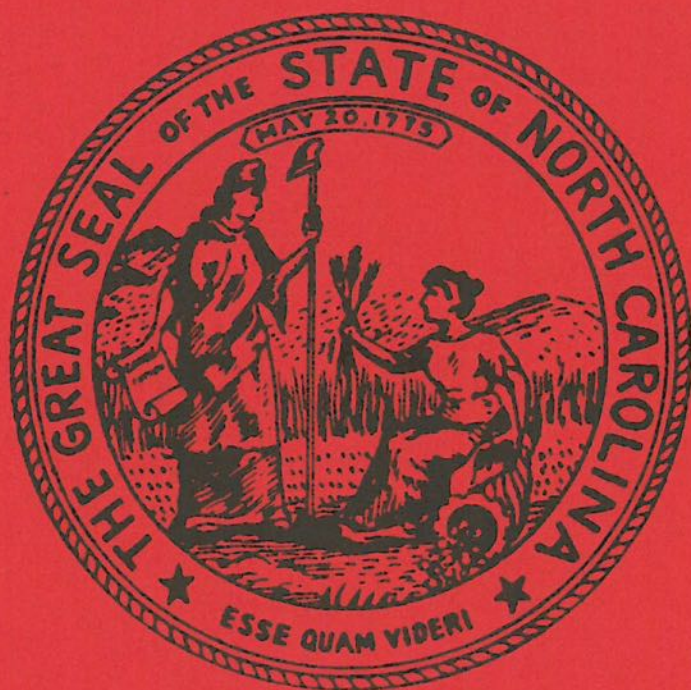


ANNUAL DESCRIPTIVE REPORT

1971-72



VOCATIONAL/TECHNICAL EDUCATION

NORTH CAROLINA STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH



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PREFACE

North Carolina is committed to providing Occupational Education opportunities for: (1) youth enrolled in grades 7-12 of the public secondary schools; (2) persons who have completed or left the secondary schools and are available for full or part-time study; (3) adults who have entered the labor market but need and desire upgrading or retraining; (4) youth and adults who are academically or socio-economically disadvantaged and need specialized services and training as a prerequisite to entering the labor market, and (5) youth and adults who are mentally, physically, and/or emotionally handicapped.

Occupational education for youth 5 to 18 years of age is provided through the State's system of public elementary and secondary schools. Occupational education for youth and adults 18 years old and up is provided through the State's system of community colleges and technical institutes.

This publication, a report to the United States Office of Education, is a supplement to the annual statistical and fiscal reports required from each state receiving vocational education grants-in-aid. The report includes programs of vocational and technical education in public secondary and post-secondary schools for the Fiscal Year ending June 30, 1972.



Charles J. Law, Jr.
State Director
Occupational Education

OCCUPATIONAL EDUCATION
ANNUAL DESCRIPTIVE REPORT - FY '72
SECONDARY SCHOOLS

I. PROGRAM DEVELOPMENT AND ACCOMPLISHMENTS

The North Carolina State Board of Education is committed to the goal of providing more comprehensive occupational education opportunities for all school youth in all communities of the State as rapidly as resources become available.

The Division of Occupational Education continued, during the fiscal year to assist local educational agencies to maintain, expand, and improve existing programs; develop new programs; and arrange for part-time employment for youth who needed such employment to continue their occupational training. The Division worked with local educational agencies and other Divisions within the State Department of Public Instruction for in-service institutes for local staff development and for teachers to refresh their skills and knowledge. Many of the in-service institutes were conducted in cooperation with the Department of Community Colleges. Local businessmen and industrialists were involved in these in-service institutes and helped pin point the needs of teachers and students.

Another very active involvement of businessmen, industrialists, parents, and laymen was the authorization by the North Carolina State Board of Education to the appointing of State Advisory Committees for each of the occupational education program areas. These Advisory Committees sat in consultation with the State Superintendent of Public Instruction and the Staff of Occupational Education and decided what the needs of teachers were and what the needs of students were and determined how the State Board of Education could meet these needs in terms of the amount of resources available. These Committees assisted in developing a proper relationship between education and the world of work for the youth in the public schools of North Carolina.

The Staff continued its efforts to identify and analyze the needs of disadvantaged youth and provided appropriate programs and services for them. Also, special programs and services were provided for handicapped secondary school students.

The "Career Education Concept" was recognized when on February 3, 1972 the State Board of Education adopted the following:

"BE IT THEREFORE RESOLVED: That the North Carolina State Board of Education does hereby declare that an expanded occupational education program at the elementary, secondary, and post-secondary levels is a top priority to the end that by 1978 all children in grades K-9 shall experience an occupational awareness and exploration program and 80 percent of all students 10-12 shall be in a skill development program involving work experience training in business and industry. To this end, this Board of Education shall devote its energies in the securing

and expending of State and Federal resources and solicits the support and assistance of every working individual in our State."

Stronger emphasis was given to the Occupational Education Youth Organizations by the State Board adopting a policy statement on February 3, 1972 which included the following:

"Youth organizations shall be organized as integral parts of occupational education instructional programs in public schools to complement and enrich instruction. Local plans for occupational education shall contain adequate provision for the support of each youth organization affiliated with the occupational education program(s) offered in each school."

The youth organizations have contributed significantly to the motivation, education, and total development of students enrolled in occupational education through activities which develop leadership abilities, citizenship skills, social competencies and a wholesome attitude toward living and working. During Fiscal Year 1972, the State Officers of the youth organizations met together several times to discuss concerns of youth and by means of joint efforts conducting projects which provided certain learning experiences in occupational education programs and contributed to the total educational process.

In allocating funds and developing programs, consideration was given to geographical areas identified as: (1) economically depressed and high unemployment areas; (2) high youth unemployment and school dropouts; and, (3) high population density areas.

At its October 7, 1971 meeting, the State Board of Education approved the continued distribution of federal funds allotted to the State under the Vocational Education Act of 1963 as Amended on the following basis:

The following funds to be distributed one-third to the Technical Institutes and Community College System and two-thirds to the Public School System.

Part A. 102b. Special Needs
Part B. Base Allotment
Part C. Research
Part D. Exemplary; and
Part G. Cooperative Education

Part F. Consumer and Homemaking funds, 100% to be used in the Public School System.

Part H. Work-Study funds, to be used one-half in the Technical Institutes and Community College System and one-half in the Public School System.

In the event that the Technical Institutes and Community College System or the Public School System is unable to use the federal funds as provided for above as determined by the Controller with the concurrence of the Director of the Technical Institutes and Community College System and the State Superintendent, the excess funds may be used by the other system as needed.

II. REGULAR PROGRAMS - PART B

The Division of Occupational Education, State Department of Public Instruction, with assistance from Advisory Committees identified priorities based upon program needs of regular, disadvantaged, and handicapped students and worked to meet these needs as follows:

- . OCCUPATIONAL ORIENTATION AND EXPLORATION. There was further expansion and improvement of the Middle Grades Occupational Exploration programs which were initiated during the 1969-70 school year. During 1969-70, the enrollment was 16,348 and for 1971-72 the enrollment was 43,113. Expansion of the Career Awareness programs for K-6 which was initiated during Fiscal Year 1972 will continue to be a top priority.
- . AGRICULTURAL EDUCATION. Emphasis given to revising the curriculum and redirecting course offerings to respond to the employment opportunities in off-farm agricultural related occupations including environmental control occupations. The need for more cooperative work training programs was partially met with additional cooperative agricultural education programs.
- . DISTRIBUTIVE EDUCATION. Expansion of this program in more consolidated rural schools was encouraged and emphasis given to updating curriculum materials.
- . HEALTH OCCUPATIONS. This program was emphasized in an effort to alleviate the critical shortage of trained para-professionals and aides. A special effort was made to articulate the offerings in high school with those in post-high school institutions.
- . HOME ECONOMICS.
 - . Consumer and Homemaking Education. Special emphasis was given to the areas of curriculum material development, program innovation, staff development, and program evaluation.
 - . Occupational Home Economics Education. There was expansion in this program area with special emphasis on teacher in-service education and curriculum development in the Home Furnishings course area.
- . OFFICE OCCUPATIONS. There was expansion and improvement in this program area with special emphasis given to: (1) Data Processing and Computer Science and (2) Stenographic and Related Office Occupations.
- . TRADE AND INDUSTRIAL EDUCATION. Sixty-two programs were added in 1971-72 to Trade and Industrial Education to provide a more comprehensive offering for high school youths. Trade Contests on local, state and national level helped to improve the image of occupational education. Many schools have reported an extensive increase in enrollment in the trade and industry classes. Local occupational surveys to identify community needs, employment needs, job requirements, occupational trends, and students needs have led to more relevant course offerings and quicker job

placement. Curriculum development, in-service courses, and new staff orientation proved beneficial. The expansion in this program area was primarily directed toward occupations in: (1) metal fabrication; (2) textile manufacturing; (3) power mechanics; and, (4) furniture manufacturing.

NEEDS IN OCCUPATIONAL EDUCATION. The areas identified by the Staff in which there are the greatest needs in occupational education are as follows:

- . Elementary School Youth: Expansion of the K-6 Career Awareness Program to the end that by 1978 all children in grades K-6 will be afforded the opportunity to engage in a variety of action-oriented activities which will develop an awareness of work and will contribute to the formation of positive feelings about self, others, and the relationship of existing educational opportunities to the world of work.
- . Middle School Youth: During the past three years, a major thrust has been made to provide career exploration experiences for boys and girls in grades seven through nine; however, only 34 percent of this target group was, during 1971-72, enrolled in courses designed to provide such experiences. During 1970-71, 25 percent of the youth in grades seven through nine were enrolled in such courses. Expansion and improvement of career exploration opportunities need to continue.
- . High School Youth: Considerable progress has been made toward providing a more comprehensive offering of occupational education programs for this target group during the past several years; however, many schools do not provide a wide variety of programs from which students can select programs of their choice. The limited offerings and poor image of occupational education in many schools tends to restrict enrollment as evidenced by the fact that during 1971-72 only 47 percent of the total public school population in grades 10-12 was enrolled in vocational education programs. Further diversification of offerings and the improvement of the image of occupational education should continue to receive priority.
- . Disadvantaged Youth: Since 1968, special attention has been given to this target group. There has been a substantial response to the needs of disadvantaged youth; however, there is a need to continue to give priority to improving and expanding programs and services to this target group.
- . Handicapped Youth: There are approximately 1.2 million youth enrolled in the public schools, grades K-12. It is estimated that approximately 10 percent are mentally handicapped and 3 percent physically handicapped. The need is great to give priority to this group in expanding occupational education in the public secondary schools.

III. HANDICAPPED - PART B

Several agencies and organizations within the State continued to coordinate planning, funding and operating programs for providing services to handicapped students identified at the local level. Emphasis was given to diagnosing specific needs of individual students through the use of a committee of professional personnel at the local school level. Specific attention was given to providing adjustments within regular programs of occupational education to meet identified needs. Special programs were designed for those students who could not be successful in regular vocational programs. Supporting services applicable to each student were provided to further enhance progress.

In addition to direct teaching services for students, funds were provided for special instructional equipment and materials needed by special teachers of the handicapped so that proper individualization of the occupational curriculum could be realized.

Special in-service training programs were provided for occupational teachers and special supportive personnel who were working with the handicapped.

The following table depicts the number of handicapped students served by area of handicapping condition.

TRAINABLE MENTALLY RETARDED	141
EDUCABLE MENTALLY RETARDED	2,894
HARD OF HEARING	70
DEAF	10
SPEECH IMPAIRED	24
VISUALLY HANDICAPPED	25
EMOTIONALLY DISTURBED	45
CRIPPLED	23
LEARNING DISABILITIES	31
<hr/>	
TOTAL	3,263

IV. DISADVANTAGED: PART B AND PART A-102b

During Fiscal Year 1972, North Carolina served disadvantaged secondary school students who could not succeed in regular occupational training without special program adjustments, special supporting services and/or specially designed occupational curriculum.

Special programs to prepare severely disadvantaged students for entry into a regular program were made available. Many students benefited from opportunities to broaden their knowledge of the world of work--attitudes were changed from a very negative view of the total educational program to a more positive and optimistic view--self confidence was strengthened--new goals were projected--and individuals began to shape plans for the future for the first time in their lives.

For those students who could succeed in regular programs with adjustments and/or supporting services, opportunities were provided for their teachers to secure in-service and pre-service training--in many cases the total occupational curriculum was revamped--in other situations only portions of a program needed to be revised. Learning activity packets were developed in areas of Trade and Industrial Education, Business Education, Agriculture Education, Cooperative Job Placement Education, Occupational Home Economics, Health Occupations, and Introduction to the World of Work with special adaptation to the individual needs of the disadvantaged. In many cases "mini" units of mathematics and communication skills were designed and utilized which directly related to occupational training and was essential for the student's success in his or her chosen program. Supportive services were provided for those students who needed special assistance to secure employment, locate housing, secure medical and dental services, etc.

A total of eight in-service institutes were held for full-time and part-time teachers of the disadvantaged. The institutes were designed to help participants prepare themselves to better serve the disadvantaged. Three of the institutes were three weeks in length and five were four days in length. The institutes were conducted in cooperation with five local administrative units, two technical institutes, and one community college. Approximately 200 teachers in addition to local administrators benefited from them.

The overall effect of utilization of special funds for the disadvantaged has been very positive. Public school officials at all levels have been more aware of educational and non-educational problems that this target group of students have and are still facing. This has resulted in more "realistic" educational opportunities for all students.

V. PROGRAMS UNDER CONTRACT

A. Project: Child Care Center Project - Part F

Purpose: To develop in eight North Carolina senior high schools exemplary child development programs for children of senior high school students, professional and non-professional staff.

Dates: April 6, 1972 through August 25, 1972.

Agency: Learning Institute of North Carolina

Cost: \$6,000

B. Project: Training in Horticulture and Occupations for Visually Handicapped - Part B - Handicapped

Purpose: To train blind and/or partially sighted students ages 12-17 in the area of horticulture.

Dates: April 14, 1972 through June 30, 1972.

Agency: Governor Morehead School

Cost: \$8,590 Number Involved 35

C. Project: Vocational Education Project for Multi-Handicapped Students - Part B - Handicapped

Purpose: A joint project between the State Department of Public Instruction and the Department of Mental Health (Murdoch Center) to provide for the development of an occupational training program for multi-handicapped individuals. Evaluation of the project included curriculum, methodology, and teaching techniques of handicapped students.

Dates: July 1, 1971 to June 30, 1972

Agency: Murdoch Center

Cost: \$15,597 Number Involved 50

D. Project: Carolina Boys Camp - Continuation Project - Part B - Handicapped

Purpose: Develop for emotionally disturbed boys, ages 13-15, occupational education exploratory and skill development programs including counseling.

Agency: Learning Institute of North Carolina

Cost: \$25,400

VI. ACCOMPLISHMENTS OF OBJECTIVES AND ACTIVITIES OF VOCATIONAL GUIDANCE AND COUNSELING ELEMENTARY AND SECONDARY SCHOOLS

A. TRENDS, DEVELOPMENTS, EMPHASES RELEVANT TO A COMPREHENSIVE PROGRAM OF PUPIL PERSONNEL SERVICES

1. Career Guidance

- a. The term "Career Guidance" continues to be more widely accepted in preference to the term vocational guidance. This more comprehensive term suggests that all major choices--of education, of occupations, and of leisure--relate to the total life style pattern. The process of vocational development is continuous and essentially develops and implements the self-concept.
- b. Through state staff leadership, exemplary programs and projects have been initiated in selected local education agencies. The major purpose of the programs and projects is to familiarize elementary and secondary school students with the broad range of occupations and related qualifications.
- c. Career development and life-style patterns of girls and women have received greater emphasis. Counseling the female student is becoming more important in the changing social structure.
- d. Career guidance is a continuous developmental process which should be an integral part of the total school program. The state staff continues to promote this concept and at the same time, it assists school districts to seek ways and means of implementing this concept.

2. Guidance Services in North Carolina Schools

- a. There were 1,171,000 students enrolled in North Carolina schools for the school year 1971-72. Guidance personnel who served these students were as follows (These figures were taken from information submitted to the division from local administrative units.):

<u>Full-time</u>		<u>Part-time</u>
516	Secondary Counselors	77
286	Middle/Junior Counselors	35
68	Elementary	13

- b. A unique program of services is developing in the elementary schools built around the "C's" - Counseling, Coordination, and Consulting. A major portion of their time is spent in working with parents, teachers, and significant others.
- c. This unique program of services is approved of and greatly sought by many elementary school administrators.

- d. Career exploration and guidance is an important part of the elementary guidance programs.
- e. The elementary guidance programs are not downward extensions of the secondary programs. Both facilities and activities are developed around the needs of the elementary school child.

3. Group Techniques

- a. Interest in developing skills in the various aspects of group techniques, both group guidance and group counseling, is still a high priority for school counselors. This need is expressed annually by the counselors.
- b. Because of scheduling difficulties in getting groups together, group techniques are still not used to the fullest in the schools. Yet, these techniques are valuable since they help young people gain understanding of and respect for each other's feelings, needs, and viewpoints.
- c. Workshops are held each year to provide experience for counselors in the area of group techniques. Specialists in group techniques serve as consultants. Budget requests for additional workshops have been submitted for fiscal 1972-73.
- d. There is interest from staff members in developing additional skills in the group process in order to offer greater leadership to the counselors and work more extensively in this area.

4. Pupil Personnel Services

- a. The state pupil personnel services staff emphasizes the coordination of all supportive services in order to assure the most effective services for all students.
- b. The mission of the state pupil personnel services staff is as follows: To insure that the public school system, and each child through the system, have access as needed to supportive services in relation to his physical, social, emotional, and educational development.
- c. In order to plan effectively and measure its progress, the Division of Pupil Personnel Services has adopted the following continuing objectives:
 - (1) To develop and maintain information which reflects the availability and effectiveness of pupil personnel services in North Carolina public schools.
 - (2) To disseminate information to persons and agencies who are responsible for providing supportive services for children and youth.
 - (3) To participate in intra-agency planning and/or implementation of plans that are related to supportive services for children and youth.

- (4) To participate in inter-agency planning and/or implementation of plans that are related to supportive services for children and youth.
- (5) To participate with professional and other organizations in planning and/or implementation of plans related to supportive services for children and youth.
- d. Throughout the State, there are more school counselors than personnel in other areas of pupil personnel services (school social services, psychological services, health services, and testing). Therefore, the counselor is likely to be school-based, whereas the other team members have responsibilities for more than one school or perhaps the entire school district.
- e. The leadership role of the Division of Pupil Personnel Services of the State Department of Public Instruction has been improved through the addition of personnel. A consultant in school psychology and testing and a consultant in school social services have been added to the staff. It is expected that a consultant in school health will be added to the staff during the fiscal year.
- f. Emphasis upon the coordination of supportive services for all students is a positive movement toward a developmental program. Efforts to reduce gaps in services are being made as more units employ a director of pupil personnel services. In 18 school districts in North Carolina, there is a Director of Pupil Personnel Services who is responsible for the coordination of supportive services personnel and implementing a comprehensive program of pupil personnel services.
- g. Teamwork is becoming more important as the areas of pupil personnel services become more fully staffed. Guidance services, health services, school social services, testing, and psychological services are improving communication and coordination of staff efforts.

5. Involvement of Students, Parents and the Community

- a. Students, parents, and teachers are becoming more involved in planning and evaluating guidance services in the schools.
- b. Teachers are functioning to an even greater extent in various pupil personnel services activities.
- c. Communication and interaction with community agencies has increased-- both at the state and local levels.
- d. Business and industry are interacting and communicating with school counselors at an unprecedented extent.
- e. Communication and interaction with the community college system is even more extensive.

- f. For the past three years a Task Force on Student Involvement has been a part of the Division of Pupil Personnel Services. One adult director coordinates a team of sixteen students representing the eight education districts. The students participate in the activities of the Division of Pupil Personnel Services and serve on committees and councils throughout the agency. Beginning July 1, 1972, the Task Force on Student Involvement was transferred to the Division of Human Relations. However, the Division of Pupil Personnel Services will continue to work very closely with this group in order to receive input from students.

B. STAFF ACTIVITIES

1. Workshops and In-Service Programs

- a. All-State Pupil Personnel Services Conference - Teams of pupil personnel services workers from the 152 school units participated in the conference in an effort to gain information for organizing comprehensive programs of supportive services for children in the public schools. Tasks to be performed by the various persons on the pupil personnel services teams were identified and defined. Specific responsibilities were delegated to the local unit teams in their respective locations and the results of these assignments were reported to the Division. The conference was jointly sponsored with the School of Education, University of North Carolina at Chapel Hill.
- b. Psychodrama and Interpersonal Relationships Workshop - This workshop assisted guidance counselors in analyzing their own past learnings and how attitudes are developed. Participation in this workshop resulted in the development of a deeper sensitivity into their own attitudes which should allow the counselors to work more effectively with children from various socio-economic backgrounds as well as with children from different ethnic and religious groups enrolled in our public schools. This conference was jointly sponsored with the North Carolina Personnel and Guidance Association.
- c. Youth Development Center Workshops - Two area workshops were sponsored in order to improve communications among counselors and school social workers in the public schools and counselors at the youth development centers and thus assist all of us in working more effectively with all students. This conference was jointly sponsored with the Department of Youth Development.
- d. School Social Services Workshop - Twenty-three social workers from various local education agencies met for a one-week period for the following purpose:

To further unify and clarify the development of school social services in the following areas:

- (1) Encouragement of regular school attendance.
- (2) Discovery of and handling basic causes of learning problems.

- (3) Encouragement of effective parental involvement with schools.
- (4) Meaningful involvement of community agencies (including courts) in school experience.
- (5) Prevention of school problems.
- (6) Work with school staff in handling factors which offset the learning experience.

e. College Board Workshops - A series of workshops involving counselors were held for the purpose of informing secondary school counselors and administrators in the interpretation and use of various College Board programs and services. These conferences were jointly sponsored with the College Entrance Examination Board.

f. School Attendance Counselors Institute - This annual workshop was held for the purpose of enhancing the skills of all attendance counselors in the following areas:

- (1) Administration of program
- (2) Supervision of program
- (3) Interdisciplinary Teamwork
- (4) Work with "Cop-outs"
- (5) Work with "Push-outs"
- (6) Work with "Disturbers"
- (7) Work with hostile parents
- (8) Work with groups
- (9) Work with the courts

This conference was jointly sponsored with the Department of Pupil Personnel Services, North Carolina Association of Educators; and the Institute of Government.

g. Workshop for Elementary School Counselors - Thirty elementary school counselors from various local education agencies met for the following purposes:

- (1) To hear presentations about effective practices by other elementary counselors.
- (2) To increase skills through the use of micro-counseling techniques with video tape equipment.
- (3) To develop a statement of philosophy, objectives, role and function of the elementary counselor.
- (4) To study and evaluate early childhood screening approaches.

h. Follow-up Workshop on Counseling the Disadvantaged Through Group Counseling Procedures - Twenty-five counselors were involved in this workshop for the following purposes:

- (1) To improve the counselor's ability in understanding of self and self in relationship to others, especially disadvantaged youth.
- (2) To assist the counselor in developing a deeper sensitivity to his own attitudes as they regard the needs and feelings of the disadvantaged.

- (3) To increase the counselor's understanding of group processes.
 - (4) To assist counselors in developing awareness of the impact of their own behavior on others.
- i. Workshop for Directors of Guidance and Counselor-Educators - This annual workshop was held for the following purpose: To stimulate dialogue among counselor-educators and directors of guidance with respect to needs, trends in guidance, to develop some priorities and to make recommendations for the effective delivery of guidance services for children and youth in North Carolina.
 - j. Workshop for School-based Nurses - One hundred and fifty-six school-based nurses were involved in this workshop. This workshop was held for the following purpose: To help the nurse in the school improve her practice in providing more effective school health services. This workshop was jointly sponsored with the Public Health Nursing Section, North Carolina State Board of Health; School Nurse Branch, North Carolina State Nurses' Association; and the Continuing Education Program, School of Nursing, University of North Carolina at Chapel Hill.
 - k. A two-day workshop for Directors of Pupil Personnel Services was held during the fiscal year. Group discussions of concerns and issues sought solutions to existing problems and resulted in plans for more effective programs.
 - l. Co-sponsored with the Division of Health, Safety, Physical, and Civil Defense Education six Drug Workshops for counselors and other pupil personnel workers.
 - m. In-service program for school social workers - A one-week in-service program was held for twenty-five persons who serve as school social service workers. The purposes of the staff development program were as follows:
 - (1) To permit each participant to leave the workshop with a clearer understanding and an ability to use social services effectively and appropriately in resolving the obstacles to the child's ability to benefit from the school experience.
 - (2) To develop a procedural plan of coordination of function among members of the pupil personnel services team in order to avoid duplication and/or gaps in providing for systematic communication --including providing for method of assigning responsibility, including follow-up, reporting, etc.
 - n. In-service program for middle school counselors - A one-day in-service program was held for twenty-five counselors in the middle schools. The counselors were first-year counselors in the school units that had been funded by the Division of Occupational Education. The purpose of the in-service program was as follows:

To provide an opportunity for elementary counselors to:

- (1) share practices proven effective in the field.
- (2) work on skills and techniques by use of role playing.
- (3) develop philosophy, objectives, and role and function of elementary counselors.

2. Interaction With Other Groups/Agencies

Numerous presentations all during the year to staff groups as part of in-service programs in local administrative units. These presentations were made to elementary school staff as well as secondary. Presentations to groups in workshops sponsored by Occupational Education, Community Colleges and Technical Institutes. The role of the staff was to interpret guidance services and the role these services could play in career guidance and the placement of school leavers. Specific techniques and materials were often described and/or demonstrated.

- a. Served as speaker for Winston-Salem Charrette (town meeting) funded by AFL-CIO for the purpose of discussions on methods for facilitating school desegregation.
- b. Served as speaker at Youth Seminar sponsored by North Carolina State University at Raleigh on the topic: Providing Pupil Personnel Services to All Students.
- c. Served as speaker for Negro History Week on the topic: Youth: America's Hope For the Future.
- d. Served as panelist, on numerous occasions, on "Panel of American Women." The panel involves women of various ethnic and religious backgrounds who share experiences of prejudice encountered. The primary purpose of the Council is to provide greater awareness for school audiences in understanding the effects of prejudice and how to facilitate integration in the schools.
- e. Served as speaker for Johnston County Teachers Association on the topic: Teaching and Counseling the Disadvantaged.
- f. Served as Commencement Speaker for three high schools in different sections of the state.
- g. Served as presenter for EPDA Workshop for college teachers on the topic: Understanding the Disadvantaged: Improving Teaching and Counseling Methods.
- h. Served as speaker for the College Placement Service, Title III Consortium on the topic: Blacks and the Era of New Careers.
- i. Attended Career Education Conferences in St. Louis, Missouri; Atlanta, Georgia; Washington, D. C.; Maryland; and Athens, Georgia.

- j. Attended Business/Industry Seminar sponsored by Western Electric in Rockingham County.
- k. Research Triangle Institute
- l. Served as consultant to the Workshop for Home Economic Teachers at East Carolina University.

3. Publications and Dissemination

- a. Pupil Personnel Services: News and Views - the state's pupil personnel services newsletter, which was sent to all counselors, counselor-educators, psychologists, social workers, health personnel, psychometrists, members of Pupil Personnel Services Advisory Council, school superintendents, and anyone else requesting to be on the mailing list of the Division.
- b. Directory of Pupil Personnel - a listing of all pupil personnel services personnel, was sent to all pupil personnel services personnel in the local schools. Copies were then sent upon request to various organizations which had publications or information to send to pupil personnel services personnel.
- c. Post-High School Institutions - a book containing information from every university and four-year college, junior college, community college and technical institute was updated and sent to all counselors.
- d. Pupil Personnel Services Bibliography - listed appropriate film strips, tapes, recordings, etc. for use in the local education agencies.
- e. Discussions of pupil personnel services and distribution of publications to college classes, graduate and undergraduate.
- f. An article describing pupil personnel services for the NCAE Bulletin-- the official organization of the North Carolina Association of Educators.
- g. Projected budget and plans, both immediate and long range.
- h. Articles for the newsletter of the North Carolina Personnel and Guidance Association.

4. Interaction With Other Groups/Agencies

Much of the work with these groups has focused on the varied aspects of pupil personnel services with which other groups and/or agencies also have specific responsibilities. Some of the work focused on such areas as: careers, pre-school screening, information processing systems, developmental stages of children, etc.

The activities have also afforded the staff the opportunity to interpret pupil personnel services.

It is very evident that counselors and other pupil personnel services workers are being more widely recognized as significant personnel in the schools for getting information to students and helping them to interpret and use the information. The staff helps other groups understand the kinds of information students need and often include their articles in the Pupil Personnel Services Newsletter.

VII. CONSTRUCTION OF SECONDARY SCHOOLS DURING FISCAL YEAR 1972 WITH OCCUPATIONAL EDUCATION FACILITIES

NAME & ADDRESS OF COUNTY	TYPE OF SCHOOL (S) (P)	OCCUPATIONAL FIELDS	ADDITIONAL	
			STUDENT CAPACITY NEW PROJECTS	EXPANSION OR REMODELING
Bertie County Schools Box 10 Windsor, N.C. 27983	S	Graphics	30	
Burke County Schools Drawer 989 Morganton, N.C. 28655	S	Agriculture Home Management Building Trades Transportation Furniture Industry Communications Personal Services Business Education	829	
Carteret County Schools Drawer 600 Beaufort, N.C. 28516				
East Carteret	S	Agriculture Home Economics Distributive Education Trade and Industries Business Education		80
West Carteret	S	Agriculture Home Economics Distributive Education Trade and Industries Business Education		80

NAME & ADDRESS OF COUNTY	TYPE OF SCHOOL (S) (P)	OCCUPATIONAL FIELDS	ADDITIONAL STUDENT CAPACITY	
			NEW PROJECTS	EXPANSION OR REMODELING
Eden City Schools Box 70 Eden, N.C. 27288	S	Occupational Arts Ceramics, Drawing, Graphics, Painting, Woods, Metals, Plastics, Power Machines, Electricity, Business Education, Sculpturing	1,240	
Hendersonville City Schools 8th Avenue Hendersonville, N.C.	S	Home Economics Distributive Education Trade and Industries Business Education		158
Hyde County Schools Box 217 Swan Quarter, N.C. 27885	S	Agriculture Home Economics Trade and Industries Introduction to Vocations		203
Jackson County Schools Sylva, N.C. 28779	S	Agriculture Home Economics Distributive Education Trade and Industries Business Education Introduction to Vocations		320
Madison County Schools Box 446 Marshall, N.C. 28753	S	Agriculture, Home Economics Building Trades, Cosmetology Distributive Education Business Education	520	

NAME & ADDRESS OF COUNTY	TYPE OF SCHOOL (S) (P)	OCCUPATIONAL FIELDS	ADDITIONAL STUDENT CAPACITY	
			NEW PROJECTS	EXPANSION OR REMODELING
Pamlico County Schools Box 158 Bayboro, N.C. 28515	S	Agriculture, Home Economics Distributive Education Trade and Industries Business Education		359
Polk County Schools Box 697 Columbus, N.C. 28722	S	Agriculture, Home Economics Business Education Trade and Industries		180
Tarboro City Schools Bridgers Street Tarboro, N.C. 27886	S	Introduction to Industrial Education, Carpentry Technical Drafting Home Economics	320	
Thomasville City Schools 400 Turner Street Thomasville, N.C. 27360	S	Construction Industry Food Preparation Drafting, Automotive Distributive Education Business Education	468	
Sampson County Schools Clinton, N.C. 28328				
Lakewood High	S	Masonry, Carpentry, Electricity Mechanics	300	
Hobbton High	S	Bricklaying, Carpentry, Horticulture Farm Machinery	270	
Union High	S	Distributive Education, Home Economics, Business Education Agriculture, Auto Mechanics Electricity	230	

NAME & ADDRESS OF COUNTY	TYPE OF SCHOOL (S) (P)	OCCUPATIONAL FIELDS	ADDITIONAL STUDENT CAPACITY	
			NEW PROJECTS	EXPANSION OR REMODELING
Tyrrell County Schools Box 326 Columbia, N.C. 27925	S	Home Economics, Distributive Education, Trade and Industries Business Education Introduction to Vocations	.	363
Wake County Schools Box 6526 Raleigh, N.C. 27608	S	Agriculture, Bricklaying Body and Fender	322	
Warren County Schools Warrenton, N.C. 27589				
Norlina High	S	Agriculture, Home Economics Trade and Industries		134
John Graham High	S	Agriculture, Home Economics Trade and Industries		244
Weldon City Schools Box 31 Weldon, N.C. 27890	S	Agriculture, Home Economics Carpentry, Bricklaying, General Industry, Distributive Education Introduction to Vocations	400	
Whiteville City Schools 220 Jefferson Street Whiteville, N. C. 28472	S	Home Economics, Furniture Construction Engine Mechanics	280	

VIII. ANCILLARY SERVICES AND ACTIVITIES

Improved and expanded ancillary services were provided in Fiscal Year 1972 to plan, implement, and evaluate those programs, services, and activities for: (1) youth enrolled in grades 7-12 of the public secondary schools; (2) persons who have completed or left the secondary schools and are available for full or part-time study; (3) adults who have entered the labor market but need and desire upgrading or retraining; (4) youth and adults who are academically or socio-economically disadvantaged and need specialized services and training as a prerequisite to entering the labor market, and (5) youth and adults who are mentally, physically, and/or emotionally handicapped.

A. Administration and Supervision

Responsibility for the administration and supervision of occupational education in secondary schools is a responsibility of the Division of Occupational Education, Department of Public Instruction. Responsibility for administration and supervision of occupational education in post-secondary schools is a responsibility of the Division of Occupational Education, Department of Community Colleges.

During fiscal 1972, the State Board staff gave priority to the following functions:

- . Planning, programming and budgeting
- . Improving reporting system
- . Curriculum revision and development
- . Providing in-service training opportunities for teachers and local administrators
- . Program evaluation
- . Providing consultant services to local educational agencies
- . Planning, implementing and evaluating research and development projects.

B. Evaluation

The State Board of Education, through its staff, provided leadership to involve local educational agency personnel and other citizens in evaluating occupational education programs in secondary schools. Funds for this specific purpose were not included in the budget for this Fiscal Year. This function was considered a part of the services to be provided to local educational agencies.

The State Board staff cooperated with the North Carolina Advisory Council on Occupational Education in carrying out its evaluative functions.

In addition to the above activities, the State Board staff made analyses of the Statewide program as a basis for future planning and program redirection.

C. Teacher-Education

Funds were budgeted for pre-service and in-service education programs and activities with priority given to in-service training for the following categories of personnel:

- . Local administrators, including local planners.
- . Occupational education teachers and coordinators.
- . Curriculum planners.
- . State administrative and supervisory staff.
- . Personnel assigned responsibilities for special funded programs, projects, and activities.

D. Curriculum Development

Responsibility for curriculum development is assigned to the Program Services Section of the Division of Occupational Education, Department of Public Instruction for secondary school programs.

Curriculum development was accomplished, under the direction of program specialists, with the use of advisory committees. These committees were comprised of local teachers and consultants from business and industry. Curriculum development priorities for Fiscal Year 1972 were as follows:

- . The preparation of a "Master Plan" for Occupational Education in secondary schools, including specific program objectives and standards.
- . The revision of five curriculum guides for occupational education teachers in secondary schools.
- . The implementation of five curriculum planning workshops for occupational education teachers.

IX. SPECIAL PROGRAMS/PROJECTS

Part C - Research

1. Project: "The Identification of Competencies and Performance Standards Associated with Women's Occupations in the Textile and Furniture Industries."

Objective: To identify occupations within the textile and furniture industries for which young women may be trained through occupational home economics programs in the public secondary school, to analyze these jobs for competencies needed and performance standards, and to identify skill and knowledge clusters that may be used as a basis for curriculum development.

Dates: October 1, 1971 - May 31, 1973. Cost: \$26,900.

Agency: University of North Carolina at Greensboro
2. Project: "The Development and Implementation of an Individually Scheduled Cluster Curriculum in Occupational Education."

Objective: To reduce the rigidity often associated with occupational education courses and curriculums and to develop a curricular pattern which will allow a student to generalize in vocational clusters at an individualized pace until specialization and specific skill acquirement are perceived as needed.

Dates: July 1, 1971 - June 30, 1973. Cost: \$203,927.

Agency: Sanford City Schools (Sanford Central High School)
3. Project: "The Development and Demonstration of Expanded Occupation Education Experiences for Youth in Small Rural Schools."

Objective: To provide a framework for planning occupational education experiences for youth in small rural schools that combines the energies of key lay citizens, local educational leaders, state educational consultants, and university resources and to identify resources in the community and use these resources when appropriate in broadening the occupational education offerings beyond what is possible with existing personnel.

Dates: September 1, 1971 - June 30, 1973. Cost: \$106,860.

Agencies: Columbus County Schools (Nakina High School) and Macon County Schools (Highlands High School)

4. Project: "A Career Progression Study of Occupational Education Graduates."
- Objective: To provide program planning and decision making data relative to the occupational education program in the State and to provide information about program graduates such as employment status, occupational mobility, job satisfaction, educational status, and training needed.
- Dates: October 1, 1971 - March 31, 1973. Cost: \$11,000.
- Agency: Occupational Research Unit
5. Project: "Preparation of High School Seniors As Teacher Aides."
- Objective: To encourage student teacher aides to pursue further training as para-professionals in post-secondary programs; to incorporate the tested features of the cooperative education program in the preparation of high school seniors to serve as teacher aides; and to provide on-the-job training, related instruction by the teacher, and coordination of practice with classroom learning.
- Dates: July 1, 1971 - June 30, 1973. Cost: \$97,341.
- Agency: Cabarrus County Schools
6. Project: "An Analysis of Factors Associated With Varying Dropout Rates."
- Objective: To analyze factors associated with the nine local school administrative units having varying dropout rates and to attempt to develop a scheme for predicting potential dropouts.
- Dates: October 1, 1971 - October 31, 1972. Cost: \$16,100.
- Agency: Occupational Reserach Unit
7. Project: "Projecting Manpower Needs for Occupational Education Program Graduates."
- Objective: To determine the alternatives available for projecting manpower needs on a planning region basis and to develop a strategy for collecting, interpreting, and disseminating this data in a usable form.
- Dates: October 1, 1971 - June 15, 1972. Cost: \$9,986.
- Agency: System Sciences, Inc.

8. Project: "Evaluation of Carolina Boys Camp."

Objective: To evaluate the effects of a camping program on the adjustment of emotionally disturbed boys with the aim of providing valuable insight into the effects of a camping program for fostering vocational maturity.

Dates: July 1, 1971 - August 15, 1972 Cost: \$15,439.

Agency: Learning Institute of North Carolina

Part D - Exemplary

During Fiscal Year 1972, Part D funds were allocated to the following local educational agencies for five exemplary projects on the secondary school level: (1) Graham County, \$17,990; (2) Dare/Hyde/Tyrrell Counties, \$68,036; (3) Hoke County, \$33,339; (4) Pasquotank County/Elizabeth City, \$29,534; and (5) Washington County, \$82,327.

Four of the above projects were continued with the fifth, involving Dare/Hyde/Tyrrell counties being a new project entitled "Career Exploration Laboratory on Wheels". This project includes a mobile career exploration laboratory for use in the tri-county area. The purpose is to provide all middle school students in the highly rural and economically depressed area with action oriented activities and experiences that will broaden the vocational self-concept of each student.

Part F - Consumer and Homemaking (General)

Consumer and Homemaking Education was a curricula offering in all high schools (grades 9-12) in North Carolina having an enrollment of one hundred students or more, including many junior high schools. Seventy-five thousand students elected to enroll in the program. A profile of duplicated enrollment data would include:

Below Grade 9	8,646
Grades 10-12	59,036
Adult	195

Male	5,421
Female	62,456

Increased enrollments occurred more frequently in junior high school offerings at grades 7 and 8, in Family Life Education

and in Boy's Home Economics.

Courses designed to provide adult homemakers with increased knowledge and skills related to homemaker and homemaker-wage earner roles were offered by many local educational agencies, often in cooperation with the Community College System.

In the area of curriculum development, top priority was given for completion of a Consumer and Homemaking Guide (grades 7 - 12), begun two years previously. Continued effort was made to develop an annotated bibliography to accompany the new guide. Recommendations for program planning in local educational agencies were made on the basis of work copies of the guide which were already available to teachers and administrators.

In reviewing plans for facilities and equipment in home economics departments, recommendations were made which reflected in the trends toward multi-use of space, mobile equipment, team teaching in multi-teacher departments, individualized instruction areas for students, and specialized occupational training areas such as child care centers. Upon request, local educational agencies received consultant help in selecting and organizing equipment as well as planning for new or renovated facilities.

In-service education programs provided for home economics teachers included the following components:

- . A three-day summer conference held for approximately 780 teachers in August at UNC-Greensboro which emphasized the changes in curriculum, and especially in the area of housing-home furnishings.
- . Four different topics were presented by the State Staff in each of the eight educational districts which focused on program planning, stimulating thinking individualizing instruction, and extending learning opportunities beyond the classroom.
- . State Staff and forty selected teachers participated in a team teaching institute held for two weeks at Caldwell Community College in July. A follow-through effort resulted in several local units implementing a team teaching strategy for at least a portion of the year.
- . Local educational agencies sponsored in-service education meetings adapted to the identified needs and interests of home economics teachers and often in conjunction with other occupational education programs. State Staff served as consultants for these meetings upon request.

For approximately 300 teachers who contracted for the opportunity, one hour of renewal credit was offered for a "package" of in-service education during the year. Summer conference was an

essential component, but all other experiences were optional, including those listed above.

Consultant services were provided by the State Staff upon request, and periodically initiated from the State agency. On site visits, group meetings in local educational agencies, review of materials through correspondence, and response by phone to urgent requests for assistance. The home economics staff often cooperated with other program sections in the Occupational Education Division and in the State Department of Public Instruction to deliver services, and with other agencies, such as North Carolina State University, teacher educators, and the State Fair when objectives were related.

Part F - Consumer and Homemaking Education (Experimental Programs)

During Fiscal Year 1972, there were experimental programs funded with Part F funds involving 12 agencies. The projects were as follows:

1. Title: Operations OURS (Our Use of Resources for Self)
Purpose/Objectives: To provide low-income individuals and families who live in public housing developments with instructional opportunities for the improvement of their home environment and the quality of their family life. Project activities will involve the target population in an educational program aimed toward individual competencies in managing and extending resources to more adequately provide the housing, health, food, clothing, and recreational needs of each family member. Specific components of the program include: a practice center for adult homemakers, a supervised day-care center for children, a cooperatively arranged recreation program for youth and adults, a library and "swap-shop" center for community members and varied cooperative activities with local community agencies.
Agency: The project is located in two local units - Burke County and Alamance County.
Dates: Continuing from spring of 1971 to June 30 of 1973.
Cost: Fiscal Year 1971-72 - \$105,240.
Number served: 150 families in public housing units.
2. Title: Preparation of Young Women for the Dual-Role of Homemaker-Wage Earner
Purpose: To provide selected students from economically deprived home environments an opportunity to identify and practice home management responsibilities unique

to the employed homemakers and simultaneously develop skills for employment.

- Agency: Five local units have been selected - Cumberland County, Montgomery County, Jackson County, Hickory City, and Halifax County.
- Dates: Four of these were begun in the spring of 1971 and the fifth added in 1971-72. All are continued for 1972-73.
- Cost: \$79,000.
- Number: 125 enrolled directly.
3. Title: Project YOURS (Youth Opportunities to Use Resources of Self, School and Society)
- Purpose: To utilize the management technique of team teaching in providing innovative practical learning experiences and varied media for self-expression to a selected target group of economically, socially, culturally and educationally deprived students. A group of 20 student participants were selected from grades 10-12 who were identified as being a potential dropout, an unwed parent, who came from a broken home, were non-participants in extra-curricular activities or lacked virtues of self-discipline and self-respect as well as major "life skills." An instructional program was planned to maximize the "doing process" in classroom and laboratory experiences, to capitalize on community and State resources, both human and material, with field trips and class visits, and to relate to the school environment with individual service projects and personal growth projects.
- Agency: Union County - Forest Hills High School
- Dates: Fiscal Year 1971-72; and continued for 1972-73.
- Cost: \$12,362
- Number served: Twenty high school students regularly; over 100 other high school students periodically.
4. Title: Child Care and Consumer Competency - The Four C's to Better Living
- Purpose: To develop an innovative-exemplary program in child care and consumer management designed primarily to meet the needs of young mothers and pregnant girls who are high school dropouts or potential dropouts and to operate an infant care center to provide a laboratory experience for the selected students and to care for the children of the mothers who are enrolled in the program.

The Program will be designed for disadvantaged students and will offer them an opportunity to obtain a high school education and to develop competencies and skills in child care and consumer management which will lead to employment opportunities and to more effective home management.

Agency: Richmond County - Fayetteville Street School, Hamlet

Dates: Begun February 1972, and continued for FY 1972-73.

Cost: To June 30, 1972 - \$22,351

Number served: 32 high school girls regularly; potentially over 600 for observation purposes.

5. Title: High School Based Child Development Programs.

Purpose: To develop, by September, 1972, model child development programs in the eight senior high schools to serve children six months to four years of age who are the children of students and staff who regularly attend or work at the schools.

To investigate the feasibility of in-school parent cooperative child development centers to reduce cost of child care programs.

To provide family life education for students and adults through the home economics program and cooperating agencies.

To develop within each of the schools, models for para-professional career-oriented curricula in child development as a follow-through opportunity for selected participants.

Agency: LINC - to do phase I of the project - selecting sites and staff development in cooperation with the State Staff and related agencies.

Dates: April 1972 - August 1972 - (1972-73 funding approved for two local units - Jackson County and Hickory City; funding is pending for five other selected local units).

Cost: April - August 1972 - \$14,105.
August 1972 to June 30, 1973 - pending

Number served: Approximately 50 teachers, administrators, and para-professional staff through August, 1972. Potential - if all seven units are funded for 1972-73 could be over 1400 high school students.

6. Title: Nutrition Education Pilot Program (funded by OEO through NCSU)
- Purpose: To determine if food consumption patterns of students in K-3 having nutrition education experiences would differ from eating patterns of students not receiving nutrition education. All teachers and students in grades K-3 in experimental schools were involved in implementing a nutrition education curriculum plan, following four days of intensive in-service education for the teachers in the two local units. Post-test results and food refuse studies compared experimental and control groups for differences after a five-month period of instruction, with significant changes analyzed for promising practices in nutrition education.
- Agency: Sponsored in cooperation with Food Science Department at North Carolina State University and School Food Services in the State Department of Public Instruction and with two local units - Goldsboro City and Alamance County.
- Dates: August 1971 - June 1972.
- Cost: None to the State agency - cost of Nutrition Education component in the total project was approxiamtely \$17,000.
- Number served: Over 2000 school children grades K-3; over 40 teachers, two local school food service directors, and one full-time State director.

Part G - Cooperative Program

Decisions were made to allocate the \$377,147. secondary Part G funds for salaries of teacher coordinators, travel of students to work when necessary, and in the case of public employment-hospitals, schools, etc. - to assist in payment of salaries of students for work in a Cooperative Program. No decision has been made in North Carolina to assist private employers in payment of salaries and thus far it has not appeared to be necessary.

Funds were allocated to schools having, at the time of allocation, the highest rate of dropout of students and the highest youth unemployment. Allocations were made to operate programs in 30 schools during the past year and 1503 students have been served in the various programs funded under this Part. Programs are in the areas of Health Occupations, Industrial Cooperative Training, Distributive Education, Business and Office Education, Agricultural Businesses, Cooperative Professional Services (Training of Teacher Aides through a Cooperative Program), and in a few small schools general programs in which students may be placed in any occupation.

Funds were granted to one local educational agency for transportation

only of students in regular cooperative programs. By court order, these students were being bussed from inner city to an outlying school and had no transportation back to the city at noon for work experience.

An administrative decision had been made that Part G funds would be used to fund an entire program because the Act requires that these funds not be co-mingled with others. During the next year, consideration will be given to the possibility of allocating funds to pay for those aspects of Cooperative Vocational Education which cannot be reimbursed out of regular funds. This may make it possible to "stretch" these funds to reach many more students. These programs will also be allocated on the basis of recent studies completed to rank states in order of eligibility by high student dropout, youth unemployment and degree of economic deprivation.

Part H - Work-Study

During Fiscal Year 1972, eighty-eight of the 152 local educational agencies participated in the work-study program serving 377 students. The total allocations (\$112,903, Federal and \$28,226, State/Local) were spent on student compensation.

The number of youth in North Carolina eligible for assistance under the provisions of Part H far exceed the funds available for this purpose.

One recommendation for the improvement of the Work-Study Program, however, is the feeling that Congress must adjust the law to provide for more adequate compensation. The present law stipulates that a student may not exceed 15 hours in any week nor \$45 per month, or \$350 per academic year. When the average hourly wage rate was 75¢ when the Act was first passed, this regulation was acceptable. However, since that time the national average has exceeded \$1.60 per hour, which means that a student, in order to stay within the regulations, can work no more than 28 hours per month or approximately seven hours per week. Since this program is used in many instances in cooperation with cooperative education, this means a student cannot meet the minimum 15 hours requirement of the cooperative program. If the Work-Study Program is to continue as an effective tool, North Carolina feels that this regulation and law must be changed.

X. OTHER INFORMATION REQUESTED

A. *Highlights of Exceptional or Model Programs: Grades K-12*

There are eight educational districts within the State corresponding closely with the labor market areas defined by the State Employment Security Commission.

Exceptional and model programs have been identified by members of the Staff of the Division of Occupational Education, State Department of Public Instruction within educational districts.

EDUCATIONAL DISTRICT I

Beaufort County

Continued a summer program of an occupationally oriented communicative and computational program for a group of under achievers in the Aurora school in cooperation with the migrant worker-student program.

Washington City

A frame dwelling was constructed on blocks on the school campus by the construction trades classes. This live project will be sold to the highest bidder and moved to a permanent site.

Bertie County

Initiated a live project (brick veneer dwelling) for construction trades classes which will be completed in two school years.

Chowan County

Developed an in-depth part-time welding course for a small target group of low achievers in Chowan High School.

Currituck County

Implemented a career exploration program for all middle schools in the County and physically transported equipment, materials, etc. from school to school on quarterly basis.

Dare, Hyde, and Tyrrell Counties

Implemented a "Career Exploration Laboratory on Wheels" for the three Counties to more adequately provide materials and services to students in these isolated areas.

Hyde County

Initiated a construction-mechanics cluster program in the small isolated school on Ocracoke Island.

Hertford County

Implemented a one-year program in pre-masonry for a group of under achievers with anticipation that these students would be ready to move into a regular bricklaying program.

Martin County

Began in-service programs leading to K-6 Career Awareness Program to be implemented at Williamston Elementary School.

Pasquotank County

Redirected some one-hour block, year-long programs to a two-hour block on a one-semester basis.

Pitt County

Implemented at Cox and Farmville Middle Schools an occupational exploration program geared to a target group of under-achievers to improve reading and general educational competencies to the level that students could move into regular occupational programs.

Tyrrell County

Moved to a complete quarter system with all high school courses including components of vocational education.

Washington County

Continued the timber harvesting-mechanics program at Creswell High School. Implemented a Pilot Career Development Program in three schools for underachievers in grades 7-10. Worked cooperatively with the migrant worker-student program.

EDUCATIONAL DISTRICT II

Greene County - Counseling and Job Placement for Disadvantaged Students - Funded 102b.

This program made available one professional position for a guidance counselor to work with the disadvantaged student at school and at home in an attempt to help the student overcome his deprivation and give the needed assistance with job placement. The individual in this position works with all occupational teachers; providing instructional activities for the disadvantaged student; and assisting teachers and students in an effort to correlate instructional needs with deprivations. The counselor assists in job placement of the disadvantaged students.

Lenoir County

The Lenoir County Educational Agency was one of the first middle school projects funded in the State of North Carolina. From the very outstanding program in the project school (Woodington) the

local leadership has developed Career Exploration centers at Savannah Junior High and Frink Junior High Schools giving this Local Educational Agency the unique position of having all senior high students coming from schools where they were exposed to Career Exploration in grades 7, 8, and 9.

New Hanover County - Night High School Program - Funded 102b National Vocational Education Act

This unique program is one of the progressional approaches to education for the "turned off student." The program is operated after the regular school day by the occupational education staff for young people with all types of problems that make them disadvantaged. Hours for the program are from 3-8 p.m. The students of high school age work during the day under supervision. Units of credit are given based on performance on the job during the day along with performance of night school.

This program is providing opportunities for the many New Hanover County "drop-outs" to return to school, secure a high school diploma and in some cases move on to the technical institute, community college, or gainful employment. The students are becoming productive citizens, paying their own way in the social order.

The New Hanover County's oceanography program provides instruction in Physical Oceanography, Chemical and Geological Oceanography, marine ecology, and marine biology. An oceanography laboratory and field guide has been developed for this program.

Pamlico County - Seafood Industries Program - Funded 102b - National Vocational Education Act

From 102b funds, Pamlico County has designed and is developing a unique program that is approaching a solution for and at the same time helping to train the disadvantaged student. A 38 foot well-equipped fishing trawler with radio and other gear was secured and a very well-qualified teacher with the expertise in deep sea fishing and the related activities of commercial fishing was employed. Classes were conducted in two-hour blocks with 16 to 20 students enrolled during the 1971-72 school year. Plans have been completed to expand the class time to three-hour blocks at the start of the 1972-73 school year. The objectives of the program are:

- . To help disadvantaged students develop the competencies needed to make a respectable living from the catching and selling of seafoods by standards of the best seafood industry research findings.
- . To help disadvantaged students learn and practice the scientific procedures of handling boats, rigging gear, nets and other mechanical equipment related to today's seafood business.
- . To help disadvantaged students to learn how to handle seafood with proper storage, care and preparation of a top quality product for marketing.

Sampson County - Teachers' Aid Project for Two Schools - Funded Part "G"

This project is being operated in two high school centers in Sampson County; Union High School, a large rural high school and Garland High School, located in the small south Sampson County town of Garland. The teacher coordinator is serving both school sites working at Union in the morning and at Garland in the afternoon. The objectives of this program are:

- . To provide cooperative training to disadvantaged students in the rural area where the on-the-job cooperative training program opportunities are very limited.
- . To help the high school disadvantaged student develop skills in working with students of a much lower grade level and give assistance to the elementary school teachers with classroom and campus activities not requiring professional training. This training helps provide financial assistance for the students and it provides time for the teacher to do a better comprehensive teaching job.

EDUCATIONAL DISTRICT III

Durham County

At Southern High, Funded under Part G, an outstanding program was started in Petroleum Marketing. Evaluation of the program by students, school administrations, and the businesses who participated revealed much success in the first year of the program. Twenty boys have thus launched a career in a growing industry. Those enrolled were potential dropouts.

Tarboro City

Martin Junior High - A State funded Middle Grades program was started FY '72. So outstanding was the program, that the facilities and personnel were used during July, 1972 to train 60 Middle Grades teachers from the eastern half of the State. Student and general faculty response to the program was enthusiastic. Community resources were used maximally and parent support was excellent.

Halifax County

Though not a program, the establishment of a four Local Educational Agency Distributive Education Advisory Committee is unique. Since many of the students are placed in and around Roanoke Rapids, it seemed logical to have only one advisory committee. Business responded well to this approach. The Local Educational Agencies are: Roanoke Rapids, Halifax County, Weldon, and Northampton County. This could prove to be a model for small units to follow in establishing program area advisory committees.

Johnston County

Selma Elementary - A special occupational program for trainable mentally retarded students was started FY '72. Students responded well to this special approach. They were placed in sheltered workshops and local work stations in the school and to a limited extent in the community. Smithfield-Selma High and South Johnston High have excellent construction programs. Both schools have completed construction of a house (\$20,000 range) this year - second house in two years for each school. Though some of the work is leased out - tile setting, electrical and plumbing at Smithfield-Selma - most of the work is done by the high school students. Next year, students at Smithfield-Selma will also do the electrical work.

Nash County

Southern Nash - Responding to the growing need for manpower in forestry - pulpwood production, this school has one of the most outstanding programs in the State. In a recent two-state contest at Union Camp in Franklin, Virginia, students from this school won easily. Also at this school is one of the finest recreation and ecology programs which prepares boys for careers in the fast growing field of recreation. Numerous jobs relating to ecology are emerging and this program should help fill this manpower need. This school is developing a model program to be used in training teachers of applied ecology and recreation in District III.

Rocky Mount - Based on enthusiasm of the principal, faculty and the central office staff, the new K-6 - Career Awareness Program - launched this year should prove to be a model. This program, coupled with occupational education already in the unit, will give the Local Educational Agency a K-12 occupational education program. Career awareness in the early grades starts students with the concept that everyone eventually works and the program attempts, at an early age of the students, to develop positive attitudes about work, acquaint them with the many types of jobs, and relate school to world of work.

EDUCATIONAL DISTRICT IV

Bladen County

At East Bladen School, there are new facilities for a comprehensive occupational program to serve the students of this county. An exceptional greenhouse is at this school.

Columbus County

At Evergreen School, there is an excellent Part A-102b project for disadvantaged children. Use of resource people and contracting with employers are the main features of this project. The pulpwood production program at West Columbus High School, one of nine pilot programs initiated in the State during 1970-71, continues to meet training needs in the geographic area and additional in-depth courses in pulpwood will be added during 1972-73.

Cumberland County

Three new high schools will open in Cumberland County, fall of 1972, with each offering occupational education in five program areas.

Montgomery County

The joint textile program, initiated during Fiscal Year 1971 involving East and West Montgomery County High Schools and the Montgomery Technical Institute, has proved beneficial to students and pointed up the need for articulation between the public secondary schools and postsecondary institutions in the State.

Moore County

At Carthage Elementary School, a K-6 occupational awareness and information program began during the Fiscal Year.

Raeford City

A textile program initiated during 1969-70 at Hope High School in Raeford continues to receive support from the textile industry through assisting in equipping laboratories; developing curriculum guides; and, providing instructors.

Robeson County

Initiated during the year was a joint program for the hard core disadvantaged senior high school students in the six educational agencies within the County. Emphasis was placed on how to get a job and how to keep a job. Assistance was provided in placement by the coordinator of the Project with 47 students being placed in jobs in local industries.

Sanford City

At Sanford Central High School, there is an excellent comprehensive occupational program. It is being enhanced by a Part C Research Grant that is emphasizing individualized instruction.

Expansion of Program Offerings

Several Local Educational Agencies in District IV will increase occupational education offerings during 1972-73 such as: St Pauls from 2 to 4; Fairmont from 3 to 5; and, Lumberton City from 3 to 5.

Secondary and Postsecondary Involvement

Several planning meetings have been held with local directors of occupational education on the secondary school level and directors of occupational education in the technical institutes. It is anticipated that these two groups will continue to work together during Fiscal Year 1973 in planning comprehensive programs and improving articulation between secondary schools and the eight postsecondary institutions in Education District IV.

EDUCATIONAL DISTRICT V

Alamance and Caswell Counties - Career Awareness Program

Two Career Education pilot projects for Kindergarten through Grade 6 students have been planned and implemented in Saxapahaw School in Alamance County (an open classroom setting) and in Jones and Cobb Memorial Schools in Caswell County (conventional classroom setting). These projects provide opportunities for all children to engage in a variety of action oriented activities. These activities and the infusion of information about Careers in regular reading, "riting and "rithmetic courses develop in the student an awareness of the world of work which, hopefully, will contribute to the formation of positive feelings about himself and his surroundings.

Caswell, Chatham, Orange, and Person Counties - Live Building Projects

Live projects, where students in the Trade and Industries Construction areas put into practice the theory and skills learned in the classroom were important segments of the learning process in District V. The following school building programs (live porjects) were in operation during the school year 71-72:

<u>Description of Project</u>	<u>Location</u>
A ranch-type 3-bedroom dwelling (to be sold at public auction)	Orange High School Hillsborough, N.C.
A ranch-type 2-bedroom family dwelling (on school campus for use of Custodian)	Northwood High School Pittsbro, N. C.
Occupational Education Laboratory	Person Senior High School Roxboro, N. C.
Occupational Education Laboratory Occupational Education Laboratory	Bartlett-Yancey High School Yanceyville, N.C.

EDUCATIONAL DISTRICT VI

Cabarrus County - Exceptional/Model Programs in Northwest Cabarrus School, Mt. Pleasant School and Central Cabarrus School

A cooperative approach is used in this program designed to prepare high school seniors as teacher aides. The program is coordinated by the Distributive Education program area. Occupational research funds are used to determine the effectiveness of high school students as teacher aides in grades 3 through 6. Many other specific goals and objectives have been established for this program. Each student receives one hour of classroom instruction and two hours of on-the-job teacher aide training. The students are paid for this two-hour period as they would be on other cooperative work programs in occupational education.

It appears that the following objectives will result:

- . Some students will develop job-entry level skills as a teacher aide.
- . Some students will make a career choice relative to continuing their education to become teachers
- . The effectiveness of high school teacher aides can be measured.

Union County - Forest Hills School

Operation YOURS is a specially funded project under the direction of Consumer and Homemaking teachers. It is designed for a target group of disadvantaged boys and girls. A team teaching approach is used and many special activities are planned. The students are being made aware of many occupational opportunities which they would likely never know about unless given this opportunity through this program.

EDUCATIONAL DISTRICT VII

Ashe County

Northwest High School has excellent laboratory facilities for commercial cooking classes utilized by students identified as disadvantaged

Ashe Central and Beaver Creek High Schools have excellent laboratory facilities constructed by Trade and Industrial Classes for the Auto Service Station Specialist Program.

Caldwell County and Lenoir City

Caldwell County Schools, Lenoir City Schools, and Caldwell Community College received a grant to develop the Career Education Concept Model, K-14 for North Carolina.

Hickory

Hickory City Schools received a grant from Part F funds for a special consumer and homemaking program on the high school level.

Iredell County

Iredell County opened during 1971-72 a new occupational education center which provided an expanded curriculum for high school students.

Watauga County

Valle Crucis Elementary School, supplemented by a State grant, operated an innovative individualized Career Awareness and Information Program for students in grades 1-8.

North Wilkesboro City Schools

Occupational Education teachers at Wilkes Central High School provided in-service training for elementary teachers at North Wilkesboro Elementary School in developing a K-6 Career Awareness Program.

EDUCATIONAL DISTRICT VIII

Buncombe County

A. C. Reynolds High School has scheduled for construction a new multi-million dollar building which will include an occupational facility from ARC funds.

The Claxton Elementary School will have a funded Career Awareness program for the year 1972-73.

The Local Educational Agency employed a full-time local director of occupational education from local funds.

Clay County

Hayesville High School Trades and Industrial Education students built a house as their live project. The students did all carpentry, brick, electrical, and landscaping work. The only work done professionally was the plumbing work. The house sold for \$21,020., with a profit of approximately \$5,000.

Graham County

A Part D Exemplary project, Commercial Mount Crafts, at Mt. View High School involved every student in the school with the exception of four students. This has been one of the most successful new programs in District VIII as students have discovered special talents in a commercial craft native to their geographic area.

Haywood County

North Canton Elementary School will have a funded Career Awareness project for 1972-73.

Henderson County

The Local Educational Agency is adding occupational exploration to its middle grades curriculum at East Henderson and West Henderson High Schools. This is being done largely from local resources.

Hendersonville City

The Local Educational Agency is adding a Career Exploration Program to its middle grades program at Hendersonville High School. This is an entirely locally funded project. The occupational programs will be housed in the new ARC Center after January, 1973.

Jackson County

Sylva-Webster High School will occupy the new ARC Center the fall of 1972 with the addition of auto mechanics and health occupations to the curriculum.

Macon County

The Junior High has a superior middle grades project. The new ARC occupational education unit will be occupied in the Fall of 1972.

Madison County

A new consolidated high school is being constructed with heavy emphasis on occupational education, which will be housed in the new ARC Center.

McDowell County

Construction is underway for a new consolidated high school. Occupational education will be housed in the new ARC Center.

Mitchell County

Bowman High School opened the new ARC Occupational Education Center this year, 1971-72, with new offerings in auto mechanics and metal trades.

Polk County

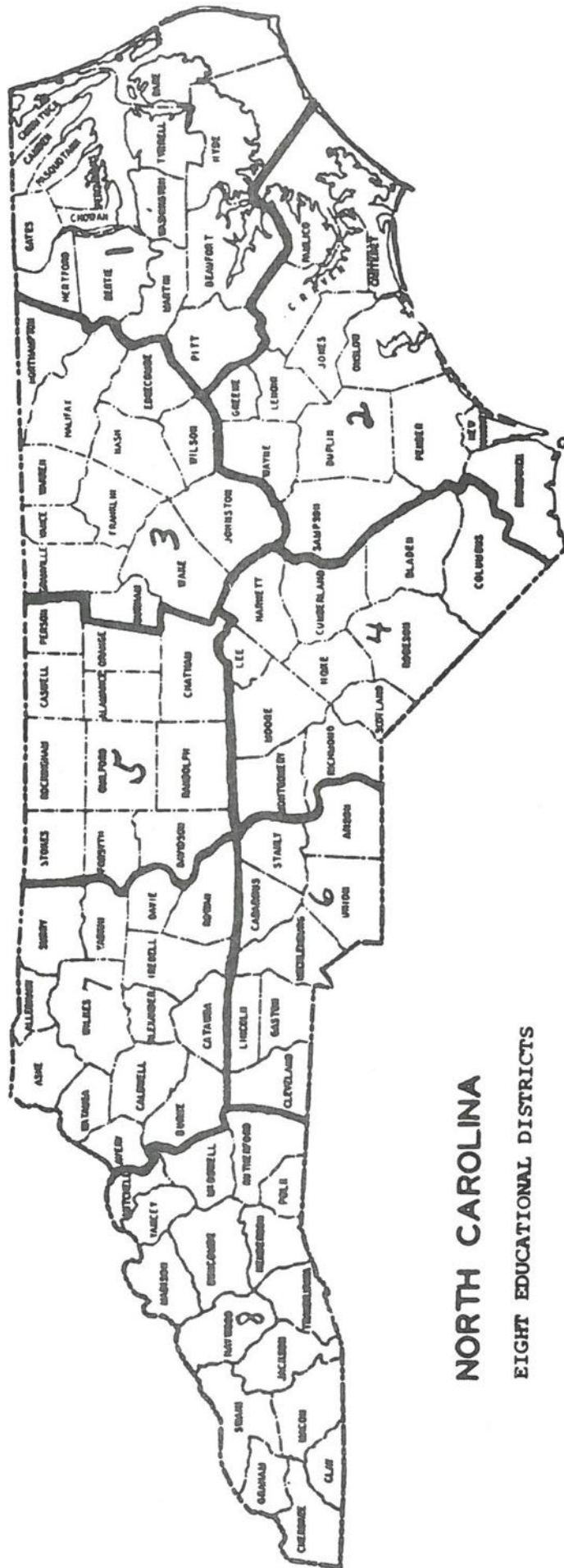
Polk Central High School will occupy the new ARC Occupational Education Center in the fall.

Swain County

The County has made application for an ARC Occupational Education Center. Students enrolled in the carpentry class at Swain County High School built a carpentry classroom laboratory. The high school offered a new course in Commercial Arts and Crafts.

Transylvania County

The Local Educational Agency is adding a middle grades at Brevard Middle Grades School supported entirely from local resources. The carpentry and agriculture classes at Rosman Union School build a house adjoining the Rosman campus.



NORTH CAROLINA

EIGHT EDUCATIONAL DISTRICTS

B. Occupational Youth Organizations

As indicated on page 2, stronger emphasis was given to Occupational Education Youth Organizations during 1971-72.

The following chart shows that fewer than 30% of those students enrolled in occupational courses for which youth organizations exist have the opportunity or use the opportunity to participate in the organizations, thus the main reason for the February 3, 1972 policy statement of the North Carolina State Board of Education concerning Occupational Education Youth Organizations.

ORGANIZATION	MEMBERSHIP		LOCAL CHAPTERS	
	1970-71	1971-72	1970-71	1971-72
CECA	0	1,695	0	32
DECA	7,650	7,536	205	197
FBLA	4,600	4,400	121	131
FHA	26,137	21,389	424	400
FFA	22,446	21,531	321	321
VICA	8,777	10,000	182	300
OCCUPATIONAL ENROLLMENT (Regular Programs)	201,073	230,103		

Accomplishments and activities of the Occupational Youth Organizations follows.

CAREER EXPLORATION CLUBS OF AMERICA

Career Exploration Clubs of America (CECA) in general, provide an opportunity for the students to be with friends; to identify with a specific field of interest; to gain recognition from peers, teachers, and other adults; to be of service and, to gain a sense of identification.

There are one or more local chapters of Career Explorations Clubs of America in each of the eight Educational Districts in the State. These Clubs were organized from January 1, 1972 to June 31, 1972. At present, there are thirty-two clubs with 1,695 members. There has been positive response from all local educational agencies with indications of an additional 65 local chapters during 1972-73.

Youth organizations of this type supply the vehicle for relating career competence which is significant to the student's work environment and his role in society. Such clubs also provide a laboratory for securing experience not possible through the other aspects of the curriculum.

NORTH CAROLINA ASSOCIATION OF THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

The Distributive Education Clubs of America (DECA) is an organization whose program of leadership and personal development is designed specifically for students enrolled in Distributive Education.

The organizational structure is local, district, state and National. At each level there are competitive events which are an outgrowth of classroom activities. Local chapter plans include social, civic, professional and benevolent activities and projects which provide for school and community betterment.

There are twelve DECA districts. Each district elects a teacher coordinator to serve on the Board of Governors along with the five state officers, chief consultant and DECA Advisor. This group serves in an advisory capacity to the State organization.

A two-day State Leadership Conference was held in March to recognize individuals and groups for outstanding achievements in competitive activities. Approximately 1000 members and advisors attended this meeting.

New DECA notebooks were given to each chapter. Included in the notebooks were the new Constitution and By-Laws and a new Contest and Awards Handbook.

The first collegiate chapter in North Carolina was established this year at the University of North Carolina at Greensboro. The collegiate division is for students majoring in Distributive Education and who are planning to teach.

The High School and Collegiate Divisions had representatives at the National Leadership Conference held in Los Angeles, California.

NORTH CAROLINA CHAPTER OF FUTURE BUSINESS LEADERS OF AMERICA

The Future Business Leaders of America is the national organization for high school students enrolled in Business and Office Education programs. Under the guidance and supervision of business and office education teachers, business and office education consultants, school administrators, and businessmen and women, the organization operates as an integral part of the school program. Club members are afforded opportunities to develop leadership and business ability as they hold office and direct the affairs of the group, engage in individual and group business enterprises, work with representatives of other youth organizations, and compete with colleagues at the local, state, and national levels.

Although membership dropped to approximately 4400, the number of active chapters increased to 131. Twelve new chapters were granted charters during the past year.

The Executive Council, composed of state officers, their local advisers, the State Adviser, and the State Chairman, met three times during the year.

Approximately 700 delegates and other participants attended the annual State Leadership Conference in March. Activities included contests, general sessions, dance and social hour, and awards banquet. Scholarships in the amount of \$300 each were awarded to two deserving senior members planning to continue education in business in a post-secondary degree program.

The National Leadership Conference in June was attended by 56 members and advisers, including the State Adviser and the State Chairman. Nineteen local chapters in North Carolina received Gold Seal Awards - tying with the state of Virginia for first place in this event. Chyrel East, Claremont Central High School, Hickory, State President, served as National Secretary. Fifth place in the Junior Accounting Event was won by Rusty Isenhour, Claremont Central High School, Hickory; sixth place in the Local Chapter Activities Report Event was won by North Mecklenburg High School, Huntersville; and seventh place in the Most Original Project Event was won by Northern Nash High School, Rocky Mount.

Speaker of the House Phil Godwin proclaimed the week of March 20-26, 1972, FBLA Week in North Carolina.

Two issues of the North Carolina FBLA newspaper, the Business Leader, were published and distributed to members, advisers, state personnel, and businessmen and women. Items included biographies of state officers, reports of chapter activities, leadership conference news, and other interesting and informative articles.

North Carolina FBLA members found the theme for the year, "FBLA - Key to Tomorrow," truly exemplified in their many and varied activities which unlocked the doors to new experiences, new opportunities, and new challenges.

NORTH CAROLINA ASSOCIATION OF FUTURE FARMERS OF AMERICA

Future Farmers of America members participate in activities to improve leadership and character development, sportsmanship, cooperation, community service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism. The FFA organization is a significant, integral part of agricultural education and contributes to the guidance and total general educational development of students.

In 1971-72, there were 321 active FFA chapters in the North Carolina Association with 21,531 members.

Above the chapter level, the FFA organizational structure consists of 48 federations and eight districts which comprise the State Association. At each of these levels a program of activities is developed and conducted.

In order to promote and assist chapter, federation and district units of FFA, the State Association provides numerous services and activities designed to accomplish its purposes. Some of these include:

Correspondence, information, publications, forms, and various aids and materials.

State Convention - a three-day state convention is held to provide opportunities for leadership development, inspiration and guidance to recognize individuals and groups for outstanding achievement, to conduct state contest finals and to transact state association business. Approximately 1300 members and advisors attended the 1972 convention. The six elected state officers plan and conduct the convention.

State FFA Officers - a team of six state officers is elected annually. They assist chapter, federation and district FFA groups throughout the year, speaking at meetings and banquets, and helping judge contests and awards programs. These officers are almost totally responsible for planning and conducting the state convention.

State FFA Leadership School - a one-week leadership school is held annually at one of the FFA camps for chapter, federation and district FFA officers. The purposes of this program are to provide information, inspiration and guidance and to assist participants in the development of leadership skills and abilities.

FFA Camping Program - the state association owns and operates three FFA summer camps whose programs are designed to provide organized recreation and education experiences for participants. Approximately 2200 members and advisors took advantage of the camping program in 1972. In addition, the FFA is now making its camps available to other groups on a limited basis.

National FFA Convention - the state FFA office coordinates the participation of the North Carolina delegation in the National FFA Convention. Approximately 100 persons normally participate in this convention.

Public Relations - numerous activities are conducted by the state FFA office to inform the public about FFA work; e.g., news releases, radio and TV programs and a cooperative arrangement with outdoor advertising companies wherein they display National FFA Week posters. In addition, an annual goodwill tour is conducted by state officers during which visits are made to selected individuals and groups to tell the FFA story and to promote better understandings and working relationships within the agricultural industry and between agricultural and non-agricultural interests.

Contest and Awards Program - a varied and comprehensive program of contests and awards is conducted as a part of the total FFA program of activities. The basic purposes of these activities are to supplement and extend learning experiences for members beyond the normal vocational agriculture curriculum and to provide meaningful experiences for leadership and other skill development.

Incentive awards are provided in most of these areas. Organizations and businesses in North Carolina provide approximately \$20,000 annually for awards and recognition in addition to a large sum allocated by the National FFA Foundation.

NORTH CAROLINA ASSOCIATION OF FUTURE HOMEMAKERS OF AMERICA

The goal of the Future Homemakers of America is helping individuals to improve personal, family, and community living. FHA officers opportunities to develop leadership, social and civic awareness, and increased understanding of the world of work in home economics; and it also enables students to engage in activities that extend their interests, skills, and knowledge in the many aspects of home economics.

Twenty-one thousand three hundred and eighty-nine (21,389) high school students joined the State and National FHA Association before December 1, 1971. This membership represents the affiliation of 400 chapters.

The State is divided into eight FHA districts. One officer and a teacher advisor are elected annually to provide leadership and coordinate district rallies. The offices rotate among the districts with the exception of the office of vice-president, who automatically becomes president the following year.

The Executive Board and Council meet for two days in July to determine the 1971-72 State Program of Work and State and district meeting program emphasis for the year.

The projects adopted were:

1. "Preparedness - The Key To Opportunity"
2. "Operation H N R" (Special state project)

Major activities included a two-day Convention held in Raleigh, April 7-8, 1972 at which time State Homemaker Degrees were awarded to 158 members and three State Honorary Memberships awarded.

The North Carolina Association was represented at the National meeting in Kansas City, Missouri by thirty delegates.

Two issues of the State magazine, Future Homemakers, were mailed to members during the year.

Mimeographed FHA newsletters were mailed during the year to each chapter. They were prepared to interpret coming events and give information needed by chapter members.

NORTH CAROLINA ASSOCIATION OF VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

The Vocational Industrial Clubs of America (VICA) is the national organization for all high school students enrolled in trade, industrial, technical and health occupations education programs. The organization operates as an integral part of the school program under the guidance of the trade, industrial, technical, and health occupations teachers, school counselors, T & I consultants, school administrators, and industrial leaders. The organization emphasizes leadership development, citizenship, character development, and social competencies. The overall emphasis is on general personal development for the individual student. Respect for the dignity of work, high standards of trade ethics, workmanship, scholarship, and safety are also a

major goal and objective of the individual club member.

VICA is a rapidly growing organization in the public schools of our State. There are approximately 10,000 members in approximately 300 active chapters in North Carolina. Several new chapters were granted charters during this school year.

The Executive Council, composed of the State officers, the State Director, sixteen District Advisors, and eight District Presidents, met three times during the year at different locations in our State. During the year, three District Conferences were conducted in each of the eight educational districts. These were: (1) District Leadership Development, (2) District Competitive Activities, and (3) District Installation of new officers. Approximately 4,000 teachers and students attended the conferences.

Approximately 800 delegates and other participants attended the Annual State Leadership Conference in March of this school year. Activities at this conference included over twenty-three competitive activities (both leadership and trade skills), group meetings, general sessions, dance and social events, and an awards banquet. The delegation chose as their state-wide project for the coming school year (1972-73) to help raise \$75,000. to build the first cottage for Girls Haven of North Carolina. An installation of new officers ceremony concluded the conference.

Approximately 75 members, local advisors, and parents, in addition to the State Director, members of the State T & I Staff, industry leaders and representatives, attended the National Leadership Conference in July in Roanoke, Virginia. Members of the North Carolina Delegation won two national honors. North Carolina had the first-place winner in the bricklaying contest and our team won second place in the Parliamentary Procedures Contests. Also, our State had two candidates vying for a national office.

Governor Robert Scott proclaimed the week of March 5-11, 1972 as State VICA Week in North Carolina.

Our theme for the year was "Participation Is The Key". Our chapter members accepted this challenge and made every effort to become involved in every way possible enabling them to grow as individuals. With this individual growth, VICA continues to grow and is helping to prepare our students for leadership in the world of work.

C. Unmet Needs of Occupational Education and Employer-Expressed Categories of Demand For New Programs/Services

The North Carolina State Advisory Council on Vocational Education, the nine State Advisory Committees representative of specific occupational education program areas, and the eight Area Directors of Occupational Education periodically meeting with employers and educators have identified the following needs of occupational education:

NEEDS OF OCCUPATIONAL EDUCATION WHICH ARE NOT BEING MET

1. Comprehensive planning on a short and long range basis.
2. Evaluation techniques and procedures designed to promote improvements in existing programs.
3. Occupational guidance personnel with specific training in job analysis, job placement, follow-up techniques, and the necessary rapport to communicate with occupational education students.
4. Additional local directors of occupational education.
5. The need for more cooperative programs to serve the needs of the furniture industry.
6. Additional man-months for teaching positions on the local level.
7. Expansion of Business and Office Education, Occupational Home Economics, Marketing and Distribution, Health Occupations, Construction and Mechanics programs through additional man-months for teaching positions.
8. Additional funds for consumable materials.
9. Expansion of occupational education in grades K-8.
10. Career in-service training for teachers in grades K-12.
11. Functional unit-wide Advisory Councils in each local educational agency..
12. Construction of new, and the renovation of existing occupational education facilities.
13. Additional qualified consultants to better serve the needs of the local units in all occupational areas.
14. Increase efforts to improve the quality of pre-service and in-service training of occupational education personnel.
15. Encourage Costal Plains Regional Commission to financially assist occupational education.

EMPLOYER EXPRESSED CATEGORIES

1. Improve secondary school training to the extent that graduates and drop-outs will be motivated to stay on the job.
2. Provide the students with basic skills and wholesome attitudes necessary for success in a given vocation.
3. Increase the involvement of employers in occupational education planning.

4. Increase training in the fields of textiles, furniture, construction trades, mechanical maintenance, ecology, distribution of goods and services, health, food services, child care, tourism, business and office, horticulture, personal services, and forestry.
5. Expansion of Cooperative programs.

OCCUPATIONAL EDUCATION
ANNUAL DESCRIPTIVE REPORT - FY '72
POST-SECONDARY SCHOOLS

I. PROGRAM DEVELOPMENT AND ACCOMPLISHMENTS

The program development in the post-secondary institutions can be characterized by the following factors:

	Projected	Actual		Increase
		1971	1972	FY 71-FY 72
Enrollment (FT - PT)	49,495	44,186	46,404	+4.9%
Adult Extension	175,530	124,103	126,335	+1.9%
Number of Curricula Approved	58	71	76	+6.6%
Number of Approvals Granted	118	120	143	+16.0%

The growth in enrollment did not materialize because the expected funding from the State Legislature was reduced by \$2,000,000. The funding emphasis was placed upon curriculum programs; therefore, the anticipated growth of adult occupational extension programs was less than what was projected.

State Board of Education approval was granted to offer 76 additional curriculum programs at 143 institutional locations. The highest frequency of a single curriculum approved was for seven institutions to offer Veterans Farm Training. Approval was granted 41 institutions to offer 41 different curricula. The remaining 74 curricula were approved to be offered at 2-6 institutions.

Two additional technical institutes were established raising the number of institutions to 56 technical institutes, of which 15 are designated also as community colleges.

II. REGULAR PROGRAMS - PART B

The accomplishment of regular programs are as follows:

Target Areas

- . 10 institutions are located within the 29 counties eligible for EDA participation.
- . 35 institutions serve the areas with high rates of unemployment.
- . 35 institutions serve the areas with high rates of youth unemployment.

- . 29 institutions serve the areas with high rates of school dropouts.
- . 27 institutions serve the areas of high density population.

Program Priorities

- . Approval was granted to 13 institutions to offer four health occupations.
- . Approval was granted to three institutions to offer Police Science.
- . Approval was granted to three institutions to offer Environmental Science.
- . Cooperative education programs were established in eight additional institutions.
- . Grants for exemplary programs were made to two institutions.
- . Grants were made to 55 institutions for programs for the disadvantaged and/or handicapped.

Construction

- . Eight projects were planned for FY 1972. Four have been delayed in starting during FY 1972.
- . The State Legislature appropriated \$3,150,000 for construction projects during the 1971-1972 biennium.

III. HANDICAPPED - PART B

The enrollment of the 4,425 persons with handicapping conditions were as follows:

1. Trainable mentally retarded	823
2. Educable mentally retarded	415
3. Hard of Hearing	173
4. Deaf	66
5. Speech Impaired	142
6. Visually Impaired	292
7. Emotionally Disturbed	586
8. Crippled	293
9. Learning Disabilities	1,635
10. Other	-
	<hr/>
	4,425

IV. DISADVANTAGED - PART B AND PART A-102b

Data was not collected at the State level by category for the disadvantaged. All of the 14,335 disadvantaged served during 1971-72 can be classified in two or more of the categories of economic, educationally, dropout and unemployed.

V. PROGRAMS UNDER CONTRACT

There were no set objectives for programs under contract for Fiscal Year 1972. Five institutions offered cosmetology under a contractual agreement. Three institutions offered health programs on a contractual basis.

VII. CONSTRUCTION OF AREA SCHOOLS - FISCAL YEAR 1972

Name & Address County	Type of School	Occupational Fields	Additional Student Capacity	
			New Project	Expansion or Remodeling
Beaufort Co. Tech. Inst. Beaufort County	PS	(DELAYED UNTIL FY 1973)		
Bladen Tech. Inst. Bladen County	PS	(DELAYED UNTIL FY 1973)		
Blue Ridge Tech. Inst. Henderson County (DELAYED - PRESENTLY	PS	T & I Office Tech.. UNDER CONSTRUCTION)	400	
Fayetteville Tech. Inst. Cumberland County	PS	(DELAYED UNTIL FY 1973)		
Isothermal Com. College Rutherford County	PS	Ag., Health Office Tech T & I		150
McDowell Tech. Inst. McDowell County	PS	(DELAYED UNTIL FY 1973)		
Southwestern Tech. Inst. Jackson County	PS	(DELAYED UNTIL FY 1973)		
Tri-County Tech. Inst. Cherokee County	PS	Office Tech. T & I		125

VIII. ANCILLARY SERVICES AND ACTIVITIES

A. Administration and Supervision

The Department of Community Colleges was reorganized January 1, 1972. Staff functions remain approximately the same. Staffing has been realigned to provide more services to the post-secondary institutions with less duplication of effort.

B. Evaluation

A Committee is currently working on evaluative criteria for use in evaluating instruction. Evaluation is a continuing process. Southern Association of Colleges and Schools has accredited 29 institutions. The State Board of Education has accredited 11 institutions. Several institutions are preparing a self-study and will be seeking accredited status.

C. Teacher Education

A committee has been appointed by the State Board of Education to advise the Board on in-service education for teachers of secondary programs. The post-secondary institutions have been used for the second year in providing part of the in-service education for secondary teachers.

We work closely with Teacher Education institutions in the planning and support of training teachers.

D. Curriculum Development

The revision and updating of curriculum is a continuous process. Fifteen revised curriculum guides have been developed. Additional advisory committees are being utilized to recommend changes in curriculum. Three new curricula are being developed and will be offered in the near future.

IX. SPECIAL PROGRAMS/PROJECTS

Part C - Research

1. Project: "Establishment of an 'Information Center' at Forsyth Institute to Design a System for Collecting and Processing Manpower Information at the Local Level."

Objective: To develop a system for gathering, processing, and keeping current - at the local level - the manpower, labor market, job, and population information needed for occupational education planning, curriculum design, and career guidance.

Dates: July 1, 1971 - June 30, 1973. Cost: \$48,400.

Agency: North Carolina Department of Community Colleges

2. Project: "Computer Services System Development to Coordinate Manpower Needs With Occupational Training Programs."
- Objective: To develop a computerized information system to implement the project described in "1" above.
- Dates: July 1, 1972 - June 30, 1973. Cost: \$22,700.
- Agency: Lenoir Community College
3. Project: "Development of System to Measure Effectiveness of Occupational Programs."
- Objective: To develop a system of automated data gathering and storage for retrieval of management information that will guide in the improvement of present and prospective enrollee guidance, curriculum offerings, scheduling, planning, and the basis for continuing institutional research.
- Dates: July 1, 1971 - June 30, 1973. Cost: \$20,850.
- Agency: Davidson County Community College
4. Project: "Research and Development of the Veitch Diagram Demonstrator for Use in Teaching Boolean Algebra."
- Objective: To develop and evaluate three prototype models of a teaching-learning aid which can possibly assist students in Boolean algebra (computer Mathematics) to minimize the number of switches in a circuit system.
- Dates: July 1, 1971 - February 28, 1973. Cost: \$1,700.
- Agency: Richmond Technical Institute
5. Project: "Restructured Registration and Instructional Options."
- Objective: To develop a multi-sensory, self-instructional system especially suited for use in small, rural institutions which will permit students to enroll in an occupational curriculum at any given time during the year.
- Dates: July 1, 1971 - June 30, 1973. Cost: \$33,500.
- Agency: Beaufort County Technical Institute
6. Project: "Development of a Research Instrument Which Can Assess the Occupational Educational Status of Former Occupational Enrollees of North Carolina Community Colleges and Technical Institutes."
- Objective: Refer to title of project.
- Dates: July 1, 1971 - June 30, 1972. Cost: \$12,200.
- Agency: Guilford Technical Institute

7. Project: "Drafting Instruction by Audio-Visual Means."
- Objective: To develop and evaluate a "Sound-on-Slide" system of teaching drafting in order to cope with diverse student competency and interest levels.
- Dates: July 1, 1971 - December 31, 1972. Cost: \$3,750.
- Agency: Richmond Technical Institute
8. Project: "Predictive Models for Success in Occupational Education."
- Objective: To design, develop, operate, and evaluate a pilot program of occupational testing and guidance within Wayne County under the guidance and direction of Wayne Community College.
- Dates: July 1, 1971 - December 31, 1972. Cost: \$14,800.
- Agency: Wayne Community College
9. Project: "Occupational Education Salvage: The Identification, Location, and Personal Guidance of Disadvantaged Students in Moore and Hoke Counties into Meaningful Careers."
- Objective: Refer to title of project.
- Dates: July 1, 1971 - February 15, 1972. Cost: \$4,350.
- Agency: Sandhills Community College
10. Project: "Summer Institute for High School Students: A Research Project in Pre-vocational Education."
- Objective: To develop and test a technique for changing the attitudes and interests of high school students from the top quartiles concerning occupational education and technical institute enrollment; the technique consists of exposing a group of such students to a four-week institute of well-planned occupational education activities that will acquaint them with all programs at Pitt Technical Institute.
- Dates: April 1, 1972 - June 30, 1973. Cost: \$14,150.
- Agency: Pitt Technical Institute
11. Project: "Improvement of Articulation Between Pamlico County Public School System and Pamlico Technical Institute."
- Objective: To develop a master plan of occupational education in Pamlico County.
- Dates: September 1, 1971 - December 31, 1972.
- Agency: Pamlico Technical Institute Cost: \$13,200.

12. Project: "An Experiment in Attitude Modification of Selected Students Enrolled in the Occupational Programs at Southeastern Community College."
- Objective: To develop a systematic procedure for assessing student attitudes as an input for curriculum development in occupational education.
- Dates: July 1, 1971 - August 31, 1972. Cost: \$15,450.
- Agency: Southeastern Community College
13. Project: "The Design, Development, and Evaluation of a Model Occupational Evaluation Center for the Handicapped."
- Objective: Refer to title of project.
- Dates: July 1, 1971 - September 30, 1973. Cost: \$30,000.
- Agency: Halifax County Technical Institute

Part D - Exemplary

1. Title: "Relevant Reading for Vocational Students."
- Location: Central Piedmont Community College, Charlotte
- Amount: \$18,000
- Duration: January, 1972 - June, 1972.
- Target Group: Post-secondary
2. Title: "Evaluation of ABE, GED, and High School Diploma Classes with Emphasis on Dropouts in these Programs."
- Location: Davidson County Community College, Lexington
- Amount: \$4,431
- Duration: June 30, 1972 - June 30, 1973
- Target Group: Post-secondary
3. Title: "Introduction to Vocational Career Opportunities for Disadvantaged Youth"
- Location: Martin Technical Institute, Williamston
- Amount: \$7,500
- Duration: May 1, 1972 - August 31, 1972
- Target Group: Post-secondary

4. Title: "Electronics Servicing Modular Program."
Location: Roanoke-Chowan Technical Institute, Ahoskie
Amount: \$6,205
Duration: December 1, 1971 - May 28, 1972
Target Group: Post-secondary
5. Title: "Diagnostic Clinic."
Location: Rockingham Community College, Wentworth
Amount: \$15,658
Duration: January 1, 1972 - December 31, 1972
Target Group: Post-secondary
6. Title: "Simulation in Occupational Prestige and Choice."
Location: Sampson Technical Institute, Clinton
Amount: \$5,000
Duration: January 1, 1972 - December, 1972
Target Group: Post-secondary

Part G - Cooperative Education

1. Title: Cooperative Education
Location: Beaufort County Technical Institute, Washington
Amount: \$16,198
Duration: September 1, 1971 - June 30, 1972
Target Group: Post-secondary
2. Title: Cooperative Education
Location: Coastal Carolina Community College, Jacksonville
Amount: \$14,812
Duration: January 1, 1972 - June 30, 1972
Target Group: Post-secondary

3. Title: Cooperative Education
Location: College of the Albemarle, Elizabeth City
Amount: \$17,451
Duration: November 1, 1971 - June 30, 1972
Target Group: Post-secondary
4. Title: Cooperative Education
Location: Edgecombe Technical Institute, Tarboro
Amount: \$30,000
Duration: September 1, 1971 - June 30, 1972
Target Group: Post-secondary
5. Title: Cooperative Education
Location: Lenoir Community College, Kinston
Amount: \$33,093.31
Duration: April 1, 1971 - June 30, 1972
Target Group: Post-secondary
6. Title: Cooperative Education
Location: Piedmont Technical Institute, Roxboro
Amount: \$29,500
Duration: September, 1971 - June 30, 1972
Target Group: Post-secondary
7. Title: Cooperative Education
Location: Pitt Technical Institute, Greenville
Amount: \$14,360
Duration: November 1, 1971 - June 30, 1972
Target Group: Post-secondary

8. Title: Cooperative Education
 Location: Southwestern Technical Institute, Sylva
 Amount: \$15,230.73
 Duration: November, 1971 - June 30, 1972
 Target Group: Post-secondary
9. Title: Cooperative Education
 Location: W. W. Holding Technical Institute, Raleigh
 Amount: \$21,530
 Duration: July 1, 1971 - June 30, 1972
 Target Group: Post-secondary

Part H - Work-Study

<u>Institutions</u>	<u>Amount</u>
Asheville-Buncombe Technical Institute	\$ 10,568.00
Beaufort County Technical Institute	1,140.00
Bladen Technical Institute	2,880.00
Blue Ridge Technical Institute	1,386.00
Carteret Technical Institute	1,114.56
Central Carolina Technical Institute	8,224.00
Cleveland County Technical Institute	2,707.27
Davidson County Community College	2,904.00
Durham Technical Institute	3,600.00
Edgecombe Technical Institute	1,908.00
Fayetteville Technical Institute	19,700.00
Guilford Technical Institute	1,800.00
Haywood Technical Institute	1,536.00
Isothermal Community College	1,512.00
Johnston Technical Institute	3,388.82
Lenoir Community College	3,050.07
Martin Technical Institute	1,120.00
McDowell Technical Institute	1,024.00
Montgomery Technical Institute	1,080.00
Nash Technical Institute	2,160.00
Pamlico Technical Institute	864.00
Piedmont Technical Institute	1,440.00
Pitt Technical Institute	2,268.00
Richmond Technical Institute	8,184.00
Roanoke-Chowan Technical Institute	2,736.00
Rowan Technical Institute	1,405.44
Sandhills Community College	1,051.52
Southeastern Community College	11,796.00
Southwestern Technical Institute	1,192.80

Technical Institute of Alamance	2,448.00
Tri-County Technical Institute	1,296.00
Vance County Technical Institute	2,160.00
W. W. Holding Technical Institute	4,416.00
Wayne Community College	8,316.00
Wilkes Community College	2,132.15
Wilson County Technical Institute	2,040.00
Total	\$126,548.68

X. OTHER INFORMATION

A. *Highlights of Model Programs*

1. Roanoke-Chowan Technical Institute is working on a concept of multi-level entry and exit from occupational programs. This will consist of individual learning modules and should provide entry at most any time of the year and exit with job skills at the end of any module.
2. Six institutions - Asheville-Buncombe Technical Institute, Craven Technical Institute, Isothermal Community College, Lenoir Community College, Roanoke-Chowan Technical Institute, and Southeastern Community College - are involved in a program that was developed by the Manpower Development Corporation. Hard-core disadvantaged are placed in an eight-week cycle of human resource development, orientation, motivation, basic education, and attitude development. Job developers are utilized to find employment and the individual is provided follow-up guidance and counseling for the first few weeks of the job.
3. Halifax County Technical Institute has developed a center which is utilized to meet the needs of the disadvantaged and handicapped. They are using a work sampling technique to determine the capabilities of each individual. Skill training, basic education, consumer education and guidance and counseling are provided to help the individual meet employment requirements.

B. *Youth Organizations*

In the post-secondary institutions a student government organization, student chapters of professional organizations and interest clubs provide an added dimension to the education of each individual. Officers of the state association of student government have been appointed to the Community College Advisory Council.

