,000.

The principal sources of income in the area are manufacturing, agriculture, and tourism. Of the 23 counties in the Western region, eight are Classified Labor Force Areas in need of economic development because of high unemployment and/or low median family income. All counties in the region are included in the Appalachian Redevelopment Region. Per capita income in the Western region in 1966 was \$2,080. This amounts to 91 percent of the State average, 79 percent of the Central region, and 71 percent of the National average.

Central: The Central region comprises the industrially rich Piedmont section of North Carolina and includes 35 counties, which in 1966 had an estimated 52.35 percent (2,604,000) of the State's population. Each of the counties has over 15,000 residents, a fact not applicable in much of the Western and Eastern regions. The distribution of the white and non-white groups of the population in the Central region falls almost midway

between the other regions; that is, the white population makes up a lesser percentage of the population than it does in the Western region but more than in the Eastern region. The non-white population is considerably greater than in the Western region.

Interstate Highway 85 transverses the heart of the region and is often called the "textile highway of the Nation." Nearly one-fifth of the Nation's textile employees work in North Carolina plants located within 40 miles of this highway. Most of the principal manufacturing industries are located in the Central region, with textiles, tobacco, furniture, and apparel dominating.

Eastern: The Eastern region includes the coastal plain and tidewater areas of North Carolina. This region constitutes the vast agricultural region of the State and is one of the important tobacco growing areas in the Nation. There are 42 counties in the region. These counties had a greater percentage of non-white population in 1960 (38 percent) than the other two regions combined. Of the counties in this region, nine had over half of their population in the non-white segment and 12 others had over 40 percent. Only one county in the region (Cumberland) has a population of over 100,000. In 40 of the region's 42 counties in 1966, unemployment rates exceeded the State average. For income, its residents depend mainly upon farming, fishing, lumbering, and tourism along the coast. Per capita income for the region averaged \$1,824 in 1966. This figure represents 75 percent of the State average, 69.5 percent of the Central region average, and only 62 percent of the National average for the same year. There are 18 counties in the Eastern region that are Classified Labor Force Areas in need of economic development because of high unemployment and/or low median family income.

TABLE 2 provides other characteristics which give an indication of the State's needs for vocational and technical education.

4.0 VOCATIONAL EDUCATION PROGRAM NEEDS.

4.1 TARGET POPULATION.

4.10 Disadvantaged Persons.

Priority will be given by the State to the effective identification of and the development of programs and services for persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps. These handicaps may result from poverty, neglect, delinquency, or cultural or linguistic isolation.

Special programs and related services for these people will be designed to enable them to benefit from a vocational program or consumer and homemaking education.

Emphasis during the early part of the period will be given to:

- determining the extent of the problem
- analyzing the need arising from such handicaps
- developing programs and services, and pilot and demonstration projects
- evaluating efforts
- developing curricular materials
- training teachers

4.11 Handicapped Persons.

Priority will be given to the development of vocational education programs for the handicapped who, because of

TABLE 2
POPULATION CHARACTERISTICS

CHARACTERISTICS	Date of Latest Data	Latest Available Data	1970 Estimated	1974 Projected
1. General Population Data (2)				
a. Total Population	1960	4,556,155	5,172,000	5,350,000
b. Population per square mile	1960	93	98	101
c. Percent Population change (1950-60)	1960	+30.2	+13.5	xxx
d. Percent Urban Population	1960	39.5	45.0	48.0
e. Percent Rural Population	1960	60.5	55.0	52.0
f. Age levels of Population (1)	1965			
(1) Under 5 years (approx)		536,000	577,000	608,000
(2) 5 - 17 years "		1,329,000	1,384,000	1,427,000
(3) 18 - 44 years "		1,818,000	1,881,000	1,935,000
(4) 45-64 years "		898,000	947,000	985,000
(5) 65 and over "		354,000	383,000	395,000
2. Education Data (3)				
a. Public School Enrollment	1967-68	1,218,188	1,206,732	1,258,145
(1) Elementary Grades		872,758	850,939	860,900
(2) Secondary Grades		345,430	355,793	397,245
(a) Vocational Enrollment		(166,184)	(187,733)	(251,646)
(b) Adult*		37,000	38,000	41,000
*Not figured in public school enrollment.				
b. Post-Secondary (Community College System) Enrollment	1967-68	98,368	104,900	148,000
(1) College Transfer		9,015	9,400	12,000
(2) Technical		15,374	17,000	26,000
(3) Trade		8,592	9,500	15,000
(4) Extension (adult)		65,387	69,000	95,000
c. College Enrollment (senior)	1968-69	103,055	120,000	145,000
d. Private Trade and Business School Enrollment	1968-69	12,595	13,695	18,605
e. Private Elem. & Secondary School Enrollment	1967-68	21,800	22,454	25,070
f. Persons 26 years Old and Over	1960			
(1) Median School Years Completed		8.9	9.1	9.4
(2) Percent completed less than 5 years of school		16.5	15.1	14.7
(3) Percent completed high school or more		32.3	33.7	34.6
3. Employment and Income Data (4)				
a. Total	1969	1,843,650	1,961,600	2,551,250
b. Percent in Manufacturing	1969	33.6	35.0	38.0
c. Percent in white collar occupations	1960	30.5	45.0	51.0
d. Median family income	1959	3,956	4,549	5,700

CHARACTERISTICS	Date of Latest Data	Latest Available Data	1970 Estimated	1974 Projected
4. Disadvantaged				
a. Percent of Families with Annual Income Under \$3,000 (2)	1960	37.2	35.1	32.2
b. Public Assistance Recipients (1)	1968	195,102	200,000	200,000
c. Unemployment Range for Counties in N. C. (Percent) (3)	1967	1.7-12.5	2.0-10.0	2.0-10.0
d. Minority Groups (2)	1960			
(1) Percent Negro		24.5	24.0	23.0
(2) Percent Foreign Stock		1.5	1.6	1.7
5. Handicapped (3)				
a. Physically handicapped (percent)	1968	10.0	10.0	10.0
b. Mentally handicapped (percent)	1968	3.0	3.0	3.0
6. Consumer and Homemaking Education (4)				
a. Working women	1969	792,000	841,000	1,050,000
7. Other				
a. Vocational Rehabilitation (1)				
(1) Persons served	1966	21,416	22,500	30,000
(2) Persons rehabilitated		9,184	10,000	14,000
Sources:				
(1) Statistical Abstract of the United States				
(2) City and County Data Book				
(3) State Surveys				
(4) Employment Security Commission				

their handicapping condition, cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program.

Special programs and services will be designed for these individuals. Cooperative relationships will be developed with Vocational Rehabilitation and other agencies for the provision of programs and services beyond the capabilities of the local education agencies.

Emphasis will also be given to the location of and/or the development of curricular materials, setting up pilot or demonstration projects, training of teachers and/or coordinators and the evaluation of efforts.

4.2 TARGET AREAS.

4.21 Designated Depressed.

Thirty of the 100 counties in the State have been designated by the Economic Development Administration as eligible for EDA participation as a depressed area. See map in 2.1.

Many of these counties also have rates of unemployment and dropout rates higher than the State average.

Special attention will be given to the administrative units in counties designated as depressed in terms of introducing new programs, expansion and/or reorientation of existing programs, the provision of consultation services, and in the financing of programs.

4.22 High Rates of Unemployment of Youth.

In the counties of North Carolina in which there are high rates of unemployment of youth, program emphasis at both the secondary and post-secondary levels will be given.

Special attention will be given to extending, expanding, and/or reorienting existing programs. New programs will be introduced. Special consideration will be given to

cooperative education, consumer education and homemaking, and exemplary programs designed to assist in the reduction of the unemployment rate.

4.23 High Rates of General Unemployment.

In areas with high rates of general unemployment, in addition to those services, programs and activities mentioned in 4.21, special attention will be given to the vocational education needs of people particularly through the extension program and adult education programs of post-secondary institutions.

The five year goal will be to reduce general unemployment rates in the designated areas to the State average or below.

4.24 High Rates of School Dropouts.

Sixty-two of the 100 counties have school dropout rates greater than the State average. Fourteen counties have school dropout rates of 10.1% to 15% above the State average. One county is above 15% over the State average. See map in 2.1.

Pre-vocational occupational orientation (group guidance), occupational exploration, cooperative education, homemaking and consumer education, work-study, and exemplary programs designed to reduce dropout rates will be emphasized in these counties.

Potential dropouts will be identified and encouraged to take maximum advantage of vocational education programs and activities in the secondary schools. Those who have previously dropped out or who do drop out will be encouraged to enroll in post-secondary institutions offering vocational education and technical education programs. Remedial and/or compensatory education programs will be made available.

4.25 Greatest Population Density.

Thirty-four of the State's 100 counties have a population density above the State average. Six counties have a population density of more than 150 persons per

square mile above the State average of 93 persons per square mile. Four additional counties have population densities of 100 to 150 persons per square mile above the State average. See map in 2.1.

The peculiar educational problems of communities with high population density will be analyzed and programs developed to eliminate or minimize these problems.

Areas of greatest population density will become target areas for emphasis in vocational and technical education during the next five years.

4.3 PROGRAM EMPHASES.

4.31 Occupational Orientation and Articulation Programs (Group guidance).

As one approach to alleviating the high rates of school dropouts referred to in 4.24, great emphasis during the next five years will be given to planning, implementing, and evaluating programs, services and activities designed to orient students in the middle grades to the emerging world of work and to help them articulate their total educational programs with the work world.

These programs, services and activities will take various approaches - greatly reduced counselor-student ratios, special units, development of special materials, use of community resources, an expanded program of practical arts, special teachers, etc.

Early emphases will be given to the development and tryout of models and materials and in-service education programs for participating teachers and staff.

A continuing evaluation program will be carried on.

4.32 Occupational Exploration Programs.

For a number of years, North Carolina has provided opportunities for its students, particularly at the ninth grade level, to become oriented to and explore the world of work. Exploratory courses at grade 10 have provided opportunities for greater in-depth exploration of a cluster of related occupations.

Expansion of present exploratory programs is anticipated. Revised approaches to providing exploratory programs for students will be encouraged.

4.33 New Careers.

On the basis of an analysis of manpower needs and job opportunities in the State, pilot programs designed to provide training opportunities for persons to enter new and emerging careers will be planned, implemented and evaluated.

Reorientation of existing programs to more adequately meet the educational needs arising from new and emerging careers will be carried out to the extent feasible.

4.34 Public Service Occupations.

A noticeable increase in the orientation of existing and new vocational programs towards public service occupations has already begun in North Carolina.

During the next five years, programs for public service occupations will receive emphasis. At the secondary level, existing programs will be redirected and new programs will be developed to explore public service occupations. Greater emphasis will be given to this area at the post-secondary level through curriculum, extension, and adult programs and services.

4.35 Consumer and Homemaking Education.

Consumer and homemaking education programs will continue to receive emphasis at the secondary level. Special attention will be given to target population and target areas identified in 4.1 and 4.2.

Greatly increased emphasis in consumer and homemaking education will be given curriculum, extension and adult programs at the post-secondary level.

4.36 Cooperative Vocational Education Programs.

Cooperative vocational education programs offer many advantages in preparing young people for employment including efficiency, relevance, attitudinal training and interaction between business and industry and educational agencies.

Emphasis will be given to expanding and extending present cooperative vocational education programs and to developing new programs in all occupational areas.

Special attention to the development of cooperative vocational education programs will be given in the local education agencies in the target areas cited in 4.2 and, to the extent possible, with the target populations cited in 4.1.

4.37 Exemplary Programs.

One or more exemplary programs of each type listed in 6.1-1 of Part I will be planned, implemented and evaluated.

Priority will be given to exemplary program applications and plans from local education agencies located in the target areas cited in 4.2, particularly those in 4.22 and 4.23. Special consideration will be given to those programs, services and activities designed to reduce high rates of unemployment.

The Research Coordinating Unit will serve as consultants to local education agencies in planning for and carrying out the evaluation phase of exemplary programs.

4.38 Existing Program Areas.

Existing programs will be expanded to meet the vocational education needs of youth and adults in the State in order to provide business and industry with a larger supply of adequately trained manpower, and in order to more adequately meet the manpower re-training needs.

Existing programs will be redirected to reflect changing manpower and skill requirements.

4.39 Ancillary Services.

Improved and expanded ancillary services (administration, teacher education, curriculum development and research) will be provided to plan, implement and evaluate those programs, services, and activities outlined in 4.31 through 4.39 which will serve target populations in target areas effectively.

To assist Vocational Education students in selecting appropriate secondary and post-secondary programs, to work with dropouts and graduates available for study to enter the labor market, to provide more intensive counseling for students who have academic, socioeconomic or other handicaps, a comprehensive program of both counseling and guidance is necessary. Both guidance and counseling should be provided to each student from the time he enters high school until he graduates or leaves school. In order to make these objectives a reality the pupil-counselor ratio must be reduced over the five year period from the current status of 790-1 to 350-1. Additional guidance and counseling services will be provided both to parents and to teachers.

Special data compiled by the counselor(s) will provide basic information for curriculum planning in vocational education in order that the needs of students may be more nearly met.

A closer relationship with business and industry will be established.

A substantial increase in funds for each of these ancillary services is essential; if an adequate job is to be done.

5.0 VOCATIONAL EDUCATION OBJECTIVES.

North Carolina is committed to providing vocational and technical education opportunities for: (1) high school youth who are available for full-time study; (2) high school graduates and school dropouts who are available for full-time study; (3) employed adults who need and are interested in upgrading themselves vocationally in their present jobs or in retraining for a different job; and (4) persons who need remedial or special education as a prerequisite to the pursuit of regular vocational training. Moreover, the State is committed to providing these opportunities within reasonable commuting distance for all its citizens.

In order to fulfill this commitment, vocational education is being included as a part of the program of studies of each comprehensive high school, with each school's program designed to meet the diverse needs of the students and the employment opportunities of the labor market area and of the State. The goal is to provide as diversified a program of vocational education as the school can support.

In addition to vocational education in the comprehensive high school, opportunities for continuing vocational and technical education are provided through fifty area community colleges or technical institutes. These post-secondary schools also provide appropriate preemployment training for young adults and upgrading training for older adults. A second chance is given to school dropouts to obtain basic education as a part of their preparation for entering the labor market.

The objectives set forth in this section are based upon North Carolina's vocational and technical education mission and goals and the means for accomplishing these. These are as follows:

Mission: North Carolina's vocational education mission is to assist local education agencies to (1) maintain, expand, and improve existing programs; (2) develop new programs; and (3) arrange for or provide part-time employment for youth who seek such employment to continue their vocational training. Moreover, it is the State's mission to provide the quantity and quality of leadership at the State and local levels which will result in all youth and adults having ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

Goals: In achieving its mission, the State is committed to the following long-range goals:

- to expand and improve the quality of vocational education opportunities for high school youth as a part of the program of studies of the comprehensive high school with as diversified offerings as the size of the school will permit;
- to provide appropriate full-time vocational education opportunities for high school graduates, dropouts, and other youth available for full-time study as a part of the educational offerings in community colleges and area vocational-technical institutes located within commuting distance of all citizens; and
- to provide basic adult education, special remedial education, and work-oriented education for youth and adults who have special education needs as a prerequisite for continuing their vocational training or for entering or re-entering the labor market.

The State recognizes its responsibility to the citizens for providing, with the assistance of the Federal government, some of the means for accomplishing vocational education goals. Therefore, the following commitments have been made:

- to provide vocational education opportunities as an integral part of its public schools - secondary and post-secondary;

- to provide leadership for the planning, programming, and budgeting functions necessary as a prerequisite to the development of a comprehensive vocational education program;
- to provide consultant services to local agencies, including curriculum planning, vocational guidance, staffing, inservice training, and evaluation;
- to provide financial aid to local agencies to maintain, expand, and improve existing programs where needed, and to implement new programs, including aid for teachers' salaries, instructional equipment, teaching materials, and construction of vocational facilities;
- to arrange with institutions of higher education to training vocational education personnel needed to staff programs, including financial aid; and
- to coordinate the planning and implementation of public school vocational education with other agencies and organizations interested in and concerned with manpower development.

North Carolina has not developed a program of public vocational and technical education sufficiently comprehensive to close the gap between manpower needs and institutional outputs. Much progress has been made during the 1960's toward providing vocational education for the State's youth and adults; however, much remains to be done.

5.1 SECONDARY.

Objectives	Outcomes Sought		
	Current Status	1970	1974
Percentage of secondary school students enrolled in vocational education	48.8	53.7	67.7
Urban	37.3	40.0	60.0
Rural	80.6	81.0	83.0
Percentage of secondary vocational students entering post-secondary vocational programs	12.9	15.0	30.0
Total number of instructional programs by (OE Code)	2710	2784	3736
01 Agriculture-Production	238	149	100
01 Agriculture-Off Farm	358	447	496
04 Distribution & Marketing	229	253	350
07 Health	7	10	30
-- Home Economics--Useful	807	810	825
09 Home Economics-Gainful	6	14	50
14 Office	135	149	300
16 Technical (Pre-Tech)	-0-	20	50
17 Trades & Industries	740	742	1185
-- Introduction to Vocations	190	190	350
Percentage of students available for work	55.0	58.0	70.0
placed in jobs following training	53.0	55.0	65.0
Vocational education completion rate (percent) (Leaving program with marketable skills)	62.1	64.0	70.0
Vocational student-guidance counselor ratio	790-1	750-1	350-1

5.2 POST-SECONDARY.

Objectives	Outcomes Sought		
	Current Status	1970	1974
Percentage of population age 15-24 enrolled in post-secondary vocational education			
Urban	0.6	0.7	0.8
Rural	0.8	0.8	0.9
Percentage of post-secondary (2-year) students enrolled in vocational education	73.0	74.0	80.0
Total number of instructional programs	457	538	700
Percentage of students available for work	72.3	75.0	85.0
placed in jobs following training	95.0	96.0	98.0
Number of instructional programs for emerging occupations	8	3	15
Vocational student-guidance counselor ratio	200:1	190:1	175:1

5.3 ADULT.

Objectives	Outcomes Sought		
	Current Status	1970	1974
Percentage of population age 16-64 enrolled in adult vocational education			
Urban	1.4	1.4	2.1
Rural	1.7	1.7	2.6
Total number of instructional programs	1925	2006	2482
Number of new instructional programs	10	81	500
Vocational education completion rate (percent)	93.0	93.0	97.0

5.4 DISADVANTAGED.

Objectives	Outcomes Sought		
	Current Status	1970	1974
Percentage of disadvantaged population (by level) enrolled in vocational education			
Secondary	1.0	2.0	25.0
Post-Secondary	2.1	4.0	28.0
Adult	-0-	1.0	15.0
Number of instructional programs	121	161	950
Number of students enrolled in cooperative programs	202	400	3600
Number of students enrolled in work-study programs	-0-	-0-	3000

5.5 HANDICAPPED.

Objectives	Outcomes Sought		
	Current Status	1970	1974
Percentage of handicapped population (by level) enrolled in vocational education			
Secondary	-0-	1.0	5.0
Post-Secondary	-0-	1.0	5.0
Adult	-0-	1.0	5.0
Number of instructional programs	-0-	125	300
Number of students enrolled in cooperative programs	-0-	40	320
Number of students enrolled in vocational work-study programs	-0-	-0-	160

5.6 SPECIAL PROGRAMS.

5.6.1 Research.

State's Priorities	Year Initiated				
	1970	1971	1972	1973	1974
Effectiveness of articulation between business and industry.		X	X	X	X
Effectiveness of current methods of selecting and re-selecting curricula to meet the changing and evolving needs of the community which the school serves.		X	X	X	X
Effects of guidance and counseling on students in grades 10-12.			X	X	
Effects of vocational orientation and exploratory experiences in grades 7-9.		X	X	X	X
Effectiveness of in-service programs as a means of keeping vocational-technical personnel current in their teaching field.			X	X	X
Effectiveness of and uses for internship programs as a tool for training vocational education teachers.			X	X	X
* Methods of maintaining adequate current information on employment needs, educational needs, job requirements, occupational trends, and entry-level skill requirements.	X	X	X	X	X
* A feedback network relating manpower needs and curriculum.	X	X	X	X	X
A model for evaluating vocational-technical education.		X	X	X	X
* Interpretive papers on the effectiveness and uses of individualized instruction.		X	X	X	X
** Occupational and educational status of former vocational and technical education enrollees.	X	X	X	X	

	1970	1971	1972	1973	1974
Programs to improve public acceptance of vocational education.		X	X	X	X
* Effective methods to be used by the Research Coordinating Unit for disseminating research findings among classroom teachers and other researchers.	X	X	X	X	X
Cost-benefit studies for vocational-technical education programs.			X	X	X
Tryout of Program Planning and Budgeting Systems in State and local educational agencies.				X	X
Action research projects proposed by personnel in local educational agencies	X	X	X	X	X
* Research Training Workshops.	X	X	X	X	X
* Consultation on developing, implementing and evaluating research and development projects and disseminating findings.	X	X	X	X	X
* Stimulation and coordination of research efforts.	X	X	X	X	X
Graduate student and staff research.	X	X	X	X	X

* To be undertaken by RCU as part of Unit Operations.

** To be developed by RCU as specially funded project.

2 Exemplary Programs.

State's Priorities	Year Initiated				
	1970	1971	1972	1973	1974
Programs or projects designed to familiarize elementary and secondary school students with the broad range of occupations which require special skills and qualifications for careers in such occupations					
secondary	X				
Programs or projects during the school year which provide educational opportunities for students through work experiences.					
secondary		X			
post-secondary		X			
Programs or projects in the summer which provide educational opportunities for students through work experiences.					
secondary	X				
post-secondary	X				
Programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement					
secondary		X			
post-secondary		X			

	1970	1971	1972	1973	1974
Programs or projects designed to broaden or improve vocational education curriculums					
secondary		X			
post-secondary	X				
Programs and projects designed to permit the exchange of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve the purposes of this part, including manpower agencies and industry					
secondary				X	X
post-secondary			X		
Programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment					
post-secondary			X		
Programs or projects to motivate and provide pre-professional preparation for potential teachers for vocational education					
secondary		X			
post-secondary		X			

5.63 State Residential Vocational Schools.

Objectives

Outcomes Sought

	Current Status	1970	1974
a. Number of schools	-0-	-0-	-0-
b. Number of students to be served	-0-	-0-	-0-

5.64 Consumer and Homemaking Education.

Objectives

Outcomes Sought

	Current Status	1970	1974
a. Number of programs serving youth in economically depressed areas	156	160	170
b. Number of programs serving adults in economically depressed areas	204	205	255
c. Number of programs serving youth			
Number of such programs emphasizing consumer education	807	810	825
d. Number of programs serving adults			
Number of such programs emphasizing consumer education	847	854	890

5.65 Cooperative Education

Objectives

Outcomes Sought

	Current Status		1970		1974	
	Part B	Part G	Part B	Part G	Part B	Part G
a. Number of programs	402	-0-	406	30	650	-0-
b. Number of secondary schools offering programs	230	-0-	230	30	400	-0-
c. Number of post-secondary schools offering programs	1	-0-	1	-0-	42	-0-
d. Number of employers participating	6015	-0-	7200	600	11050	-0-
e. Percentage of secondary vocational students enrolled	7.2	-0-	7.8	.2	12.5	-0-
f. Percentage of post-secondary vocational students enrolled	2.1	-0-	2.1	-0-	5.0	-0-

5.66 Work-Study.

Objectives

Outcomes Sought

	Current Status		1970		1974	
a. Number of secondary schools offering programs	-0-		-0-		125	
b. Number of post-secondary schools offering programs	-0-		-0-		50	
c. Percentage of secondary vocational students enrolled	-0-		-0-		0.6	
d. Percentage of post-secondary vocational students enrolled	-0-		-0-		0.2	

6.0 ANALYSIS OF STATE'S VOCATIONAL EDUCATION PROGRAMS.

Table 3

VOCATIONAL EDUCATION ENROLLMENT

	Projected Enrollment				
	1970	1971	1972	1973	1974
Secondary					
-Grades 9-12	186,483	194,875	204,747	223,736	244,646
-Grade 8 and below	1,250	4,000	5,000	6,000	7,000
Post-secondary	26,500	29,600	34,400	37,500	41,000
Adult	107,000	114,200	121,700	128,000	136,000
TOTAL	321,233	342,675	365,847	395,236	428,646
Special Programs					
Disadvantaged - - - - -Total	14,500	20,000	25,000	31,500	40,000
Secondary	7,500	10,000	12,000	15,000	20,000
Post-secondary	1,000	2,000	3,000	4,000	5,000
Adult	6,000	8,000	10,000	12,500	15,000
Handicapped - - - - -Total	4,020	6,000	8,475	9,900	12,750
Secondary	3,500	5,000	7,000	8,000	10,000
Post-secondary	520	1,000	1,475	1,900	2,750
Adult		(included in above post-secondary)			
Cooperative Program - -Total	15,419	21,549	24,049	30,181	32,581
Secondary	14,919	20,749	22,749	28,581	30,581
Post-secondary	500	800	1,300	1,600	2,000
Group Guidance - - - - -Total (Pre-Vocational)	21,763	25,436	27,522	30,611	33,911
Work-Study - - - - -Total	-0-	2,333	2,333	2,333	2,333
Secondary	-0-	1,458	1,458	1,458	1,458
Post-secondary	-0-	875	875	875	875
Consumer and Homemaking Education - - - - -Total	86,233	89,600	91,800	93,500	97,300
Secondary	67,000	69,000	70,200	71,000	73,000
Post-secondary	400	600	900	1,200	1,800
Adult	18,833	20,100	20,700	21,300	22,500

Table 4

NUMBER OF SCHOOLS OFFERING VOCATIONAL EDUCATION

	1970	1974
Specialized Secondary	-0-	-0-
Vocational-Technical Post-Secondary	38	42
Regular or Comprehensive Secondary	640	620*
Junior or Community College	16	20
College or University (Ag. Tech., N. C. State University)	1	1
Secondary-Post Secondary Combination	-0-	-0-
Other Public Institution (Belmont Textile)	1	1
Private (Under Contract)	-0-	-0-
TOTAL	696	684

*Reduction due to school consolidation.

Table 5

CONSTRUCTION PROJECTS

	1970	1971	1972	1973	1974
Area Vocational Schools (as defined in the 1968 Amendments)					
Construction Projects Planned					
- Expansion, Alteration, and Remodeling	5	18	16	13	14
- New Construction	6	14	18	20	25
- Acquisition	3	1	2	2	2

Table 6
NUMBER OF TEACHERS OF VOCATIONAL EDUCATION

Program	1970					1974				
	Level of Program					Level of Program				
	S	PS	A	D	H	S	PS	A	D	H
Agriculture - Production	149	---	149	30	---	100	---	100	60	---
- Off-Farm	447	40	482	60	---	496	110	490	125	---
Distribution and Marketing	253	12	110	35	---	350	30	200	75	---
Health	10	141	165	15	---	30	310	345	40	---
Home Economics - Consumer & Homemaking Education	810	---	810	20	---	825	---	825	50	---
- Gainful	14	10	104	10	---	50	80	225	60	---
Office	149	178	380	25	---	300	255	460	50	---
Public Service	20	10	75	15	---	50	30	75	20	---
Technical	---	254	190	5	---	---	350	300	25	---
Trades and Industry	742	296	1840	120	---	1185	475	3100	360	---
Group Guidance (Prevocational)	190	---	---	30	---	350	---	---	75	---
Remedial	---	30	40	20	---	---	70	75	80	---
Occupational Mix	---	---	---	---	120	---	---	---	---	150
Total 1/ Unduplicated	2784	971	2925	95	120	3736	1710	4820	360	150

1/ Count a teacher only once even though teaching in more than one area.

Table 7
TEACHER TRAINING ENROLLMENT

	Level of Program	1970	1974
Agriculture	Preservice	15	65
	- Production <u>1/</u>	30	80
	- Off-Farm <u>1/</u>	150	250
	Inservice	240	600
Cooperative <u>1/</u>	Preservice	0	75
	Inservice	60	300
Distribution and Marketing	Preservice	34	70
	Inservice	70	180
Guidance and <u>2/</u> Counseling	Preservice	0	150
	Inservice	285	410
Health	Preservice	0	35
	Inservice	0	60
Home Economics	Preservice	425	565
	- Consumer & Homemaking <u>1/</u>	210	270
	- Gainful <u>1/</u>	75	125
	Inservice	50	70
Office	Preservice	0	70
	Inservice	0	125
Public Service	Preservice	0	35
	Inservice	0	60
Disadvantaged	Preservice	0	200
	Inservice	0	750
Handicapped	Preservice	0	100
	Inservice	0	300
Technical	Preservice	15	40
	Inservice	30	90
Trades and Industry	Preservice	38	180
	Inservice	160	320
Remedial	Preservice	0	30
	Inservice	0	70
Vocational Education Administration	Preservice	25	50
	Inservice	35	140
Totals	Preservice	777	2040
	Inservice	1170	3825

1/ Count an enrollment only once even though prepared for two programs; i.e., consumer and homemaking education and home economics gainful.

2/ Includes enrollment for Introductions to Vocations program (Group Guidance).

Table 8
ESTIMATES OF FUNDS NEEDED FOR VOCATIONAL EDUCATION

Program/Purpose	Funds	1970	1971	1972	1973	1974
State Programs Part B	Total	115,719,564	130,726,764	150,018,306	169,145,510	181,300,000
	Federal	15,750,000	18,500,000	22,650,000	24,900,000	28,050,000
	S & L	99,969,564	112,226,764	127,368,306	144,245,510	153,250,000
Secondary	Total (F.S.L)	36,114,265	42,711,224	51,436,512	59,637,397	65,000,000
Post Secondary	Total	69,690,819	76,903,540	85,270,394	93,698,433	99,000,000
Adult	Total	4,179,080	4,597,000	5,516,400	6,619,680	7,000,000
Disadvantaged	Total	1,350,000	1,500,000	1,700,000	1,900,000	2,000,000
Handicapped	Total	900,000	1,000,000	1,000,000	1,000,000	1,000,000
Construction	Total	1,890,000	2,000,000	2,400,000	3,000,000	3,500,000
Guidance & Counseling	Total	785,000	1,000,000	1,500,000	2,000,000	2,400,000
Contracted Instruction ^{1/}	Total	-0-	-0-	-0-	-0-	-0-
Ancillary Services	Total	810,400	1,015,000	1,195,000	1,290,000	1,400,000
<hr/>						
Research and Training Part C	Total	2,085,760	2,200,000	2,200,000	2,085,760	2,085,760
	Federal	1,896,145	2,000,000	2,000,000	1,896,145	1,896,145
	S & L	189,615	200,000	200,000	189,615	189,615
Exemplary Programs Part D	Total	1,495,593	1,950,000	2,145,000	1,645,153	1,645,153
	Federal	1,495,593	1,950,000	1,950,000	1,495,593	1,495,593
	S & L	-0-	-0-	195,000	149,560	149,560
Residential Schools State Programs Part E	Total	-0-	-0-	-0-	-0-	-0-
	Federal	-0-	-0-	-0-	-0-	-0-
	S & L	-0-	-0-	-0-	-0-	-0-
Consumer & Homemaking Education Part F	Total	6,947,181	7,267,000	7,762,000	7,762,000	7,762,000
	Federal	835,613	1,155,000	1,650,000	1,650,000	1,650,000
	S & L	6,111,568	6,112,000	6,112,000	6,112,000	6,112,000
Cooperative Education Part G	Total	875,158	1,250,000	2,062,500	2,062,500	2,062,500
	Federal	875,158	1,250,000	1,875,000	1,875,000	1,875,000
	S & L	-0-	-0-	187,500	187,500	187,500
Work-Study Part H	Total	1,184,726	1,184,726	1,184,726	1,184,726	1,184,726
	Federal	987,272	987,272	987,272	987,272	987,272
	S & L	197,454	197,454	197,454	197,454	197,454
Grand Total	Total	128,307,982	144,578,490	165,372,532	183,885,649	196,040,139
	Federal	21,839,781	25,842,272	31,112,272	32,804,010	35,954,010
	S & L	106,468,201	118,736,218	134,260,260	151,081,639	160,086,129

NORTH CAROLINA STATE PLAN FOR VOCATIONAL EDUCATION

PART III - ANNUAL PROGRAM PLAN PROVISIONS

1.0 GENERAL

1.1 SUMMARY OF ALLOCATIONS OF FUNDS.

Based upon State funds available for vocational and technical education and anticipated estimates of Federal and local funds, the State Board of Education annually projects the estimated allocation of funds for State vocational education programs. Table 1 sets forth the estimates for fiscal year 1970.

1.2 TRANSFER OF ALLOTMENTS.

The State Board of Education does not anticipate transferring its allotment of Federal funds under either Part B or Part C of the Act to any other allotment under any other part of the Act.

Should the need occur for a transfer, a formal "Request for Transfer of Federal Funds Allotted" will be filed with the U. S. Commissioner.

State North Carolina Table 1 Fiscal Year 1970
Estimated Allocation of Funds
for State Vocational Education Programs

Program/Purpose	Total Funds	Federal Funds	State Funds	Local Funds
Part B State Programs				
Secondary.....	\$21,198,471.00	\$3,978,340.00	\$11,451,825.00	\$5,768,306.00
Post Secondary.....	14,153,605.00	1,324,170.00	11,218,528.00	1,610,907.00
Adult.....	2,578,350.00		2,578,350.00	
Disadvantaged.....	1,193,502.00	1,193,502.00		
Handicapped.....	795,668.00	795,668.00		
Contracted Instruction.....				
Guidance and Counseling.....	58,816.00		58,816.00	
Construction of Area Vocational Schools..	1,330,000.00	665,000.00		665,000.00
Ancillary Services (Total)	1,234,281.00		1,234,281.00	
Administration, Supervision, and				
Evaluation.....	892,773.00		892,773.00	
Teacher Training.....	320,508.00		320,508.00	
Research and Demonstration Projects....	21,000.00		21,000.00	
Curriculum Development.....				
Total	\$42,542,693.00	\$7,956,680.00	\$26,541,800.00	\$8,044,213.00
Section 102(b) State Programs				
Disadvantaged.....				

Note: Estimate of expenditures as projected in accordance with the policies and procedures in the State plan.

State North Carolina

Table 1

Fiscal Year 1970Estimated Allocation of Funds
For State Vocational Education Programs

Program/Purpose	Total Funds	Federal Funds	State Funds	Local Funds
Part C Research (Total)	68,322	51,242	10,000	7,080
RCU	68,322	51,242	10,000	7,080
Grants and Contracts				
Part D Exemplary Programs (Total)	134,281	134,281		
Planning	34,281	34,281		
Operating	100,000	100,000		
Part E Residential (State) (Total)				
Planning				
Construction				
Operation				
Part F Consumer and (Total)				
Homemaking	7,246,648	502,062	4,449,555	2,295,031
Instruction	7,052,448	502,062	4,255,555	2,295,031
Ancillary	194,200		194,200	
Part G Cooperative Programs (Total)	296,158	296,158		
Instruction	296,158	296,158		
Ancillary				
Part H Work-study (Total)				
Student Compensation				
Administration				

Note: Estimates of expenditures as projected in accordance with the policies and procedures in the State plan.

Table 2

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Agricultural Production 01.0100	S	148	--	148	6825	1284
	A	212	50	(540)	19104	19104
	PS	10	3	18	325	60
	A	11	4	19	290	0
	D-(PS)	2	--	2	30	12
Agricultural Supplies 01.0200	S	24	4	24	502	192
	PS	2	--	1	4	1
	A	2	--	2	19	--
Agricultural Mechanics 01.0300	S	240	50	264	15801	2977
	D-(S)	13	--	(10)	500	109
	PS	3	1	4	49	10
	A	6	2	14	206	--
Agricultural Products 01.0400	S	30	14	44	1118	289
	PS	1	--	2	41	15
	A	2	--	5	76	--
Ornamental Horticulture 01.0500	S	175	12	45(130)	12208	2044
	PS	3	--	4	56	28
	A	9	2	16	249	--
	D-(A)	1	--	1	2	--
Commercial Floral Design 01.0502	A	1	--	2	32	32

Table 2 (Cont'd.)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Agricultural Resources 01.0600	S	33	--	(33)	605	252
	PS	2	--	2	38	16
	D-(PS)	1	--	1	10	--
Forestry 01.0700	S	72	7	72(7)	3165	669
	D-(S)	1	--	(1)	16	--
	PS	2	1	14	249	50
	D-(PS)	1	--	1	15	--
Other Agricultural 01.9900	D-(S)	--	1	(1)	15	5
Animal Hospital, Farriering and others 01.9900	PS	2	--	3	40	10
	A	4	2	7	111	--
Advertising Services 04.0101	S	15	--	(15)	150	67
	A	4	1	6	99	--
Apparel and Accessories (Fashion Merchandising) 04.0102	S	8	--	1(7)	368	184
Finance and Credit 04.0104	A	8	3	25	370	--
General Merchandise (Salesmanship) 04.0108	S	23	--	(23)	310	140
	D-(S)	30	--	(30)	900	300
Hardware, Bldg. Materials Farm and Garden Supplies and Equip. 04.0109	PS	1	--	1	20	13
	A	2	--	4	72	--
Hotel and Lodging 04.0111	PS	2	--	3	37	10
	A	6	2	19	290	--
Insurance 04.0112	A	13	4	28	428	--
Management 04.0113	A	2	--	2	6	--
Marketing 04.0114	S	100	2	128	3558	1601
	D-(S)	26	--	(26)	1100	400
	A	2	--	2	21	--
Real Estate 04.0116	A	3	3	9	129	--
Retailing 04.0117	A	8	3	18	278	--
Transportation 04.0118	PS	2	1	4	114	25
	A	3	1	6	98	--
Commercial Art 04.9900	S	3	--	3	70	35

Table 2 (Cont'd.)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Cooperative Distributive Educ. 04.9900	C-(S)	202	10	107(100)	6605	3235
Careers in Distribution 04.9900	S	23	15	2(35)	929	12
Job Orientation In Business 04.9900	D-(S)	3	17	8(12)	480	80
Dental Assistant 07.0101	PS	3	1	5	85	50
	A	1	--	1	12	--
	D-(PS)	1	--	1	16	8
Dental Hygienist (Associate Degree) 07.0102	PS	2	1	5	118	55
	D-(PS)	1	--	1	12	12
Dental Laboratory Technician 07.0103	PS	1	1	2	44	23
	A	1	1	2	23	--
	D-(PS)	1	--	1	11	--
Medical Laboratory Assistant 07.0203	PS	2	1	5	115	45
	A	2	1	5	70	--
Nurse (Associate Degree) 07.0204	PS	5	2	16	362	150
	A	9	2	9	142	--
	D-(PS)	1	--	1	12	--
	D-(A)	2	1	3	50	--
Practical (Vocational) Nurse 07.0205	PS	32	--	70	1948	660
	A	10	--	15	483	--
	D-(PS)	3	1	3	45	5
	D-(A)	4	--	4	33	--
Nurses' Aide 07.0206	PS	5	--	5	160	40
	A	25	7	25	2793	--
	D-(A)	2	--	2	10	--
Surgical Technician 07.0213	PS	1	--	1	13	7
Physical Therapy Assistant 07.0215	A	2	1	2	130	--
Health Occupations 07.9900	S	22	--	22	978	521
Mental Health Aide, Ambulance Attendant and others 07.9900	A	15	5	85	1761	--
Basic Home Economics 09.0101	S	810	2	812	64775	10000
	D-(S)	10	18	(18)	315	315
	A	525	--	(525)	14500	14500
Child Development 09.0102	S	2	--	(2)	46	46

Table 2 (Cont'd.)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Clothing 09.0103	S	14	4	(18)	991	991
Family Relations 09.0106	S	3	1	(4)	198	210
Foods and Nutrition 09.0107	S	14	4	(18)	990	990
Care and Guidance of Children 09.0201	S	1	1	2	60	55
	A	10	3	20	401	--
	D-(A)	1	--	1	20	--
Clothing Management, Production and Services 09.0202	A	12	4	15	802	--
	S	25	3	(27)	400	380
Food Management, Production & Services 09.0203	S	29	5	(34)	500	--
	A	25	11	60	1513	--
Home Furnishings, Equip. & Services 09.0204	PS	1	1	2	41	15
	A	13	4	55	959	--
	S	1	--	(1)	15	14
Institutional & Home Management and Supporting Services 09.0205	PS	1	--	2	38	20
	A	10	3	20	342	--
	S	5	1	(6)	65	58
Cooperative Home Economics 09.9900	S	--	2	(2)	20	18
Housekeeping & others 09.0299	A	2	--	2	27	--
Accounting & Computing 14.0100	PS	16	--	30	545	140
	A	25	--	48	1200	--
	D-(A)	3	2	3	27	--

Table 2 (Cont'd.)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Business Data Processing Systems 14.0200	S	7	1	8	680	360
	PS	10	3	49	879	180
	A	13	5	44	687	--
Filing, Office Machines & General Off., Clerical 14.0300	A	16	10	47	694	--
	D-(S)	10	--	(10)	250	100
Information Communication 14.0400	A	3	--	3	46	--
Materials Support Occup. 14.0500	A	1	--	1	20	--
Personnel, Training and Related 14.0600	A	1	--	1	22	--
Stenographic, Secretarial, and Related 14.0700	S	73	--	73	2017	2017
	C-(S)	54	--	54	937	937
	C-(D-S)	1	--	(1)	18	18
	PS	39	21	111	3310	850
	A	28	16	55	1144	--
	D-(PS)	5	2	5	80	45
	D-(A)	4	1	4	21	--
Supervisory and Administrative Mgt. 14.0800	PS	37	14	161	3299	850
	A	11	5	27	821	--
	D-(PS)	10	3	10	180	40
Typing & Related 14.0900	A	35	11	178	3898	--
Library Assistant and others 14.9900	PS	1	--	1	17	15
	A	2	--	2	33	--
	D-(S)	1	--	(1)	65	65
Architectural Technology 16.0103	PS	3	2	5	135	30
	A	2	1	2	47	--
Automotive Technology 16.0104	PS	2	--	2	35	12
	D-(PS)	2	--	2	28	12
Civil Technology 16.0106	PS	7	3	10	452	70
	A	3	--	3	85	--
	D-(PS)	1	--	1	13	2
Electrical Technology 16.0107	PS	6	--	9	223	55
	A	6	--	20	423	--
Electronics Technology 16.0108	PS	19	5	43	763	250
	A	7	2	21	212	--
	D-(PS)	3	--	3	41	8
Electro-Mechanical Technology 16.0109	A	1	--	1	6	--
Environmental Control Technology 16.0110	PS	3	1	4	65	25
	A	1	--	1	28	--
	D-(PS)	2	--	2	30	12

Table 2 (Cont'd.)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Industrial Technology 16.0111	PS	6	2	8	158	20
	A	6	2	14	272	--
Instrumentation Technology 16.0112	PS	1	--	1	14	8
	A	4	2	6	117	--
Mechanical Technology 16.0113	PS	19	7	49	898	275
	A	7	2	9	172	--
	D-(PS)	3	1	3	50	12
Scientific Data Processing 16.0117	PS	2	--	2	70	20
	A	1	--	5	169	--
Sanitary Engr. Technology Textile Tech. & others 16.0199	PS	3	1	3	60	15
	A	2	--	2	44	--
	D-(PS)	1	--	1	13	--
Chemical Technology 16.0501	PS	6	2	8	160	28
	A	2	1	3	53	--
Commercial Pilot Training 16.0502	A	4	--	4	132	--
Fire and Safety Technology 16.0503	PS	3	2	5	102	20
	A	2	1	3	66	--
Marine Technology 16.0505	PS	1	1	9	31	15
Public Service Technology 16.0506	PS	3	2	4	161	20
	A	1	--	2	45	--
Air Conditioning 17.0100	PS	12	3	17	584	110
	A	16	5	31	690	--
	D-(PS)	2	--	2	25	11
Heating 17.0102	A	3	1	3	87	--
Appliance Repair 17.0200	A	8	4	10	220	--
Automotive Industries 17.0300	S	7	--	8	309	126
Auto Body and Fender 17.0301	S	2	--	2	50	27
	PS	4	2	5	97	20
	A	3	2	3	53	--
Auto Mechanics 17.0302	S	26	--	26	1095	638
	D-(S)	10	--	10	200	50
	PS	38	12	45	1417	450
	A	20	6	51	1074	--
	D-(PS)	5	1	5	61	38
	D-(A)	3	--	3	20	--
Internal Combustion Engines 17.0399	S	29	--	29	946	484

Table 2 (Cont'd.)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Aviation Occupations 17.0400	S	2	--	2	160	53
Aircraft Maintenance 17.0401	PS	1	--	2	35	--
	A	1	--	2	100	--
Aircraft Operations (Apprentice) 17.0402	A	1	1	1	26	--
Blueprint Reading 17.0500	A	28	16	74	1647	--
Business Machine Maint. 17.0600	A	1	--	1	8	--
Commercial Art Occup. 17.0700	PS	4	3	9	288	55
	A	1	--	2	44	--
Commercial Fishery Occup. 17.0800	A	4	4	22	433	--
Constr. & Maint. Trades 17.1000	A	2	2	9	231	--
Constr. & Maint. Trades (Apprentice) 17.1000	A	2	--	2	99	--
Carpentry 17.1001	S	91	--	90	2512	969
	D-(S)	20	--	20	500	200
	PS	2	--	2	41	15
	A	13	7	21	295	--
Carpentry (Apprentice) 17.1001	A	2	--	3	50	--
Electricity 17.1002	S	98	--	98	2062	693
	PS	14	4	18	360	30
	A	32	17	57	1991	--
Heavy Equip. (Constr.) 17.1003	PS	1	--	2	84	45
	A	2	--	2	29	--
	D-(PS)	1	--	1	15	--
Heavy Equip. (Constr.) (Apprentice) 17.1003	A	2	--	2	32	--
Masonry 17.1004	S	101	--	100	3909	1778
	D-(S)	49	--	49	1045	400
	PS	8	3	14	280	60
	A	27	15	69	1177	--
Painting and Decorating 17.1005	S	1	--	1	35	20
	A	2	--	11	316	--
Plumbing and Pipefitting 17.1007	S	3	--	3	86	34
	A	4	2	4	56	--

Table 2 (Cont'd.)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Plumbing and Pipefitting (Apprentice) 17.1007	A	1	--	1	21	--
Surveying 17.1009	A	1	--	1	27	--
Construction Industry 17.1099	S	82	--	82	3631	443
Custodial Services 17.1100	A	9	3	17	362	--
Diesel Mechanic 17.1200	PS	3	1	5	79	40
	A	3	1	3	46	--
	D-(PS)	1	--	1	10	3
Drafting Occupations 17.1300	S	95	--	95	4280	1527
	PS	27	12	37	751	185
	A	11	9	23	413	--
	D-(PS)	3	1	3	42	14
Electrical Occup. 17.1400	A	1	--	1	32	--
Electrical Occup. (Apprentice) 17.1400	A	4	--	17	270	--
Lineman 17.1402	PS	1	--	1	22	15
	A	2	2	11	543	--
Electrical Motor Repairman 17.1403	A	2	--	5	90	--
Electronics Communications 17.1501	A	4	2	11	174	--
Electronics Industry 17.1502	A	1	--	7	133	--
Radio and/or Television 17.1503	PS	16	7	29	497	160
	A	10	8	34	633	--
	D-(PS)	3	1	3	52	22
Radio and/or Television (Apprentice) 17.1503	A	1	--	1	18	--
Drycleaning 17.1601	A	1	--	1	17	--
Foremanship, Supervision, and Mgt. Development 17.1700	PS	1	--	2	66	25
	A	37	25	287	7650	--
General Continuation (Remedial) 17.1800	D-(A)	4	4	9	540	--

Table 2 (Cont'd.)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Graphic Arts Occupations 17.1900	S	21	--	21	795	274
	PS	1	--	2	41	14
	A	3	--	3	35	--
Maritime Occupations 17.2200	S	3	--	3	80	34
	PS	3	--	3	44	42
	A	1	--	1	25	--
Machine Shop 17.2302	S	16	--	16	472	177
	PS	25	12	43	820	260
	A	12	7	31	694	--
	D- (PS)	1	--	1	12	5
	D- (A)	2	--	2	10	--
Machine Shop (Apprentice) 17.2302	A	1	--	1	75	--
Machine Tool Operation 17.2303	A	9	9	57	1266	--
Machine Tool Operation (Apprentice) 17.2303	A	1	--	1	52	--
Metal Trades 17.2304	PS	5	--	7	140	42
	A	1	--	2	31	--
Metal Trades (Apprentice) 17.2304	A	1	--	1	23	--
Sheet Metal 17.2305	S	2	--	2	38	15
	PS	1	--	1	11	--
	A	3	--	3	59	--
Welding 17.2306	S	6	--	6	123	98
	PS	23	15	29	1098	150
	A	30	24	71	1817	--
	D- (PS)	1	--	3	43	--
	D- (A)	1	--	1	11	--
Sheet Metal (Apprentice) 17.2305	A	1	--	1	15	--
Quality Control (Apprentice) 17.2399	A	1	--	2	27	--
Cosmetology 17.2602	S	14	--	14	414	231
	PS	6	2	11	198	117
	A	6	4	9	242	--
Fireman Training 17.2801	A	40	31	551	12782	--
Law Enforcement Training 17.2802	A	31	31	211	4315	--
Quantity Food Occupations 17.2900	S	6	--	6	147	76
	A	5	5	18	473	--

Table 2 (Cont'd.)
Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
		Continuing	Expanded			
Cook/Chef 17.2902	A	4	1	6	79	--
Meat Cutter 17.2903	A	3	--	3	51	--
Waiter/Waitress 17.2904	A	7	4	14	321	--
Small Engine Repair 17.3100	PS	1	--	2	71	20
	A	24	11	51	1159	--
Textile Production and Fabrication 17.3300	S	3	--	3	62	53
	A	18	18	29	3046	--
Dressmaking 17.3301	A	1	--	4	110	--
Tailoring 17.3302	S	6	--	6	215	130
	A	1	--	1	7	--
Synthetic Fiber Productions, Weaver, & others D-(A) 17.3399	A	16	8	26	530	--
		1	--	1	5	--
Shoe Repair 17.3400	S	2	--	2	52	23
Upholstering 17.3500	PS	3	2	6	126	55
	A	15	11	31	1087	--
Woodworking Occup. 17.3600	A	7	2	11	254	--
Millwork and Cabinet- making 17.3601	S	18	--	18	420	125
Printing 17.9900	S	2	--	2	57	22
General Industries 17.9900	S	10	--	10	623	43
Industrial Cooperative Training 17.9900	C-(S)	149	--	149	5177	1824
	C-(D-S)	7	--	7	240	56
Millwright, Sewing Machine Fixer, Doll Making, Jitney Driver Training and others 17.9900	PS	1	--	2	44	12
	A	16	10	56	1456	--
Millwright, Sewing Machine Fixer, Doll Making, Jitney Driver Training and others (Apprentice) 17.9900	A	2	1	4	169	--
Introduction to Vocations .9900	S	246	5	195	21763	--
	D-(S)	16	--	(16)	1874	--

Table 3

New Instructional Programs Planned in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs	Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
Agricultural Production 01.0100	PS,A D-(A)	1 55	1 (30)	20 2,746	-- --
Agricultural Supplies 01.0200	H-(S)	12	(12)	180	60
Agricultural Mechanics 01.0300	H-(S)	7	(7)	226	21
Ornamental Horticulture 01.0500	S H-(S) PS,A	12 5 1	12 2(3) 1	216 250 18	72 40 --
Agricultural Resources 01.0600	H-(S)	5	(5)	200	70
Agricultural Resources 01.0604	D-(PS,A)	2	2	45	--
Forestry 01.0700	H-(S)	5	(5)	250	40
Hardware, Building Materials, Farm and Garden Supplies and Equipment 04.0109	PS,A	1	1	20	--
Marketing 04.0114	S	3	3	165	74
Cooperative Distributive Education 04.9900	C-(S)	14	13(1)	430	193
Job Orientation in Business 4.0199	H-(S)	15	15	271	200
Medical Laboratory Assistant 07.0203	PS,A	2	2	45	--
Nurse (Associate Degree) 07.0204	PS,A	2	5	75	--
Practical (Vocational) Nurse 07.0205	PS,A	2	3	45	45
Nurse's Aide 07.0206	H-(PS,A)	10	10	200	200
Surgical Technician 07.0213	PS,A	1	1	30	30
Physical Therapy Assistant 07.0215	PS,A	1	1	20	--
Other 07.9900	H-(PS,A)	2	2	40	20

Table 3 (con't)

New Instructional Programs Planned in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs	Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
Basic Home Economics 09.0101	D-(A)	50	(30)	2,500	2,500
Care and Guidance of Children 09.0201	H-(S) D-(PS,A)	1 3	1 5	13 60	12 --
Cooperative Home Economics 09.9900	C-(S)	2	2	20	18
Accounting and Computing 14.0100	PS,A	2	2	50	--
Filing, Office Machines, and General Office Clerical 14.0300	H-(S) PS,A	31 1	31 1	950 20	550 --
Stenographic, Secretarial, and Related 14.0700	C-(S) PS,A	10 5	10 7	200 130	200 --
Supervisory and Administrative Management 14.0800	PS,A	3	3	60	--
Other 14.9900	H-(PS,A)	3	3	60	40
Electronics Technology 16.0108	PS,A	1	1	20	--
Environmental Control Technology 16.0110	PS,A	1	1	20	--
Mechanical Technology 16.0113	PS,A	1	1	15	--
Fire and Safety Technology 16.0503	PS,A	1	1	20	--
Forestry Technology 16.0504	PS,A	3	3	75	--
Marine Technology 16.0505	PS,A	1	1	20	--
Police Science Technology 16.0506	PS,A	3	3	75	--
Other 16.9900	H-(PS,A)	4	4	100	60
Auto Body and Fender 17.0301	PS,A	1	1	15	--
Auto Mechanics 17.0302	H-(S)	2	2	60	--
Commercial Photography Occupations 17.0900	PS,A	2	2	35	--

Table 3 (con't)

New Instructional Programs Planned in FY 1970

Occupational Field (OE Code)	Purpose	Number of Programs	Number of Teachers	Estimated Enrollment	Estimated No. to Complete FY 1970
Carpentry 17.1001	H-(S) PS,A	5 5	5 5	200 100	-- --
Masonry 17.1004	H-(S) H-(PS,A)	4 4	4 4	120 80	-- 40
Drafting Occupations 17.1300	PS,A	5	5	100	--
Industrial Electrician 17.1401	PS,A	5	5	100	--
Radio/Television 17.1503	H-(PS,A)	2	2	40	--
Instruments Maintenance and Repair Occupations 17.2100	PS,A	1	1	20	--
Industrial Cooperative Training 17.9900	H-(C-S)	20	20	800	400
Machine Shop 17.2302	D-(S)	2	2	80	--
Welding 17.2306	D-(PS,A)	2	2	40	--
Cosmetology 17.2602	PS,A	4	4	90	--
Small Engine Repair 17.3100	PS,A	1	1	15	15
Textile 17.3300	D-(S)	3	3	90	--
Woodworking Occupations 17.3601	PS,A	1	1	15	--
Industrial Cooperative Training 17.9900	D-(S)	5	5	175	--
Other 17.9900	PS,A	2	2	30	--
Cooperative Vocational Education Programs 9900	G-(D&H-S)	30	30	750	425

Table 4

Summary of Instructional Programs Planned

	Number of Programs			Number of Teachers	Estimated Enrollment	Estimated Number Completing
	Continuing	Expanded	New			
(1) High School	3,197	150 ^{1/}	29	2,389	187,733	46,933
(2) Post High School	471	157	60	971	26,500	13,250
(3) Adult	1,651	477	60	2,925	107,000	--
(4)						
(A) Disadvantaged	281	53	92	225	14,491	2,642
(B) Handicapped	0	0	147	115	4,020	1,495
(5) Guidance (Pre-Vocational)	246	5	-	195	21,763	-
Totals	5,846	842	388	6,820	361,507	64,320

^{1/} Primarily program redirections rather than actual increase in number of positions.

1.3 OTHER VOCATIONAL EDUCATION PROGRAMS.

North Carolina has several Federal and State programs involving vocational education components which are related to and are in addition to State Plan programs. In addition to providing for the needs of regular students, many of these programs are designed to give attention to the needs of the disadvantaged and handicapped. Because these programs are so varied in approach and the administration proliferated, it is difficult for the Division of Vocational Education and the Division of Occupational Education to collect and assemble data which adequately reflect enrollment and expenditures. During the 1969-70 school year, data necessary to depict the degree of involvement of other agencies in vocational and technical education will be collected and assembled. Closer coordination with agencies normally known to have a component of vocational involvement in their programs will be attempted in 1969-70. These agencies include:

on-the-job learning phase of this cooperative-type program. This project, planned for three years, is in its second year of operation.

- (2) A program entitled SHOWCASE has been designed and implemented by the Watauga County School system. This project provides for a career development program encompassing grades 1-12. A guidance-occupational orientation program is offered to students in grades 1-8. In grades 9-12, emphasis is on vocational education. Consultant services are provided by Title III, ESEA; the Division of Vocational Education; and the Division of Pupil Personnel Services. This project, planned for three years, is in its second year of operation.

- a. Title I, ESEA: Local educational agencies consistently have a greater need for vocational education teaching positions, equipment, and instructional materials than there are funds available under the State Plan. Because of this, local educational agencies are currently supporting approximately 100 additional teaching positions under Title I. Thousands of dollars are used annually for equipment and supplies.
- b. Title III, ESEA: Despite the need, funds for experimental and exemplary programs in vocational education have been very limited in North Carolina. Since the implementation of the Elementary and Secondary Education Act, several local educational agencies have submitted project proposals under Title III designed to discover better ways of meeting vocational education needs of children. Approved projects have provided significant contributions to developing a more meaningful State-wide program of vocational education. Two such experimental programs are described on the following pages:
- (1) A program entitled Junior Education Work Training (JEWT), designed to serve youth with special needs, is being conducted by the Durham City Schools with consultant help from Title III, ESEA; the Division of Vocational Education; and the Research Coordinating Unit. Local businesses and industries provide work experience stations for the

- c. National Youth Corp: In the absence of support for the vocational education work-study program, some local educational agencies are utilizing Neighborhood Youth Corp programs; however, it appears that the NYC programs do not meet the desired objectives of the vocational education work-study program.
- d. Special Education--Elementary and Secondary Schools: Heretofore, special education programs with vocational involvement in high schools have been coordinated cooperatively by the Special Education section of the Division of General Education and the Public School Programs section of the Division of Vocational Rehabilitation. During the 1969-70 school year, several experimental programs will be implemented to meet the vocational needs of students enrolled in special education programs. These programs will be designed and coordinated by representatives from the Special Education section, Public School Programs section, and the Special Needs section of the Division of Vocational Education.
- e. Vocational Rehabilitation: The Division of Vocational Rehabilitation is working with secondary schools and post-secondary institutions in meeting the needs of many

physically and mentally handicapped students. To avoid duplication of effort, vocational education programs for these groups will be coordinated with the Division of Vocational Rehabilitation.

- f. Model Cities: Three communities in North Carolina receive Model Cities funds. A portion of these funds is utilized to provide specific vocational opportunities for select groups. Facilities of existing secondary schools and post-secondary institutions are used.
- g. Manpower Development Corporation: The North Carolina Manpower Development Corporation is a private non-profit corporation, chartered in 1967, with the hope of building a manpower model to help industry find workers and to help workers find jobs. One training center has been established to date. Other centers will be developed over the State. From these centers MDC will reach out to find the chronically unemployed and underemployed, train them, and develop jobs for them - close to their homes, if possible. These centers will be coordinated with other manpower efforts in the State.

MDC is developing its own training curriculum as it recruits a corps of instructors.

2.0 STATE VOCATIONAL EDUCATION PROGRAMS (PART B, SECTION 102 (a) OF ACT).

2.1 INSTRUCTIONAL PROGRAMS.

- 2.11 Summary.
North Carolina's program of vocational and technical education for fiscal year 1970 is set forth in:

Table 2: Instructional Programs Planned Which Are Continuing or Expanding;
Table 3: New Instructional Programs Planned; and
Table 4: Summary of Instructional Programs Planned.

2.12 Persons to be Served.

The estimate of funds to be allocated to the five categories of persons to be served was based upon the following:

- a. The mandatory percentage requirements of the Act and the percentage requirements of the State Board;
- b. The estimated funds available, including local, State, and Federal; and
- c. The numbers of persons to be served in each of the five categories.

2.12-1 Secondary (Persons in High School).

In comparing the information in Part II regarding manpower needs and job opportunities with the vocational outputs, it is obvious that adequate funds are not available to meet the needs. During the fiscal year 1969, 48.8 percent of students enrolled in grades 9-12 participated in one or more vocational education programs. If the goals and objectives projected in Section 5.1 of Part II are realized, this percentage will increase to 53.7 for fiscal 1970. The anticipated enrollment for fiscal 1970 is shown in Table 3 of Part II.

As in 1968-69, the highest priorities in the expansion of vocational programs at the high school level will be to approve new programs and redirect and modify existing programs to provide local educational agencies with greater balance and diversification in their offering. New and additional programs for

high school students will be provided based upon local plans for vocational education from each local educational agency. The local plan is based upon the premise that local school units conduct occupational surveys and request those teaching positions needed to provide appropriate occupational education opportunities for gainful employment.

Efforts are being made to provide each local educational agency with a comprehensive program of vocational education to meet the diverse needs of the high school students. Table 1B of Part II indicates that 209 of the 618 secondary schools offering vocational education now offer courses in four or more of the six vocational fields.

In addition to identifying students in grades 9-12 who have vocational education needs, the State plans to develop pre-vocational and occupational orientation sequential programs for grades 8 and below.

2.12-2 Post-Secondary (Persons Who Have Completed or Left High School).

Post-secondary vocational and technical education is provided within a system of 50 institutions located geographically throughout the State (see 2.3 of Part II). A variety of programs from one to two years in length and several short-term training programs are offered by these institutions. After determining occupational needs and opportunities, each institution initiates an application to offer a vocational or technical curriculum. Applications are forwarded to the Department of Community Colleges for processing and subsequent submission to the State Board of Education for approval.

A total program responsive to labor market demands and the needs of a diversified clientele of students is assured by the following: the location of the 50 institutions offering post-secondary vocational and technical education; the policy of requiring surveys prior to the approval of new programs; the continuing evaluation of each institution's programs; and the objective of a State-wide comprehensive vocational-technical program. Vocational and technical education programs are expanding rapidly in post-secondary institutions. One-third of the Federal funds allotted to the State for fiscal 1970 under Section 102(a) of the Act has been allotted for post-secondary education by the State Board. The formula for the distribution of funds to local institutions is explained in 3.26-5 of Part I.

2.12-3 Adult (Persons Who Have Entered Labor Market).

One of the occupational education objectives of the State Board of Education is to provide appropriate vocational education for those adults who need retraining for new jobs or inservice training for advancement in their present jobs. The primary responsibility for providing such occupational education has been assigned to the 37 post-secondary technical institutes and the 13 community colleges under the administration of the State Board of Education. However, secondary schools, through their departments of Home Economics and Agriculture, are authorized to offer adult education opportunities for homemakers and farmers.

Adult vocational education has received much emphasis in recent years; however, only a

fraction of the State's current labor force has been involved in adult programs. The low rate of involvement of adults in occupational education can be attributed to many factors, such as: (1) lack of funds to provide facilities, equipment, teaching materials, and staff; (2) difficulties in recruiting students, especially those adults with little education and those in poor socioeconomic situations; and (3) lack of understanding by the general public of the seriousness of the situation and the need for providing appropriate occupational education for adults.

Despite these difficulties, the State is projecting an enrollment of 107,000 adults in a variety of vocational and technical programs during 1969-70.

Secondary Schools (High Schools): Adult farmer education will be provided in approximately 500 high schools with an estimated total enrollment of 21,850 farmers. This represents approximately 12 percent of the State's labor force currently engaged in agricultural production.

Adult homemaking education, with an estimated enrollment of 17,000 homemakers, will be provided in approximately 75 percent of the high schools offering vocational home economics.

Post-Secondary Schools: Last year, the 37 technical institutes and 13 community colleges provided retraining and inservice training in a variety of occupational education programs reflecting changes in the State's economy and labor market demands. Each institution, in consultation with business and industry advisory committees, determines those programs needed to retrain and upgrade the adult workers of the area served by the institution.

Last year, 65,387 adults were enrolled in regular institutional programs (see Table 2 of Part II). In addition, these institutions provided training for enrollees in several MDTA projects.

Post-secondary schools project an enrollment of approximately 69,000 persons in adult programs during fiscal year 1969-70. While this number represents an increase over the 1968-69 enrollment, only a fraction of the State's labor force will be served.

2.12-4 Disadvantaged Persons.

For fiscal year 1970, the State Board will encourage local educational agencies to identify more accurately those persons with academic, socioeconomic, cultural, or other such handicaps which prevent them from succeeding in a regular vocational education program. To assist the local agencies, the State Board staff will make an effort to coordinate its activities with those of the several State agencies involved in providing services and special education for this group. Special emphasis will be given to:

- a. assisting in diagnosing individual needs; and
- b. designing special vocational programs.

Enrollment in disadvantaged programs for the coming school year will be approximately 25,773 (Table 3, Part II). North Carolina's efforts will be as follows:

Socioeconomically Handicapped youth and adults is a very large target group with

very complex needs extending beyond occupational education. Several local, State, and Federal agencies are attempting to serve the needs of this group. Many high school youth from this target group are currently enrolled in regular or special programs reimbursed from vocational funds; others are enrolled in occupational education programs supported by ESEA funds. In addition, several local action groups are providing counseling services to socioeconomically handicapped youth. Participation data are difficult to obtain from all agencies and groups working with this target group. North Carolina's primary effort during 1969-70 will be the establishment of liaison with these agencies to ascertain what is being done and gaps to be closed.

At the post-secondary level, increased emphasis has been placed on providing specific programs for this group. Programs of remedial education, such as developmental or guided studies, programmed learning, and pre-technical and pre-vocational studies, are available. Programs are designed so that each individual may start at an appropriate level, continue educationally, and develop occupationally.

Correctional Institution Inmates: Programs of occupational training are provided by the Department of Community Colleges in cooperation with the Department of Correction for prison inmates. Approximately 700 were included in the program during 1968-69.

Elderly: No specific programs have been designed by post-secondary institutions for the elderly. However, any adult programs, including arts and crafts, provide opportunities for this group.

Migrant Workers, Juvenile Delinquents, Members of Social and Linguistic Minority Groups: Programs specifically designed for these groups are not presently provided by post-secondary institutions. However, these groups or other groups are not excluded from available programs. Should specific occupational programs be desired or needed, local institutions will provide maximum assistance.

Dropouts: A special effort will be made to develop more effective criteria for identifying potential school dropouts and for involving them in appropriate occupational orientation programs. Local school administrators and teachers will be assisted in the early identification of dropouts. During 1969-70, emphasis will be given to meeting needs of potential dropouts through individualized instruction in regular pre-vocational and vocational education programs.

Fifteen percent of the base allotment of Federal funds to the State will be used to develop programs for groups herein described. Emphasis will be given also to inservice education for those vocational teachers involved in instructional programs for disadvantaged youths and adults. Attention must be given to developing curricula and instructional materials relevant to the needs of the disadvantaged population.

2.12-5 Handicapped Persons.

During 1968-69, special program planning involving the Special Education section of the Division of General Education, the Division of Vocational Rehabilitation, and the Division of Vocational Education has occurred.

From these planning sessions, each division and/or section has determined its unique role in meeting the educational needs of the handicapped. Cooperative programs for this group will be developed for 1969-70.

Post-secondary State staff is providing a leadership role to local institutions in the development of expanded programs to serve this group.

Ten percent of the base allotment of Federal funds to the State will be used to provide vocational education programs for handicapped persons, which will take the following form:

- a. Vocational education programs, services, and activities for handicapped students within the present vocational-technical education structure;
- b. Contracts with the Special Education Section for specific types of programs, services, and activities for handicapped persons in secondary schools; and
- c. Contracts with the Division of Vocational Rehabilitation for certain programs, services, and activities for handicapped youth and adults at the secondary and post-secondary level.

In 1970, emphasis will be given to inservice education programs for vocational and technical education teachers to assist them in working more effectively with handicapped youth and adults. Attention will be given to the designing of curricula, equipment lists, and instructional materials relevant to specific types of handicaps and to individual needs of students.

2.13 Areas to be Served.

The geographical distribution of funds for vocational education for the categories of persons specified in 2.12 of this Part and the degree of priority to be given to the types of areas designated in 2.1 of Part II and specified below will be accomplished by the application explained in 3.0 of Part I.

2.13-1 Economically Depressed and High Unemployment Areas.

Thirty-one counties in the State have been identified by the Secretary of Commerce as being economically depressed. One factor in this determination is a high rate of unemployment. The State Board has accepted the designation of these counties as the economically depressed areas for 1970.

2.13-2 Areas of High Youth Unemployment and School Dropouts.

Current data concerning areas of high youth unemployment in the State are not available. The rate of general unemployment throughout the State ranges from 1.7 to 12.5 percent.

The State average for school dropouts is 37.9 percent.

2.13-3 Areas of High Population Density.

The population density by county is shown on the map in 2.1 of Part II. There are thirty-three (33) counties with a population density above the State average of 93 persons per square mile. Areas of high population density will be taken into consideration in the allocation of funds as described in 3.27 of Part I.

2.14 Occupational Offerings.

The data in Table 1 of the Long-Range Program Plan were used as one determinant in projecting programs which are to be continued during the 1970 fiscal year, those which are to be expanded, and those which some modifications are needed to more effectively balance labor demands and training output. Continuing, expanding, and new program projections are shown in Tables 2 and 3 of this Part.

Modification of currently existing programs is a continuous process which is constantly stressed by State leadership and therefore impossible to accurately reflect in the form of a table.

The projected labor market requirements for expansion and replacement far exceed the known training output. The output data shown in Table 1 of the Long-Range Program Plan reflect only the completions of full-time programs; they do not reflect the adults who will complete short-term courses for upgrading and retraining. Also, the output data for the non-public sectors involved in occupational training is incomplete because of the unavailability of the Statewide data. The gap between projected labor market requirements and training output can be attributed to:

- A lack of Federal, State, and local funds to provide facilities, equipment, and staff for the implementation of new programs and the expansion of existing programs;
- A shortage of qualified teachers and other vocational personnel to expand and improve programs;
- The uncertainty of funding programs involving Federal funds;
- The unavailability of Statewide labor demand information in sufficient detail to direct and redirect local programs to more nearly reflect labor market demands;
- The unavailability of accurate data relative to the training output of: (1) private vocational schools; (2) industrial and business firms operating training programs; and (3) the training output of government organizations, other than vocational education, who have a training output.

The Division of Vocational Education and the Division of Occupational Education, Department of Community Colleges, recognizes the need for improving their capabilities for data retrieval and long-range planning. However, additional specialized staff and data processing equipment are needed to carry out these functions effectively and efficiently. Both staff and equipment require funds which are not available at the present time. A Management Study was recently completed in the Department of Public Instruction and the Department of Community Colleges. This study should provide the direction for improving our planning, programming, and budgeting functions, should funds become available for implementing the system.

2.15 Vocational Instruction Under Contract.

Present plans for vocational education programs in North Carolina for fiscal 1970 do not include vocational instruction under contract.

If the State Board finds it necessary during the year to so engage in instruction by this method, this section of the Annual Program Plan will be appropriately amended and duly submitted to the Commissioner.

2.2 GUIDANCE AND COUNSELING PROGRAMS.

2.21 Secondary (Junior High School and Senior High School Programs).

Career planning is a process. In order to provide for the needs of pupils the process begins as early

as possible in the pupil's school experience and continues until the pupil graduates or leaves school. This process is based upon utilization of knowledge of levels in human development, information about the world of work, use of group guidance and individual and group counseling techniques. This program must be planned to include varied experiences. In order to be an effective worker an individual must have, in addition to appropriate skills, attitudes which enable him to take and follow instructions, work with others, and establish himself as a reliable person. The individual must integrate his knowledge of work opportunities into his perceptions of himself and his total life plan.

In order to accomplish these goals successfully, the following activities are contemplated:

1. Establishment of pilot projects in developmental career planning.
 2. Reduction of the vocational pupil-counselor ratio from 790-1 to 750-1.
 3. Employment of counselors in the summer to enable them to work more extensively with business and industry, to work with pupils with special needs, to work with school dropouts.
 4. Continuation of the ninth grade occupational orientation course, Introduction to Vocations.
 5. Continuation of inservice programs, during the summer and during the regular school year, for counselors, particularly as related to information about the world of work, group processes, pupils with special needs, and post high school opportunities.
 6. Study the possibility of a pilot program of computerized career information services.
- Creation of the machinery for greater articulation between secondary guidance and counseling services and those in post-secondary institutions.
8. Development of models for community surveys of job opportunities.
 9. Provision of inservice experiences for teachers planning to develop group guidance units.
 10. Provision of more useful data about pupils entering vocational education programs and more coordinated planning between vocational education teachers and school counselors.
 11. Expansion of the graduate curriculum to include credit for appropriately supervised work experiences in business and industry for counselors.

The State does not provide secondary school counselor positions from vocational education funds. The allocation in Table I of this Part for guidance and counseling represents an estimate of expenditures to support State staff.

2.22 Post-Secondary.

Vocational Guidance: In the post-secondary institutions, approximately 100 persons have been involved in providing guidance services. It is anticipated that five to ten additional counselors will be added in 1969-70. Quarterly meetings are planned to provide inservice training for this group. Topics to be discussed include occupational and educational information, placement, follow-up, counseling, student services, and recruiting.

Individual institutions will invite high school counselors, teachers, and administrators to meet and discuss educational opportunities in the post-secondary institutions. An attempt will be made to develop

closer coordination and cooperation between high schools and post-secondary institutions.

At the State level, a Counselor's Guide is published each year and sent to high school counselors, librarians, and principals. This publication is a compilation of educational opportunities available in the post-secondary institutions.

2.3 CONSTRUCTION OF AREA VOCATIONAL EDUCATION SCHOOLS.

2.31 Projects Planned.

The State Board of Education has designated post-secondary institutions as area vocational education schools. For fiscal 1970, there will be 54 of these institutions. Funds have been approved to supplement local funds for the construction indicated in Table 5. The educational levels of programs in these institutions are directed toward:

- a. High school graduates and school dropouts available for full-time study in preparation for employment at both the trade and technician levels.
- b. Unemployed and underemployed adults who need retraining or pre-employment training to perform satisfactorily in today's labor market.
- c. Employed adults who need supplemental education to keep up with or advance in their present work.
- d. Adults who, because of socioeconomic, academic, or other handicaps, need special occupational education to qualify for employment in today's labor market.

Programs offered in the post-secondary institutions are usually one- or two-year vocational or two-year technical programs. The length of the programs can vary from short term courses to two years.

2.32 Need for Construction of Area Schools.

Post-secondary institutions in North Carolina are constantly faced, as are most school systems, with the problem of overcrowded and inadequate facilities. More than 72,000 persons were enrolled in occupational education programs in the 37 technical institutes and 13 community colleges last year. This number will increase by 6,500 in 1969-70 if funds become available for expansion of existing programs and initiation of new programs. Surveys of the occupational areas to receive emphasis in new programming are conducted at the local level to determine the areas which will meet the needs of individuals, business, agriculture, and industry. In most instances, these surveys reflect the same major needs as those indicated in Table 1 of Part II - Long-Range Plan. Table 5 indicates that new and expanded facilities will satisfy the most pressing needs in the health, office, technical, and trades and industry programs. This accentuates the State Board of Education's philosophy to create and to maintain a vocational-technical program which has relevance to tomorrow's needs.

In Table 5, those projects designated (N) will be new facilities which will replace limited temporary facilities presently being used. Those projects designated (E) will be expansions of facilities to provide additional needed space to accommodate increased enrollments and to provide for the implementation of new programs.

Table 5

Construction Projects on Which Construction Will Start in FY 1970

Name and Address County and Cong. District	Type of School	Occup. Fields	Level of Programs	Est. Begin. Constr. Date	Est. Compl. Date	Total Cost of Project Eligible Under 1968 Act	Building Capacity	Type of Constr.
Wayne Community College P. O. Box 1878 Goldsboro, N. C. 27530 Wayne County - #3	JC	Ag Health Office Tech T & I	PS,A	8-69	8-70	300,000	75	E
Bladen Tech Inst. P. O. Box 875 Elizabethtown, N. C. 28337 Bladen County - #7	T	Ag HE Office Tech T & I	PS,A	9-69	9-70	300,000	160	N
Robeson Tech Inst. P. O. Box 98 St. Pauls, N. C. 28384 Robeson County - #7	T	Health Office T & I	PS,A	1-70	1-71	1,400,000	500	N
Carteret Tech Inst. P. O. Box 550 Morehead City, N. C. 28557 Carteret County - #3	T	Health Office Tech T & I	PS,A	3-70	6-71	1,400,000	500	N
Catawba Valley Tech Inst. Hickory, N. C. 28601 Catawba County - #10	T	Ag DE Health Office Tech T & I	PS,A	10-69	9-70	300,000	100	E
Guilford Tech Inst. P.O. Box 309 Jamestown, N. C. 27282 Guilford County - #6	T	Health Office Tech T & I	PS,A	9-69	9-70	800,000	300	E
Haywood Tech Inst. P. O. Box 457 Clyde, N. C. 28721 Haywood County - #11	T	Ag Health Office T & I	PS,A	4-70	8-71	1,450,000	500	N
Martin Tech Inst. P. O. Drawer 866 Williamston, N. C. 27892 Martin County - #1	T	Ag Office	PS,A	1-70	1-71	900,000	350	N
Richmond Tech Inst. P. O. Box 1189 Hamlet, N. C. 28345 Richmond County - #8	T	Health Office Tech T & I	PS,A	10-69	9-70	1,100,000	400	E
Western Piedmont Com. College P. O. Box 549 Morganton, N. C. 28655 Burke County - #10	JC	Health Office Tech T & I	PS,A	8-69	9-70	800,00	250	E
Beaufort County Tech Inst. P. O. Box 1069 Washington, N. C. 27889 Beaufort County - #1	T	Health Office T & I	PS,A	9-69	9-70	600,00	250	N

2.4 ANCILLARY SERVICES AND ACTIVITIES.

2.41 Administration and Supervision.

1-1 Secondary.

Vocational education is a segment of the State Department of Public Instruction. The Division of Vocational Education has full responsibility for the administration and supervision of public school vocational education programs. The State has provided 55 professional positions, supported by 37 clerical positions, to assure that these responsibilities are adequately performed. There is one additional professional vocational position proposed for fiscal 1970.

Should appropriations from the Vocational Education Amendments of 1968 exceed current expectations, additional administrative and supervisory personnel will be needed at the secondary level. Additions will be reflected in subsequent Plan amendments.

Current members of the Division of Vocational Education administrative and supervisory staff are as follows:

DIVISION OF VOCATIONAL EDUCATION - EDUCATION BUILDING

General Administration

Law, Dr. Charles J., State Director 829-7362
Lucas, Miss Ruby N., Administrative Secretary to State Director

Program Planning and Development

Bullard, A. G., Associate State Director 829-7362
Secretary
Associate Supervisor
Associate Supervisor

Program Operations

Belcher, Clifton B., Assistant State Director 829-7364
Fowler, Mrs. Mary Jo, Secretary to Assistant State Director
Vacant, Associate Supervisor
Vacant, Associate Supervisor
Carraway, Miss Barbara J., Accounting Clerk
King, Miss Janice, Accounting Clerk
Johnson, Mrs. Janie, Secretary
Medlin, Mrs. Janet, Accounting Clerk
Smith, Mrs. Majorie H., Secretary

Program Services

Mullen, Robert A., Associate State Director 829-7365
Vaughan, Mrs. Mary Jane, Secretary to Associate State Director
Warwick, Nurham O., State Supervisor of Special Needs
Williford, Mrs. Elaine, Secretary to State Supervisor of Special Needs
Hairr, V. B., Supervisor
Keels, Charles L., Associate Supervisor
Price, Earl M., Associate Supervisor
Tart, C. V., Associate Supervisor
Hassell, John L., Associate Supervisor
Phillips, M. O., Associate Supervisor
McClure, W. W., Associate Supervisor
Buchanan, Mrs. Barbara S., Accounting Clerk
Baucom, Mrs. Katherine P., Secretary
Wall, Mrs. Alice L., Secretary
Burt, Mrs. Barbara H., Secretary
Harris, Mrs. Susan E., Secretary
Denny, R. J., Associate Supervisor, Asheville
Mrs. Joan H., Secretary, Asheville
W. T., Associate Supervisor, Greensboro

Walls, W. J., Associate Supervisor, Greensboro
Sanders, M. S., Associate Supervisor, Greensboro
Caldwell, Mrs. Julia B., Secretary, Greensboro
Wallace, Mrs. Ethel R., Secretary, Greensboro
Frazier, Mrs. Ernestine H., Supervisor
Lyons, Mrs. Katherine B., Associate Supervisor
Cooper, Miss Majory A., Associate Supervisor
Tripp, Mrs. Hazel G., Associate Supervisor
Mullen, Miss Jean, Associate Supervisor
Elkins, Miss Mary W., Secretary
Hayes, Mrs. Cheryl, Secretary
Carraway, Miss Frances E., Secretary
Stringer, Miss Vergie L., Associate Supervisor, Greensboro

Swann, Miss Louise, Associate Supervisor, Asheville
Moffitt, Mrs. Marie C., Associate Supervisor, Durham
White, Miss Augusta A., Associate Supervisor, Durham
Young, Miss Etta Yvonne, Secretary
Murphy, Mrs. Mae, Associate Supervisor
Bates, Charles D., Supervisor
Blanton, John S., Associate Supervisor
Burke, Wallace W., Associate Supervisor
Eldridge, Claude F., Associate Supervisor
Goodwin, William, Associate Supervisor
Bridges, Tom, Associate Supervisor
Thompson, Adam J., Jr., Associate Supervisor
Vacant, Associate Supervisor
Vacant, Associate Supervisor
Worthington, Miss Joanne, Secretary
O'Neal, Miss Betty, Secretary
Smith, Mrs. Jennette, Secretary
Farringer, Miss Elizabeth Ann, Secretary
Taylor, James R., Associate Supervisor, Greensboro
Brantley, Curtis, Secretary, Greensboro
Brown, T. Carl, Supervisor
Bishop, Fred E., Associate Supervisor
Smith, Mrs. Joan K., Associate Supervisor
Whitehurst, Carl D., Associate Supervisor
Wilson, Miss Sybille, Associate Supervisor
Blalock, Mrs. Sandra O., Secretary
Lancaster, Mrs. Elizabeth D., Secretary
Owens, Miss Rebecca L., Secretary
Via, Miss D. Macil, Supervisor
Brown, Miss Katharine F., Associate Supervisor
Bostic, N. E., Associate Supervisor
Johnson, Mrs. Nancy P., Secretary
Deep, Mrs. Sharon L., Secretary
Stephens, Tommie N., Supervisor
Huffman, John L., Jr., Associate Supervisor
Lentz, Paul O., Associate Supervisor
Robinson, Ward R., Associate Supervisor
Hargrove, Bruce, Associate Supervisor
Evans, Mrs. Judy E., Secretary
McLamb, Mrs. Judy J., Secretary
Ryon, Mrs. Margaret, Secretary

2.41-2 Post-Secondary.

The administration of post-secondary vocational-technical education is a function of the Department of Community Colleges. The State Director of Vocational Education is Associate Director of the Department of Community Colleges. The Division of Occupational Education and the Division of Special Education is staffed with 26 professional personnel supported by 18 clerical workers. Three administrators and five fiscal personnel supported by ten clerical workers administer post-secondary vocational technical programs on a part-time basis.

One professional person and one clerical worker are responsible for giving direction to the evaluation of instructional programs in technical institutes and community colleges.

The position of extension director, at the local level, will become a support position to the director of vocational-technical programs to provide increased coordination between day and evening occupational training programs.

Increased articulation with secondary vocational education will strengthen supervision and administration of vocational and technical education.

Current members of the administrative and supervisory staff of the State Board in the Division of Occupational Education and the Division of Special Education, Department of Community Colleges, are as follows:

DEPARTMENT OF COMMUNITY COLLEGES

Office of the Director - Education Building

Ready, Dr. I. E., Director of Department 829-7051
Holloman, Charles R., Associate Director
Law, Dr. Charles, Associate Director (State Director of Vocational Education)
Blackmon, John H., Administrative Assistant
Fischer, Lt. Gen. Harvey, Special Assistant to Director
Dowdy, Mrs. Helen, Administrative Secretary
Herman, Mrs. Donna, Secretary and Receptionist

Office of the Business Manager - Education Building

Holloman, Charles R., Business Manager 829-7053
Fiscal Affairs - Education Building
Battle, Hugh E., Jr., Assistant Business Manager
Foust, J. D., Coordinator of Federal-State Relations
Outland, Vincent, Coordinator of Construction
Wingfield, Julian, Director of Statistics
Collins, Mrs. Norma H., Secretary
Folk, Mrs. Jean, Secretary to Associate Director and Business Manager
Hawkins, Mrs. Patricia C., Typist
Jarrett, Mrs. Margaret, Typist
Poole, Mrs. Kathleen S., Machine Operator
Ray, Mrs. Jeanette, Accounting Clerk
Rudd, Miss Faye, Statistical Aide
West, Mrs. Betty R., Statistical Aide
Equipment Procurement Section - 108 S. Harrington Street
Proctor, H. S., Coordinator of Equipment
Gillis, Glen, Supervisor of Inventory
Johnson, Walter A., Equipment Procurement Agent
Mashburn, Woodrow, Equipment Maintenance Supervisor
Woodard, Mrs. Sue, Secretary
Boling, Mrs. Jonnie, Typist
Neighbors, Mrs. Frances, Typist
Poole, Miss Dianne L., Typist
Wahab, Mrs. Joyce, Typist
Library Services Section - 100 S. Harrington Street
Melton, Mrs. Vera B., Coordinator
Harris, Daniel P., Business Manager
Bell, Mrs. Diane M., Librarian
Norris, Mrs. Linda B., Librarian
Rosser, Miss Helen, Librarian
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2.42 Evaluation.

2.42-1 Secondary.

No allocation is made for evaluation programs at the secondary level. The responsibility for and the cost of

evaluation are assumed by State administrative and supervisory staffs and by personnel in local education agencies.

Programs are evaluated throughout the fiscal year. Follow-up studies are made of vocational education graduates. In this evaluation, the degree to which students are prepared for entrance into occupations for which they received training is of primary importance.

Early in 1969-70, as the fourth phase of a five-year evaluation project, a comprehensive review and evaluation of vocational education programs will be initiated in 34 administrative units.

Initial results of a pilot follow-up project of former vocational education enrollees conducted by RCU will be evaluated as a further method of strengthening evaluation efforts.

Emphasis in fiscal 1970 will be given to developing a more comprehensive and continuous evaluation program as described in Part I, Administrative Procedures.

2.42-2 Post-Secondary.

While all administrative and supervisory staff at the post-secondary level are concerned with evaluation, the Division of Institutional Evaluation and Accreditation provides special leadership and coordination.

An evaluative criteria guide, prepared by a special committee, will be used to evaluate each institution in the system. This guide has been adopted by the State Board of Education.

2.43 Teacher Training.

2.43-1 Secondary.

The State Board of Education will develop agreements and budgets totaling \$315,508 for the preparation and inservice training of vocational and technical education teachers at the following institutions designated for the training of vocational education teachers:

<u>Name</u>	<u>Vocational Area(s)</u>
A & T University	Agriculture Home Economics
East Carolina University	Distributive Education Home Economics
North Carolina College	Home Economics
North Carolina State University (Raleigh)	Agriculture Trades & Industries Introduction to Vocations
University of North Carolina (Chapel Hill)	Distributive Education
University of North Carolina (Greensboro)	Home Economics
Appalachian State University	Home Economics

Institutional budgets supplement the above funds made available through the State Board of Education budget.

Supplemental appropriations may be made for specialized programs and activities or for added costs of the regular programs. Table 7 in Part II provides projected enrollments in teacher training programs for the 1969-70 academic year. The enrollment projections indicate potential shortages in all areas and especially in the Trade and Industry area. It is evident that special programs still need to be set up in some areas.

The allocation for vocational teacher education programs must be substantially increased if projected needs and enrollments are to be met during the next five years.

2.43-2 Post-Secondary.

- (a) Emphasis will be developed from the State level to aid institutions in providing additional inservice training for instructors. Efforts will be coordinated with teacher training institutions and with industry.
- (b) Institutes and workshops will be held to update instructors. A one-week workshop involving approximately 500 participants is being planned for the spring of 1970.

During the year, approximately ten one- and two-day sessions will be conducted for various groups of instructors with an average attendance of 25.

Directors of student personnel and guidance counselors will hold quarterly meetings with an average attendance of 75. Directors of occupational programs will meet quarterly, with an average attendance of 60.

The President's Association, with an average attendance of 50, will meet quarterly--more often if necessary.

2.44 Research and Demonstration Projects.

In Table I, Part B, the only funds allocated for research and demonstration projects are those from State sources.

These funds will be used for research and demonstration projects initiated by personnel at the State level but may be contracted to other agencies. Areas given high priority for use of these funds include:

- (1) Follow-up studies of former vocational and technical education enrollees.
- (2) Research, evaluation, and demonstration projects.
- (3) Action research projects of Division of Vocational Education.
- (4) Evaluation of research and demonstration projects undertaken by local educational agencies.

2.45 Curriculum Development.

The Department of Public Instruction and the Department of Community Colleges take full responsibility for the development of curriculum in the various specialty areas. Such development is conducted with the use of advisory committees for the various areas of specialization. These committees are comprised of local teachers and administrators of programs which are presently in operation or which will be in operation during the coming year. Maximum use is made of experience which has been gained by teachers in the various fields. In addition, considerable use is made of representatives from the areas for which instruction is being offered.

A well-staffed Curriculum Laboratory in the Department of Community Colleges is available to assist with the development of course guides and other curriculum materials.

As shown in Table I, Part B, funds are not allocated for curriculum development. This activity is one of the prescribed responsibilities for State staff in the performance of their duties.

Curriculum development projects to be undertaken during the year include the development of guides and materials in the following areas:

- (1) The disadvantaged (high school and post-high school).
- (2) The handicapped.
- (3) Consumer and homemaking education (high school and post-high school).
- (4) Pre-vocational education (middle grades and high school).
- (5) New careers (post-high school).

3.0 STATE PROGRAMS FOR THE DISADVANTAGED.

The State Board of Education has for many years encouraged local educational agencies to design programs especially for youth and adults with economic, cultural, educational and social deprivations and for those with emotional, physical and mental handicaps. Table 2 of Part II, Long-Range Plan, indicates that North Carolina has a relatively large portion of its population within these categories. During recent years the State Board staff has developed program approaches to meet the needs of these groups. When for one or more of these reasons, a person is unable to succeed in a regular vocational education program, new and/or improved program approaches will be provided. Such programs will be designed for students with above average, average, or below average abilities. Programs and services will be pre-vocational, vocational, and/or supportive in nature.

3.1 SECONDARY PROGRAMS.

3.1-1 Disadvantaged.

Instruction shall be designed for disadvantaged students in grades 7-12. This instruction may be provided by modifying regular course offerings or through organized classes composed of students having special social, cultural, educational, and economic needs. In economically depressed areas where there is a high concentration of disadvantaged students and adults, local educational agencies shall be encouraged to provide teacher aides, para-professional, full or part-time teachers and parents to provide individual guidance and assistance, when classes exceed a reasonable number for a teacher assignment. Facilities, equipment, and special instructional materials shall be provided for programs in areas having a high concentration of disadvantaged students. Local educational agencies shall be encouraged to provide travel funds to extend instruction through field trips and other contacts with the community.

The sequence of instruction shall provide opportunities for students in school laboratories and/or business and industry.

Local educational agencies shall be encouraged to provide continuous vocational guidance and counseling to assure that disadvantaged students are enrolled in an appropriate sequence of courses leading to employment.

3.1-2 Handicapped.

The instruction designed for students having emotional, physical or mental handicaps may be provided through special educational assistance or modified courses.

To meet the special needs of handicapped students, local education agencies shall be encouraged to:

- a. employ additional personnel such as teacher aides, para-professionals, full or part-time teachers, parents, and psychologists;
- b. adapt facilities, equipment and instructional materials;
- c. lengthen the amount of instructional time to meet the needs of the handicapped students being served;
- d. provide travel allowances for instruction beyond the classroom;
- e. cooperate with other groups and organizations whose objective is to assist the handicapped;
- f. provide vocational guidance which will facilitate realistic occupational choices in all vocational areas.

Local educational agencies shall be encouraged to provide vocational training for handicapped students through arrangements with other institutions and agencies when such training cannot take place in the public schools.

3.2 POST-SECONDARY PROGRAMS.

3.2-1 Disadvantaged.

The programs for the disadvantaged in post-secondary institutions will vary. Developmental and guided study programs will be provided for the dropout, academically handicapped, and adults. Programs of adult basic education and vocational education will be provided for inmates of the correctional institutions of the State. The "open-door" policy provides for testing and counseling to aid the student in selecting a program or curriculum which will provide a greater possibility of success. Varied levels and length programs will be offered in order to provide opportunity for women, minority groups, adults, a dropouts. Each post-secondary institution will be encouraged to cooperate fully with other groups and organizations who also serve the needs of disadvantaged families.

3.2-2 Handicapped.

Post-secondary institutions will cooperate with the Division of Vocational Rehabilitation and its agencies by providing training for those referred.

4.0 STATE RESEARCH AND TRAINING IN VOCATIONAL EDUCATION. (PART C OF THE ACT)

4.1 RESEARCH COORDINATION UNITS.

Funds allocated in Table I for the Research Coordinating Unit, which is located in the School of Education at North Carolina State University, will be used for staffing and general operation.

Functions of the Unit supported by these funds for the fiscal year will include:

- a. Identifying research and development needs in the State and establishing priorities.
- b. Stimulating research and development in occupational education.
- c. Assisting with and/or conducting training programs and activities involved in the research-action continuum.
- d. Reviewing and recommending research and development projects for funding.
- e. Providing consultant service in State, local and research and developmental activities.
- f. Disseminating research findings.

4.2 GRANTS AND CONTRACTS.

Should Federal funds become available for "Grants and Contracts" (Table I, Part C), priority will be given to proposals submitted to the State Board of Education for the planning and implementing of research, training, experimental, developmental, or pilot programs and for the dissemination activities centering around the following priority areas:

- a. Vocational orientation and exploratory experiences in grades 6-9.
- b. Relation of manpower needs to curricular offerings.
- c. Models for evaluating vocational-technical education.
- d. Occupational and educational status of former vocational and technical education enrollees.
- e. Cost-benefit studies.
- f. Action research to improve teaching-learning in vocational and technical education.

Planning grants for such programs and projects may be made to local education agencies, organizations, or institutions; and contracts for the implementation of such programs and projects may be entered into with local, area or State agencies, organizations, or institutions.

5.0 EXEMPLARY PROGRAMS AND PROJECTS (PART D OF THE ACT).

5.1 PLANNING.

Funds allocated in Table I (from Part D of the Act) under "Planning" may be used for making grants or contracts to pay all or part of the cost of planning and developing exemplary programs or projects.

The purpose for providing such funds is to assure that proposals for programs and projects are well-planned, are feasible to be implemented, and provide for adequate evaluation.

Proposals for planning grants will be acted upon by the State Board of Education. Proposals deemed unfeasible or inadequately planned will not be funded until appropriate revisions are made.

5.2 ESTABLISHMENT, OPERATION, AND EVALUATION.

Funds allocated in Part I (from Part D of the Act) under "Operation" may be used for making grants or contracts to pay all or part of the cost of the establishment, operation, and evaluation of exemplary programs and projects for which an adequate proposal has been approved by the State Board of Education.

Priority will be given to proposals for programs and projects encompassing one or more of the following areas:

- a. Programs or projects designed to familiarize elementary and secondary school students with the broad range of occupations which require special skills and qualifications for careers in such occupations;
- b. programs or projects during the school year or in the summer which provide educational opportunities for students through work experiences;
- c. programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement;
- d. programs or projects designed to broaden or improve vocational education curriculums;
- e. programs and projects designed to permit the exchange of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve purposes of this part, including manpower agencies industry;
- f. programs or projects for young workers released from their

jobs on a part-time basis for the purpose of increasing their educational attainment; and

- g. programs or projects at the secondary level to motivate and provide pre-professional preparation for potential teachers for vocational education.

Grants for such programs or projects may be made to local educational agencies, organizations, or institutions; and contracts for such programs and projects may be entered into with local, area or State agencies, organizations, or institutions.

6.0 RESIDENTIAL SCHOOLS (PART E OF THE ACT).

6.1 PLANNING.

The State Board of Education does not anticipate the allocation of any funds during Fiscal 1970 to planning residential vocational education schools.

In the event that such allocations are deemed necessary during the year, Part III of the Plan will be properly amended and such amendment duly submitted to the Commissioner.

6.2 CONSTRUCTION.

The State Board of Education does not anticipate the allocation of funds during Fiscal 1970 to the construction of residential vocational education schools.

6.3 OPERATION.

The State Board of Education does not anticipate the allocation of funds during Fiscal 1970 to the operation of residential vocational education schools.

7.0 CONSUMER AND HOMEMAKING PROGRAMS (PART F OF THE ACT).

7.1 INSTRUCTION.

7.1-1 Secondary Programs.

The objective of consumer and homemaking education for youth and adults in North Carolina is to improve the quality and stability of family life by focusing on the physical, mental, psychological, social and economical factors affecting decisions within the family. With this objective in mind, the content of this program emphasizes an understanding of child, family and human development; management of personal and family resources; personal and family relationships; feeding, clothing and housing family members; and development of personal qualities related to employability. For 1969-70, consumer and homemaking education programs will be offered Statewide as follows:

- a. Regular School Program: During the regular school term programs will be offered at the following levels:
 1. Junior High School (Grades 7-8): Courses in consumer and homemaking education shall be designed for one semester in the seventh and eighth grades for both boys and girls. The areas of study at the seventh grade shall include foods and nutrition, grooming, human and personal relationships, and consumer education. Areas of study in the eighth grade shall include clothing and textiles, child development, housing, and occupational guidance.

Local school administrators may offer two semesters of homemaking education at the eighth grade level when local conditions do not permit enrollment at the seventh grade level.

Consumer and homemaking classes shall be taught in laboratories equipped for instruction in each of the subject areas.

2. Senior High School (Grades 9-12): Comprehensive homemaking education courses are designed to:

- (a) prepare youth for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage-earner;
- (b) prepare youth and adults who have entered or are preparing to enter the work of the home;
- (c) encourage professional leadership in home economics and consumer education;
- (d) give greater consideration to social and cultural conditions and needs, especially in economically depressed areas;
- (e) include consumer education as an integral part of the program.

Comprehensive programs in home economics shall include human relations applied to both family and employment situations; principles of management, including decision making, goals, values, standards, and nature and use of resources; budgeting and consumer education; physical well-being through nutrition, adequate housing, clothing, sanitation, and safety; personal qualities related to employability; child care and guidance. The programs shall identify the various roles in which individuals function, the interrelated demands of these roles and how students may control these demands. Thus, a comprehensive course in home economics beyond the 7th and 8th grades shall be a pre-requisite for enrollment in advanced semester courses and for occupational training programs.

Students may be grouped for comprehensive homemaking instruction as follows: (a) girls and/or boys at any grade level, (b) students having special needs - disadvantaged and handicapped.

Students in grades 11 and 12, who have an interest in a professional career in home economics, or an interest in developing occupational skills, or a desire to develop advanced skills in homemaking responsibilities shall have an opportunity to elect semester courses. This second level of the consumer-homemaking sequence shall include one semester of specialized instruction in each of the following subject areas: consumer education; foods and nutrition; housing and home furnishings; clothing and textiles; child development; personal and family relations. Semester orientation courses shall be designed for students who: (a) plan a professional career, and (b) plan to enter occupations requiring less than professional training. The orientation semester courses shall help prepare students for the dual role of being employed homemakers. These advanced semester courses shall serve a vocational guidance function in addition to specialized instruction offered since the student may elect from 1 to 4 courses before determining the area of greatest aptitude and interest.

The teacher shall direct home learning experiences with students enrolled in all courses and also direct independent study to extend classroom instruction.

b. Summer Program.

Local educational agencies may design consumer and homemaking education programs during the summer to meet the vocational needs of youth and adults.

Local educational agencies shall be encouraged to provide programs which include:

1. placement of students in cooperative work experiences who are interested in a specific professional field;
2. opportunities for young workers released from jobs on a part-time basis, to enroll in vocational education programs. (Retrain in related areas such as child care aides, etc.);
3. cooperative work experience for students enrolled in vocational courses;
4. action research leading to innovative program design and development;
5. identification and contact of resource persons who may contribute to the instructional programs;
6. development and adaptation of instructional materials to increase the effectiveness of individual and group instruction;
7. follow-up of students and adults previously enrolled in vocational courses to determine the extent to which vocational needs are being met.

7.1-2 Post-Secondary Programs.

The major emphasis of instruction in home economics at the post-secondary level is directed toward gainful occupations and consumer education for out-of-school youth and adults. However, useful homemaking programs are offered for adults as a part of the general adult education program. None of the post-secondary programs are reimbursed from Federal funds. A State staff consultant has been employed to give strength and direction to this program during Fiscal year 1970.

7.1-3 Economically Depressed and High Unemployment Areas.

The State Board of Education will identify 33 1/3 percent of its Federal funds under Part F of the Act for allocation on a 90-10 reimbursement basis, to areas classified as economically depressed and having high unemployment rates. In addition, approximately 25 percent of State and local funds will be expended for consumer and homemaking education programs in areas identified as economically depressed.

7.2 ANCILLARY SERVICES AND ACTIVITIES.

7.2-1 Administration and Supervision.

The administration and supervision of the consumer and homemaking education program will be conducted as a part of the total vocational education program of the State. These functions will be performed by the Home Economics Education staff listed in Section 2.41 of this Part.

7.2-2 Teacher-Training.

The basic program of preservice and inservice preparation will be met as set forth in 2.43 of Part III. This program will be supplemented by the following:

- a. Inservice activities for home economics teachers: The State supervisory personnel in home economics education shall be responsible for initiating, supervising and/or implementing activities or other organized efforts designed to retrain, upgrade, or update teaching skills and knowledges necessary to maintain or expand home economics programs. Other agencies or institutions may be designated to provide inservice education for home economics teaching personnel, either through contractual agreements or cooperative arrangements. Participation in inservice activities by teacher education, research, and other professional or technical personnel may be coordinated with local educational

agencies by State supervisory staff. Inservice activities shall be designed, through content and methods of instruction, to meet specific needs of those enrolled. This shall include sub-professional personnel assigned responsibilities in meeting the special educational needs of disadvantaged and handicapped persons in the State.

- b. Inservice activities for others: The State Board shall promote and provide inservice education programs for State supervisory and administrative personnel. Such programs may include a variety of conferences, workshops, seminars, courses, projects, and other organized efforts covering a variety of subjects or concerns throughout the year. A master plan shall be designed to upgrade and update professional competencies required to implement the objectives of the State Plan.

The State vocational administrative and supervisory staff shall have opportunities for participating in continuing education as provided in the State Personnel Act.

7.2-3 Curriculum Development.

The State Board of Education shall be responsible for developing curriculums for consumer and homemaking education and for coordinating improvements in, and disseminating existing curriculum materials.

The consumer and homemaking education curriculums shall be revised and improved through the cooperative efforts of the State Advisory Council, State Board of Education, teacher training institutions and local educational agencies.

Curriculum development shall include implications for consumer and homemaking education; results of periodic evaluations of State and local vocational education programs; research; and exemplary programs.

Program Development, Innovations and Research.

Research, demonstration, and experimental programs designed to improve the quality of consumer and homemaking education authorized under the Act shall be encouraged. Such projects and programs may be broad in nature or may be designed to develop some specific area of information or competency needed by persons preparing for the roles of consumers and homemakers. Projects may involve compensation for teachers, supervisors, and research personnel who are on leave from their regular duties for the purpose of conducting research projects and programs. In addition to authorizing research projects by staff or local personnel, the State Board may also make written contracts with colleges, universities and other educational agencies and institutions for research as provided in this Plan. Funds may be used to pay part or all of the cost of research, developmental, and experimental programs designed to improve vocational education to meet the special consumer and homemakers education needs of youth who have academic, socioeconomic, or other handicaps.

All projects presented for approval by the State Board shall be developed in the form of an application. Applications will describe the nature, duration, purpose and plan of the project; the use to be made of the results in regular programs of vocational education; the qualifications of the personnel staff who will be responsible for the program or project; a justification of the amount of grant or contract funds requested; the portion of the cost to be borne by the applicant; and such other pertinent information as the State Board may require.

7.2-5 Program Services and Activities Evaluation.

The procedures for evaluating the effectiveness of consumer and homemaking education program services and activities are the same as those described in Section 1.5 of Part I.

8.0 COOPERATIVE VOCATIONAL EDUCATION PROGRAMS. (PART G OF THE ACT).

8.1 INSTRUCTION.

Funds identified for cooperative vocational education programs under Part G of the Act will be utilized 100 percent in areas with high youth unemployment and school dropouts. These programs will be designed, developed, and implemented by the local educational agencies in terms of the needs of secondary and post-secondary students. The State staff shall provide consultant services to the local agencies in this endeavor.

Where additional costs and unusual expenses are incurred by employers because of the nature of the training provided to these persons, including those with physical and/or mental limitations, in cooperative programs, the State may allocate approximately three (3) to six (6) percent of its Federal funds under this part of the Act to help defray those costs. Funds may be used for reimbursement to the employing agency in direct ratio with additional expenditures. An additional three (3) to six (6) percent of the State's share of Federal funds under this part of the Act may be set aside to cover unusual costs realized by students.

The State Board staff shall determine the reasonableness of additional costs and unusual expenses.

During the 1969-70 school year, funds available under Part G will be used to initiate approximately 30 cooperative vocational education programs to serve an estimated 750 students.

8.2 ANCILLARY SERVICES AND ACTIVITIES.

Because of the limited funds anticipated to be received by North Carolina under this Part of the Act, the State Board will utilize Federal funds received for the instructional program.

The ancillary services and activities necessary to implement and carry on programs under Part G of the Act will be provided and directed by the associate director of program services for the Division of Vocational Education for secondary schools and the program development coordinator for the Division of Occupational Education for post-secondary institutions as listed in Section 2.41 of Part III.

9.0 WORK-STUDY PROGRAMS.

9.1 STUDENT COMPENSATION.

The State Board of Education does not anticipate the allocation of any Federal or State funds during fiscal 1970 for operation of work-study programs.

In the event that allocations do become available, two-thirds of the allocation will be used for secondary school students and one-third for post-secondary students. Local educational agencies located in areas of high unemployment and school dropouts will receive due consideration in the allocation of funds.

9.2 PLAN DEVELOPMENT AND ADMINISTRATION.

The State Board of Education does not anticipate the allocation of any Federal or State funds during fiscal 1970 for the development and administration of work-study programs for vocational students.

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Obtain from State Department of Public Instruction, Division of Occupational Education, Raleigh, North Carolina:

1. Example of Agreement between the State Board of Education and Teacher Education Institutions.
2. Cooperative Agreement between the Employment Security Commission of North Carolina and the North Carolina State Board of Education.
3. Identification of students with Special Needs.
4. Annual Local Plan for Vocational Education.
5. Long-Range Local Plan for Vocational Education.
6. Evaluative criteria for Local School Administrative and Supervisory Personnel.
7. Application for Research Grant (Part C).
8. Application for Exemplary Programs and Projects (Part D).
9. Application for Cooperative Vocational Education Programs (Part G).
10. Application for Work-Study for Vocational Education (Part H).
11. A Manual for Preparation of Projects for the Vocational Education of Handicapped Persons.
12. Application of Criteria in Determining the Relative Priority of Local Educational Agencies, Fiscal Year 1969-70.

Obtain from Department of Community Colleges, State Board of Education, Raleigh, North Carolina:

1. Standards and Evaluative Criteria, Community Colleges and Technical Institutes.
2. Community Colleges Budget Formula.

* These documents may be obtained upon request