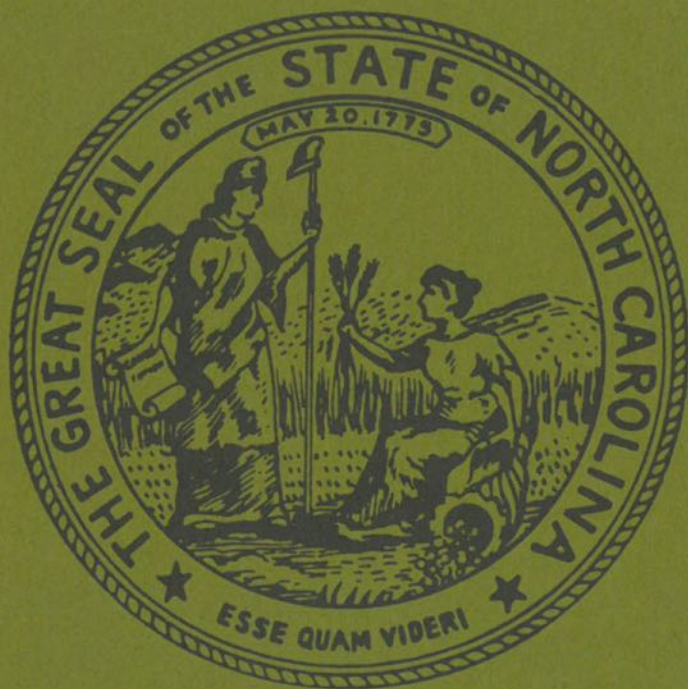


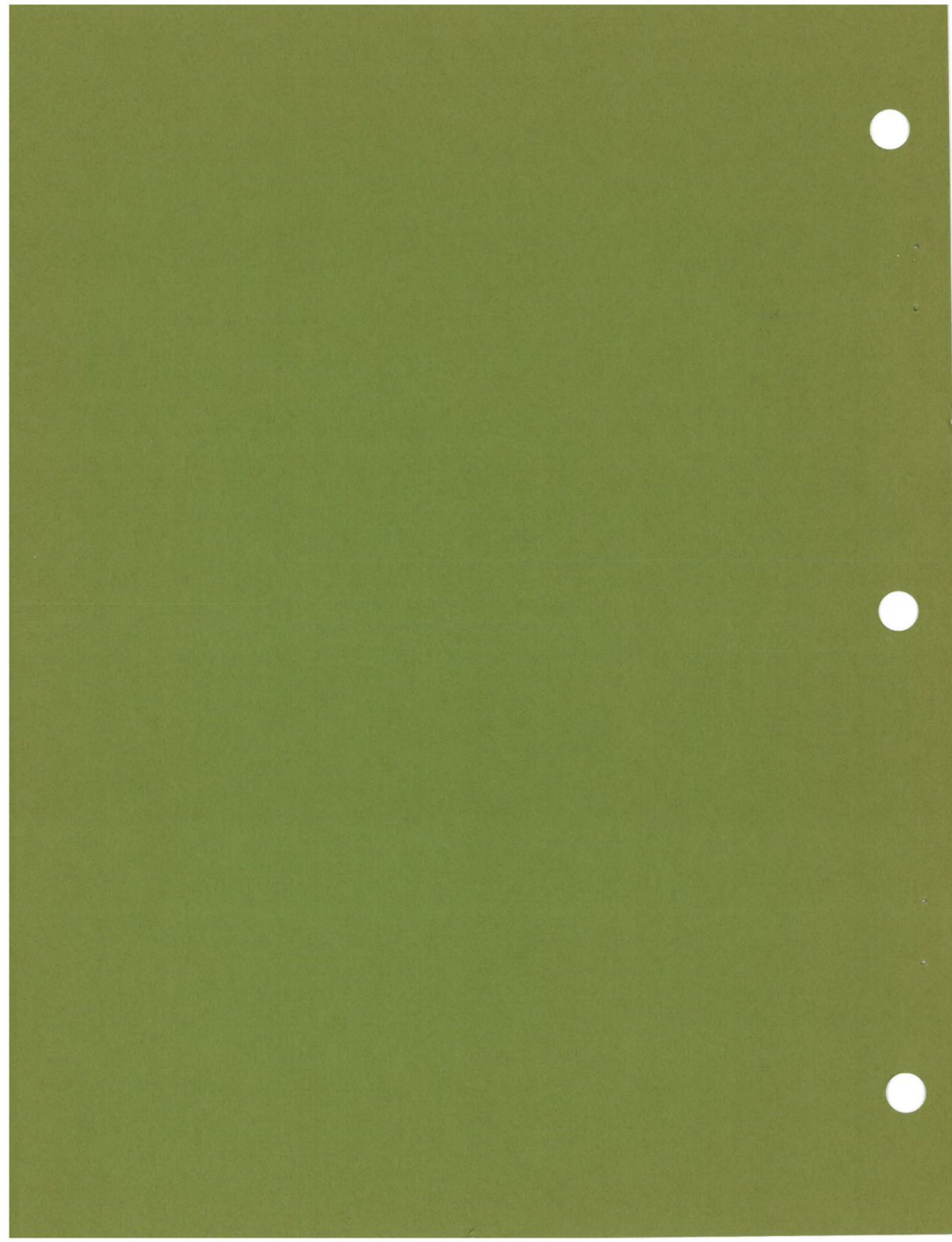
ANNUAL DESCRIPTIVE REPORT

1972-73



VOCATIONAL/TECHNICAL EDUCATION

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



OCCUPATIONAL EDUCATION

IN NORTH CAROLINA

1972-73

ANNUAL DESCRIPTIVE REPORT

A Descriptive Report of Occupational Education Programs,
Services, and Activities Under The Vocational Education
Amendments of 1968, Public Law 90-576

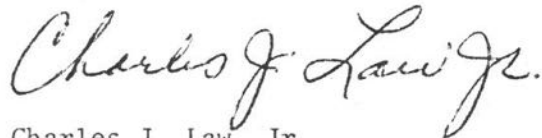
State of North Carolina
March, 1974

FOREWORD

Occupational Education in North Carolina has been served well by a long-existing plan of cooperation between the state and the federal government. Financial support from Washington has been a significant part of this effort; it has provided incentive to the state of North Carolina and to school districts and community colleges/technical institutes within the State to strengthen and expand occupational education programs for both youths and adults. The most recent and notable example of federal assistance was the enactment of Public Law 90-576, the Vocational Education Amendments of 1968.

As part of the cooperative plan between the states and the federal government, the U. S. Office of Education requires that a written report be submitted annually by each state. The report is to contain a description of the state's progress in occupational education. This publication is submitted to fulfill the requirement of a report for the fiscal year 1972-73.

The annual descriptive report supplements the detailed official statistical and financial reports also required by the federal government. Moreover, it acts as an evaluation tool to determine whether programs achieved what was intended. It is our hope that, in addition to fulfilling the federal requirement, this publication will be a useful source of information (1) for agencies and individuals interested in the occupational education program in North Carolina; and (2) for those who have responsibility for the success of the program.



Charles J. Law, Jr.
State Director of Occupational Education



A. Craig Phillips
State Superintendent of Public Instruction

PREFACE

Occupational Education continues to be an indispensable component of public education. Its purpose is to prepare a person for an occupation and to upgrade one's knowledge and skills for job advancement. Since occupational education is for everyone who has a need to learn skills necessary for employment, it is offered in the public high schools, community colleges, and technical institutes.

Parts of this report may evoke questions. Certainly, no attempt was made to anticipate every question. Therefore, this publication queries should be directed to the appropriate source, such as schools; the President's Office, North Carolina Community Colleges System; and the State Superintendent's Office, State Department of Public Instruction.

It is impossible in a publication of this size to delineate more than the major outcomes and achievements of vocational education in North Carolina during fiscal year 1972-73. We should always keep in mind that behind the statistics and summaries contained in the report lie the stories of youths and adults who have discovered satisfaction and purpose through participation in occupational education programs.

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ANNUAL REPORT

I. INTRODUCTION

This descriptive report is an account of programs, services, and activities in occupational education in North Carolina for fiscal year 1972-73. Occupational education, as used in this report, refers to occupational exploration and preparation in instruction conducted in the public secondary schools and community colleges/technical institutes, and derives its support from the Vocational Education Act of 1963, as amended in 1968 and 1972, Public Law 90-576, and from state and local funds.

Public Law 90-576 provides grants to the states for vocational education. North Carolina received a total of \$14,671,900 for 1972-73. Funds from Part B of the Act amounting to \$12,167,327 were for the regular, occupational education programs, as well as those designed for students with disadvantages and handicaps. Part A funds amounting to \$633,670 were spent for defined disadvantaged persons in eligible geographic areas. Part C funds for research were \$285,288. Part D funds for the development of exemplary programs were \$172,464. Part F funds for consumer and homemaking programs were \$812,069. Part G funds for cooperative education programs were \$437,414. Finally, Part H funds for work-student programs were \$163,668.

Since funds are allotted according to the purpose of each part of the Act, this descriptive report reflects these divisions.

II. PROGRAM DEVELOPMENT AND ACCOMPLISHMENTS

The mission of the State Board of Education in reference to occupational education in North Carolina is to provide the necessary leadership to develop the quantity and quality of programs in the public school system and the Community College System which will result in all youth and adults having ready access to occupational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

The Board and State Agency accepts the challenge and responsibility of responding to the occupational education needs of target populations within the State who want, need, and can profit from such education. Specifically the State Board and its staff are committed to:

- ° promoting and developing programs and supportive services especially for the following target groups:
 - disadvantaged youth and adults whose unique needs require special programs and/or services to compete in the labor market
 - handicapped youth and adults whose handicaps require special programs and/or services to compete in the labor market.
- ° providing more diversified occupational education programs to a higher percent of target groups in elementary, secondary, and post-secondary schools.
- ° promoting local planning of occupational education which will correlate program outputs with labor market demands.
- ° emphasizing further expansion of occupational education in those geographical areas of the State that are economically depressed, that have high rates of unemployment, and that have high rates of school dropouts.
- ° expanding career awareness and career exploration programs and services for youth in elementary and middle schools designed to help youth make valid decisions concerning career choices and educational options.
- ° expanding the opportunities for further staff development, especially for those staff members assigned to new programs of occupational education.
- ° advocating the acceptance of occupational counseling and job placement as a function of the local education agency.
- ° promoting youth organizations as an integral part of each occupational education program in secondary schools.

- promoting research and development projects to discover more effective and efficient ways of responding to the education and training needs of youth and adults.

In order to fulfill these commitments, occupational education is being included as a part of the program of studies of each secondary school, with each school's program designed to meet the diverse needs of the students and the employment opportunities of the labor market area and of the State. The goal is to provide as diversified a program of occupational education within the schools of the local education agency as needed to respond to these needs.

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

The State Board Staff prepared and the State Board approved an annual long-range program plan in which a number of annual and long-range objectives were established to provide a systematic response to the occupational education needs of youth and adults and to ensure a pool of better educated and trained personnel to meet the State's immediate and long-range manpower needs. The purpose of this report is to assess the extent to which objectives reflected in the State Plan for fiscal year 1973 were achieved.

For the purpose of this report, the objectives and achievements are grouped as follows:

- Secondary school students
- Post-secondary school students
- Adults
- Disadvantaged students
 - Secondary
 - Post-secondary
 - Adults
- Handicapped students
 - Secondary
 - Post-secondary
 - Adults
- Ancillary activities
 - Administration and Supervision
 - Planning and Development
 - Research
 - Staff Development
 - Construction
 - Budgeting

Secondary School Students.

Public secondary education is administered through 152 local administrative units. The organization of schools within these units is not uniform, however, the approximate number of schools by grade grouping is: (1) 1,502 Elementary (K-6), (2) 1,009 Middle/Junior High (7-9), and (3) 396 Senior High (10-12). In 1973, the total enrollment in grades K-12 was approximately 1.2 million students. The major objectives established for 1973 and the actual accomplishments are presented as follows:

Objectives	1973		Difference
	Goals	Accomplishments	
1. To implement exemplary pilot programs for students in grades K-6 designed to develop positive attitudes toward self, others, school and the world of work.			
° Number of Programs	16	18	+ 2
° Student involvement	5,960	8,657	+2,697
2. To provide career exploration programs for students in middle and junior high schools designed to help individuals make a more realistic choice of a career and to plan for further career development.			
° Number of Programs	-	610	
° Student enrollment (Duplicated)	138,000	129,511	-8,489
3. To provide an appropriate mix of programs for students in senior high schools designed to develop salable skills and related technology for entering the work force or continuing education.			
° Number of senior high schools	388	381	- 7
° Student enrollment (Duplicated)	94,900	113,988	+19,088
- Agricultural Education	(21,700)	(24,723)	(+3,023)
- Distributive Education	(13,800)	(14,421)	(+621)
- Health Education	(4,000)	(4,629)	(+629)
- Home Economics (Gainful)	(4,000)	(3,787)	(-213)
- Office Education	(8,360)	(7,550)	(-810)
- Trade & Industrial Education	(43,040)	(58,878)	(+15,838)
4. To provide opportunities for students in grades 7-12 to enroll in Consumer/Homemaking courses designed to acquire knowledge and skills essential to wholesome family relationships and efficient management of resources as a consumer.			
° Number of Schools	520	681	+161
° Student enrollment (Duplicated)	95,000	76,373	-18,627

Objectives	1973		Difference
	Goals	Accomplishments	
5. To provide opportunities for youth enrolled in occupational and Consumer/Homemaking courses to participate in the activities of youth organizations.			
° Student Participation (membership)	70,800	64,556	-6,244
- FFA	*	(21,386)	-
- FHA	*	(19,882)	-
- DECA	*	(8,188)	-
- HCC	*	(2,200)	-
- FBLA	*	(4,500)	-
- VICA	*	(11,000)	-
- CECA (Career Exploration Clubs)	*	(3,695)	-
° Number of Chapters or Clubs	*	1,772	-
- FFA	*	(338)	-
- FHA	*	(386)	-
- DECA	*	(220)	-
- HCC	*	(69)	-
- FBLA	*	(132)	-
- VICA	*	(555)	-
- CECA	*	(72)	-
6. To place students completing programs and available for employment in jobs:			
° Number Placed	13,100	17,332	+4,232
7. To place graduates for further full-time or part-time education and training in a post-secondary school.			
° Number Continuing Education	3,200	11,514	+8,314
8. To provide 5 or more program options from which students may select their program of career development:			
° Number of Students Having Options	141,600	120,000	-41,600

*Specific goals by kind of organization were not specified in the 1973 State Plan.

Post-Secondary School Students.

Public post-secondary occupational education is administered through 56 community colleges and technical institutes authorized by North Carolina General Statutes to offer appropriate vocational and technical education for youth and adults 18 years or older. The major objectives established for 1973 and the actual accomplishments are presented as follows:

Objectives	1973		Differer.
	Goals	Accomplishments	
1. To test, counsel, and guide prospective students in making a career choice. ° Number of Students	17,500	28,156	+10,656
2. To diversify and expand program offerings in occupational education. ° Percent of Institutions Offering 5 or More Program Areas	92%	96%	+ 4%
3. To increase the number of full-time and part-time associate degree students. ° Full-time Students ° Part-time Students	21,838 10,000	19,861 14,499	- 1,977 + 4,499
4. To increase the number of full-time and part-time diploma and certificate students. ° Full-time ° Part-time	13,480 5,975	12,617 7,673	- 863 + 1,698

Adults.

Occupational education for adults is provided in 56 community colleges and technical institutes. Also, adult farmer and Consumer/Homemaking education are provided in secondary schools by policies of the State Board of Education. The major objectives established for 1973 for this target population and the actual accomplishments are presented as follows:

Objectives	1973		Difference
	Goals	Accomplishments	
1. To diversify and expand related instruction and occupational education. ° Number of Students	110,000	196,172	+86,172
2. To provide related instruction for apprentices. ° Number of Students	3,100	1,374	- 1,726
3. To provide training for new and expanding industrial requirements. ° Number of Students	6,500	5,315	- 1,185

Disadvantaged Students.

Special programs and supportive services for youth 18 years old and under are provided through the public secondary schools. Such programs and services for youth and adults over 18 years of age are provided through the public community colleges and technical institutes. The major objectives established for 1973 for this target population and the actual accomplishments are presented as follows:

Secondary School Students (Grades 7-12).

Objectives	1973		Difference
	Goals	Accomplishments	
1. To provide modified programs, individual instruction and supportive services. ° Number of Students (Duplicated)	30,400	18,217	-12,183
2. To ensure that disadvantaged students receive the benefits from occupational youth organizations: ° Percent of Students ° Number of Students	20% 6,080	Not available for 1973 (being collected for 1974)	
3. To ensure that members of target population completing occupational education programs and available for employment are employed within 5 months of exit date. ° Percent of Students ° Number of Students	50% 1,216	1,627	+ 411

Post-Secondary and Adults.

Objectives	1973		Difference
	Goals	Accomplishments	
1. To recruit, counsel, and provide educational experiences for disadvantaged students. ° Curriculum Students ° Adults	4,100 13,000	8,881 5,534	+ 4,781 - 7,466
2. To recruit, counsel, and provide educational experiences for high school dropout and unemployed youth. ° Number of Youth	4,000	6,656	+ 2,656
3. To provide orientation and motivation programs for disadvantaged youth and adults.	500	610	+ 110

Handicapped Students.

Special programs and supportive services for youth 18 years old and under are provided through the public secondary schools. Such programs and services for older youth and adults are provided through the public community colleges and technical institutes. The major objectives established for 1973 for this target population and the actual accomplishments are presented as follows:

Secondary Handicapped Students (Grades 7-12).

Objectives	1973		Difference
	Goals	Accomplishments	
1. To ensure that eligible students receive appropriate occupational education and supportive services necessary to alleviate their handicapping condition. (Duplicated)			
° Number of Students Served	5,600	4,263	-1,337
° Number of Projects Funded	60	71	+11
2. To ensure that members of target population completing programs and available for employment will be employed within 5 months of exit date.			
° Number of Students	224	193	-31

Post-Secondary Handicapped Youth and Adults.

Objectives	1973		Difference
	Goals	Accomplishments	
1. To recruit, counsel, and provide educational experiences for handicapped population.			
° Number of Students Served	3,350	1,290	-2,060

Ancillary Activities.

The State Board of Education established a number of objectives and goals for 1973 to ensure that secondary schools, community colleges, and technical institutes delivered to the target groups identified previously relevant occupational education programs and supportive services. These objectives and goals are classified herein as ancillary activities and relate to such activities as: (1) administration, supervision, and instructional services, (2) planning and development, (3) research, (4) staff development (5) construction, and (6) budget (Federal-State-local funds). The objectives and goals for 1973 and actual accomplishments are presented as follows.

Administration, Supervision, and Instructional Services.

Objectives	1973		Difference
	Goals	Accomplishments	
1. To ensure adequate consultative services and supervision from State level for career exploration in middle schools (grades 7-9): ° Number of Consultants	6	6	-0-
2. To ensure adequate administration and supervision at local and State levels for occupational education in secondary schools: ° Number of State Level Administrators ° Number of State Level Consultants ° Number of Local Directors	6 42 48	6 42 48	-0- -0- -0-
3. To ensure adequate administration and supervision of occupational education programs in post-secondary schools: ° Local Level (dollars) ° State Level (dollars)	\$5,183,000 \$ 531,371	\$5,998,462 \$ 497,112	+815,462 - 34,259
4. To ensure instructional services in secondary schools. ° Career Exploration (Grades 7-9) . Man-months employment ° Occupational Preparation (Grades 10-12) . Man-months employment ° Occupational Programs and Services for Disadvantaged Students (Grades 7-12) Man-months employment ° Occupational Programs and Services for Handicapped Students (Grades 7-12) . Number of Projects . Funds Budgeted	2,000 29,974 2,300 60 \$1,138,414	5,066 31,832 2,355 71 \$1,106,353	+3,066 +1,858 + 55 + 11 -32,061
5. To ensure local administration, supervision, and instructional services in post-secondary schools: ° Full- and Part-time Instructors ° Occupational Directors ° Deans of Instruction ° Guidance Counselors and Directors of Personnel ° Librarians ° Area Consultants	3,845 58 38 240 125 34	3,629 56 38 245 127 36	-216 - 2 -0- + 5 + 2 + 2

Objectives	1973		Difference
	Goals	Accomplishments	
6. To ensure local administration, supervision, and instructional services for adult occupational education in post-secondary schools:			
° Evening Directors	42	96	+ 54
° Instructors			
. Full-time	100	38	- 62
. Part-time	4,257	2,286	-1,971

Planning and Development.

Objectives	1973		Difference
	Goals	Accomplishments	
1. To ensure the development of an approved 1974 State Plan for Occupational Education by July 1, 1973.			
° Approval Date of State Plan	July 1, 1973	July 1, 1973	-
2. To ensure the development of local annual/long-range plans for occupational education in secondary schools.			
° Number of LEA Plans	152	152	-0-
3. To ensure State level leadership for planning and development.			
° Number of State Staff	3	3	-0-
4. To ensure the dissemination of State Plan for Occupational Education.			
° Number of Copies Disseminated	1,600	1,200	-400

Research.

Objectives	1973		Difference
	Goals	Accomplishments	
1. To initiate and fund a study to define the procedures for the evaluation of career awareness and career information (K-6) programs.			
° Cost of Study	\$25,000	\$45,500	+\$20,500
2. To develop a model for evaluating the State's career exploration program.			
° Cost of Study	\$10,000	\$ 1,000	-\$ 9,00

Objectives	1973		Difference
	Goals	Accomplishments	
3. To develop one project designed to identify trends in employment and skill requirements to produce new curriculum cluster models and to correlate enrollments and outputs with projected employment opportunities. ° Cost of Study	\$10,000	\$52,400	+\$42,400
4. To develop a study designed to produce a model for cost-benefit and/or cost-effectiveness analyses. ° Cost of Study	\$10,000	-0-	-\$10,000
5. To support and fund research at the post-secondary level. ° Continuing Projects ° New Projects	6 4	4 3	- 2 - 1
6. To ensure State leadership in occupational education research. ° Professional Staff	4	4	-0-

Staff Development.

Objectives	1973		Difference
	Goals	Accomplishments	
<i>Secondary Level</i>			
1. To ensure competent local staff for career awareness pilot programs (K-6). ° Number of Participants ° Number of Projects (1 wk. each)	64 2	216 18	+152 + 16
2. To upgrade teaching skills of career exploration teachers. ° Number of Participants ° Number of Workshops	150 3	701 19	+551 + 16
3. To upgrade teaching skills of teachers of exceptionally talented students. ° Number of Participants ° Number of Workshops	20 1	20 1	-0- -0-
4. To upgrade teaching skills of occupational education teachers:			

Objectives	1973		Difference
	Goals	Accomplishments	
<ul style="list-style-type: none"> ° Agricultural Teachers <ul style="list-style-type: none"> . Number of Participants 75 . Number of Workshops (4 days each) 3 ° Distributive Education Teachers <ul style="list-style-type: none"> . Number of Participants 45 . Number of Workshops (3 wks. only) 3 ° Health Occupations Teachers <ul style="list-style-type: none"> . Number of Participants 10 . Number of Workshops (2 wks. each) 1 ° Consumer/Homemaking Teachers <ul style="list-style-type: none"> . Number of Participants 130 . Number of Workshops (1-2 weeks) 3 ° Office Education Teachers <ul style="list-style-type: none"> . Number of Participants 10 . Number of Workshops (3 weeks) 1 ° T & I Education Teachers <ul style="list-style-type: none"> . Number of Participants 120 . Number of Workshops (3 weeks) 1 		135 6 44 3 9 1 107 3 10 1 128 8	+60 + 3 - 1 0 - 1 0 -23 0 0 - + 8 + 7
5. To provide one State-wide conference for occupational education teachers (3 days). ° Number of Participants	3,000	2,900	-
6. To establish inservice demonstration centers in the Appalachian Region. ° Number of Centers	4	4	0
7. To upgrade management skills of secondary school administrators (2 days). ° Number of Participants	150	375	+225
8. To train local administrators in processes and techniques of local planning for occupational education. ° Number of Participants ° Number of Institutes (3 days)	75 2	60 4	-15 + 2
9. To provide training in developing and using new teaching materials. ° Number of Participants ° Number of Workshops	24 1	117 5	+93 + 4
10. To support preservice and inservice training through approved teacher education institutions. ° Number of Institutions Supported	6	6	

Objectives	1973		Difference
	Goals	Accomplishments	
<ul style="list-style-type: none"> ° Number of Programs ° Funds Budgeted 	11 \$315,029	11 \$315,504	0 \$+475
11. To upgrade the teaching skills of local personnel assigned to programs and services for disadvantaged students. <ul style="list-style-type: none"> ° Number of Participants ° Number of Institutes (2 weeks) 	280 5	136 5	-144 0
12. To upgrade the teaching skills of local personnel assigned to programs and services for handicapped students. <ul style="list-style-type: none"> ° Number of Participants ° Number of Institutes (1 week) 	30 1	28 3	- 2 + 2
<i>Post-Secondary</i>			
13. To upgrade skills of selected occupational teachers. <ul style="list-style-type: none"> ° Number of Workshops 	15	25	+10
14. To provide annual conference for all occupational teachers. <ul style="list-style-type: none"> ° Number of Conferences 	1	1	0
15. To provide quarterly meetings for local personnel: <ul style="list-style-type: none"> ° Directors of Student Personnel and Counselors ° Directors of Occupational Education ° Deans of Instruction 	4 4 4	4 3 3	0 - 1 - 1

Construction.

Secondary Level.

Objectives	1973		Difference
	Goals	Accomplishments	
1. To assist local secondary school districts with construction of occupational education classrooms and/or laboratories.			
° Number of Projects	12	12	0
° Capacity of Facilities (Students)	4,383	378	-4,005
. Graham County	(325)	*	
. Davie County	(165)	*	
. Watauga County	(40)	40	0
. Clay County	(260)	260	0
. Madison County	(600)	*	
. Burke County	(855)	*	
. Sampson County	(65)	*	
. Ashe County	(78)	78	0
. Buncombe County	(345)	*	
. Stokes County	(720)	*	
. Swain County	(230)	*	
. Yadkin County	(700)	*	

Post-Secondary Level.

Objectives	1973		Difference
	Goals	Accomplishments	
1. To assist community colleges and technical institutes with construction of occupational education classrooms and/or laboratories.			
° Number of Projects	17		
° Capacity of Facilities (Students)	3,980	*	
. Beaufort Technical Institute	(160)	120	0
. Bladen Technical Institute	(120)	*	
. Caldwell C. C. and Tech. Inst.	(400)	80	0
. Central Carolina Tech. Institute	(80)	*	
. Cleveland Technical Institute	(400)	*	
. Coastal Carolina Community College	(200)	*	
. Edgecombe Technical Institute	(60)	60	0
. Guilford Technical Institute	(800)	*	
. James Sprint Institute	(150)	*	
. McDowell Technical Institute	(250)	*	
. Randolph Technical Institute	(100)	*	
. Roanoke-Chowan Technical Inst.	(400)	*	
. Southwestern Technical Institute	(200)	*	
. Davidson Co. Community College	(130)	*	
. Durham Technical Institute	(50)	*	
. Fayetteville Technical Institute	(80)	80	
. Blue Ridge Technical Institute	(400)	400	

*These projects are scheduled for completion in 1974 or 1975.

Budgeting.

Objectives	1973		Difference
	Goals	Accomplishments	
1. To ensure adequate financial support of regular (Part B) occupational education programs:			
◦ Secondary	\$33,775,077	\$36,229,626	+2,454,549
◦ Post-Secondary	52,921,148	48,517,106	-4,404,042
◦ Adult	5,423,000	5,677,192	+ 254,192
◦ Disadvantaged	2,750,000	3,481,248	+ 731,248
◦ Handicapped	1,600,000	1,816,059	+ 216,059
◦ Construction*	1,330,000	6,554,440	+5,224,440
◦ Pre-Vocational (Exploratory)	(3,083,430)	(5,787,687)	(+2,704,257)
◦ Ancillary Services	(4,513,966)	(9,897,178)	(+5,383,212)
2. To ensure adequate financial support of special occupational education programs:			
◦ Programs for Disadvantaged (Part A, 102(b))	\$ 654,603	\$ 790,401	+ 135,798
◦ Research and Training (Part C)	784,809	623,338	- 161,471
◦ Exemplary Programs (Part D)	346,006	239,063	- 106,943
◦ Consumer/Homemaking (Part F)	10,838,896	8,625,143	-2,213,753
◦ Cooperative Education (Part G)	439,182	565,703	+ 126,521
◦ Workstudy (Part H)	205,376	196,214	- 9,162

*Does not include ARC and other Federal funds or funds budgeted at local level for capital outlay.

SUMMARY.

Substantial progress was made during fiscal year 1973 toward the State Board's long-range goal of ensuring that all youth and adults who need, want, and can profit from occupational education and/or consumer and homemaking education have ready access to such education which is of high quality, which is suited to their needs, interests, and aspirations, and which is realistic in light of actual or anticipated opportunities for gainful employment. Some of the 1973 goals in the State Plan were not accomplished, primarily due to insufficient funds to construct and equip facilities and to employ instructional personnel.

A State-wide assessment of the status of occupational education in North Carolina shows:

- 39.7 percent of students in grades 7-9 enrolled in programs designed to help the student explore the world of work.
- 53.2 percent of students in grades 10-12 enrolled in a variety of occupational preparatory programs.

- 70.6 percent of students enrolled in post-secondary institutions pursuing occupational education curricula.
- 51.3 percent of adults enrolled in post-secondary institutions pursuing programs designed to upgrade skills or learn new skills.
- 275 secondary schools are providing special programs and supportive services for 18,217 disadvantaged students in grades 7-12.
- 114 secondary schools are providing special programs and supportive services for 4,263 handicapped students in grades 7-12.
- 56 community colleges and technical institutes are providing special programs and supportive services for 4,318 disadvantaged students enrolled in post-secondary curricula.
- 56 community colleges and technical institutes are providing special programs and supportive services for 759 handicapped students enrolled in post-secondary curricula.
- 56 community colleges and technical institutes are providing special programs and supportive services for 5,534 disadvantaged adults and 531 handicapped adults.
- 133 of the 152 secondary school districts offer a variety of courses in 5 or more of the 8 program areas.
- within the 56 post-secondary institutions, over 175 special occupational education courses were offered, consistent with the labor market demands of the geographical area served by each institution.

Discretionary funds available to the State Board were allocated to local educational agencies serving youth and adults in geographical areas determined to be economically depressed, to have high rates of school dropouts, to have high rates of youth unemployment. Such funds were used to assist local educational agencies in expanding and/or improving regular programs, in providing special programs and supportive services, and to support experimental and exemplary programs. Priority was given to initiating an experimental program in career awareness in 16 schools and to expanding and improving career exploration in the middle schools.

Inservice training of staff was considered a priority need; thus, much effort and resources were expended during fiscal 1973 in support of innovative approaches to improving staff competencies. The shortage of qualified instructors continues to be a major constraint in expanding and improving occupational education.

While some progress was made during fiscal 1973 to provide more adequate facilities for occupational education in both secondary and post-secondary schools, a great need still exists for the construction of classrooms and laboratories, especially in the Coastal Plain Region and in certain economically depressed counties in the Piedmont and Mountain regions. Over the next five years, there is a need for new facilities in secondary schools to accommodate 19,677 students and in post-secondary schools to accommodate 31,335 students.

III. OCCUPATIONAL EDUCATION PROGRAMS - REGULAR (PART B)

A. Secondary Schools

Student enrollment in occupational education programs at the secondary level continued to grow. While the total student population of kindergarten through grade 12 is experiencing a slight decline, and funds to support adequate education are becoming increasingly scarce, nearly all school districts with secondary schools are maintaining occupational education programs at or above the previous year's level.

The increase of occupational education enrollment in the face of a general decline in student enrollment is an indication of the vitality of the occupational education program in North Carolina.

Occupational education programs in the State's approximately 400 high schools enrolled more students in 1972-73 than in the previous year. This increase was more than 10%, from 231,751 pupils to 255,212.

By State Board of Education policy, the separate occupational high school does not exist in North Carolina; rather the comprehensive high school (academic-vocational-general education) predominates.

Occupational education in the secondary schools is usually centered on one of the occupational education areas; i.e., agricultural education, business education, home economics occupational education, and industrial education. Some of the 1972-73 accomplishments are set forth for each:

1. Middle Grades Occupational Exploration

Occupational exploration is a part of a sequential educational process in the continuum from career awareness to career proficiency. It is an essential and integral part of the total development of an individual. The importance of occupational exploration is emphasized by the needs of the individual which can be met through productive employment and the needs of society for the production and distribution of goods and services.

Occupational exploration is charged with the responsibility of providing students with exploratory learning activities and information that will enable them to wisely prepare for making a living. It is a student-centered, activity-oriented learning experience designed to equip the student with a relevant, meaningful education.

As an educational program, it has a unique, separate identity with its own goals, objectives, content, strategies, and activities. As such, it has three basic aspects. Career information, student self-appraisal, and exploratory learning activities related to the fifteen career clusters are the basic concerns of occupational exploration. Participation in occupational exploration clubs is also an important element in this aspect of the program.

Next, occupational exploration is designed, through a cooperative educational effort in conjunction with other disciplines, to provide a total and comprehensive approach to learning. Correlation of learning activities and teaching methods, along with cooperative planning by occupational and academic teachers of learning activity packages characterize this phase of occupational exploration. In this aspect, it is more of a "blend" of all disciplines.

Lastly, occupational exploration should strive to infuse occupational information into the total school curriculum through the utilization of work-related teaching examples and the incorporation of occupational facts into the teaching materials of such subjects as language arts, social studies, math, and science. This contributes to an awareness by students that all knowledge is related to living. In this aspect, occupational education loses its distinctiveness, but not its effectiveness.

Growing in popularity, this program enrolled 76,625 students in 1972-73.

2. Agricultural Education

Since North Carolina is a consistent leader in agricultural enterprises, it is no wonder that job opportunities in related agricultural services continue to grow and that educational opportunities to develop trained manpower in agri-business continue to increase.

Industries and business supplying agriculture with goods and services make up the multibillion dollar enterprise known as agri-business, which many students find attractive because of its job potential. In most high schools, the curriculum in agriculture has changed from one of emphasizing production to one emphasizing agri-business and the preparation of students to work in agri-business jobs. This flexibility of the curriculum satisfies the wide and varied interests of the students and helps them find a place in agriculture.

Examples of the new and sophisticated programs in agricultural education developed in the 1970's are many and varied. Because of new emphasis on ecology, many new programs feature some aspect of this important area. Programs in outdoor recreation and applied ecology, multiple-use forestry, and renewable resources are now part of the curriculum in some schools. Other areas of ecology that have long been part of the curriculum -- such as soil and water conservation -- have received renewed emphasis. In the secondary schools for 1972-73, 488 teachers provided instructional and supportive services to 27,649 students.

During the year, curriculum standards were prepared to assist agricultural education teachers in developing local goals, objectives, and performance criteria for instructional programs. Teachers were engaged in training sessions to explain the use of these materials.

The program of vocational agriculture in North Carolina schools received cooperation from industries and businesses interested in agriculture. These business concerns were involved in ways that insured the strengthening of the total program.

3. Business and Office Occupations

The increase in technical skills expected of office personnel calls for an expansion and updating of present business and office education programs far beyond the basic clerical and stenographic training presently available in the average high school.

While approximately every secondary school in North Carolina offers one or more business courses, comparatively few have developed a sequence of courses that encompasses work experience.

To better prepare high school youth for careers in office occupations, two types of programs, including on-the-job or in-school work experience, have been developed by the North Carolina State Department of Public Instruction. These occupationally oriented programs are referred to as Cooperative Office Occupations and Diversified Office Occupations Programs. During the 1972-73 school year, 7,212 students were enrolled.

Business educators believe that business and office education has a dual purpose: (1) To provide for the development of occupational skills necessary for initial employment and advancement in a business career. (2) To provide for the development of economic understanding needed for intelligent participation in our economic system of free enterprise.

With the passage of the Vocational Education Act of 1963, the Federal Government gave impetus to the vocational aspect of business and office education by making funds available to states for developing and extending office education programs.

Employment in the office occupations in North Carolina during 1973 approximated 468,388 persons.

4. Distributive Education

Distributive education programs are conducted in the high schools to enable students to enter occupations related to sales, marketing, and distribution. Employment opportunities are many, considering some 286,721 North Carolinians hold positions in this category. One of the major sources of persons trained for sales, marketing, and distributive employment is the public schools where a student learns techniques and methods that will assure success on the job.

State staff provided regular assistance to schools for the improvement, strengthening, and extension of distributive education programs. Assistance took the form of consultative service, demonstration programs, conferences and workshops, and dissemination of information and materials on model programs and practices in distributive education.

5. Health Occupations Education

The shortage of personnel in the paramedical fields will cause a threefold or more increase in training needs by 1975. Federal and state supported medical and health care services will cause continuous labor market growth through the next five-year period. In a period of high unemployment in other occupational areas, health occupations still remain high job market demand occupations.

Students participating in health programs in the high schools numbered 4,707. Health career programs are more commonly found at the post-secondary level, where licensed practical nurse (L.P.N.) and registered nurse (R.N.) programs are very popular. However, there remains widespread interest among students for job preparation programs at the high school level that will enable a graduate to enter a health occupation or to gain more advanced training and licensure in a health program at the post-secondary level.

6. Home Economics Occupational Education

Home economics related occupations education continued to receive acceptance. Secondary students engaged in this program of education numbered 3,031. Instructional programs with the highest enrollment were: care and guidance of children; clothing management, production, and management; and food management production and services.

Continuing to capture student interest were programs related to the Food Service Industry. Persons trained in this field are able to find ready employment.

Assistance was given to school districts to strengthen and expand these programs by offering inservice teacher training and consultation, sharing instructional materials, and advising on ways and means to start new programs.

7. Trade and Industrial Education

Trade and industrial education supplies trained manpower for occupations that function directly in the designing, producing, processing, fabricating, assembling, testing, modifying, maintaining, servicing, or repairing of any product or commodity.

The employment demands for the remainder of the 1970's will mandate an increase in occupational training in such areas as fire service, law enforcement, hospitality and recreation, construction, manufacturing, personal services, and transportation.

During 1972-73, there were 54,907 students enrolled in 44 U.S.O.E. instructional code programs. The high interest areas in terms of enrollments were construction trades, drafting occupations, auto mechanics occupations, textile production and fabrication, furniture and cabinetmaking, metalworking occupations, and graphic arts occupations. Relatively new areas such as the one for commercial fishery occupations received additional attention.

B. Post-Secondary Institutions

1. Programs for those who have completed or left high school

A wide range of occupational curricular programs are offered on a full-time basis during the day and on a part-time basis during the day and evening. Presently, there are 95 two-year technician-level programs (6-7 quarters) and 56 one-year skill development programs (3-6 quarters) offered within the System. All institutions by state law must offer vocational and technical programs.

A 17.9 percent increase in total occupational enrollment occurred in fiscal year 1973. An enrollment of 9,982 veterans was a 32.5 percent increase over the previous year. A 29 percent increase occurred in part-time enrollment and an 11 percent increase occurred in full-time enrollment.

During the spring quarter 1973, 66 percent of the enrollment was full-time and 34 percent was part-time. The post-secondary system operates four 11-week quarters per year. During the spring quarter, part-time students attended an average of 9.87 hours per week and full-time students an average of 22.7 hours per week.

The following table shows data for the spring quarter 1973 and is representative in terms of hours per week per student.

	SPRING QUARTER 1973			Average Hours Per Week Per Student
	<u>Enrollment</u>			
	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>	
Vocational	6,574	3,511	10,085	23
Technical	<u>14,321</u>	<u>7,322</u>	<u>21,643</u>	17
TOTAL	20,895	10,833	31,728	

The increase in part-time enrollment may be attributed to the scheduling of curriculum classes into the late afternoon and evening and the fact that our adult occupational courses do not carry credit toward a diploma or an associate degree. We would anticipate a large number of employed individuals will continue to enroll as part-time students.

2. Persons in the labor market who are in need of training and retraining

A wide range of courses are offered day and evening for employed adults to provide preparatory or supplemental training. During the spring quarter 1973, of the 60,741 enrolled, 42 percent attended class during the day and 58 percent attended at night. There were 43,643 attending class that were employed full-time. A total adult occupational enrollment of 234,583 is an 11.5 percent increase over the previous year. During the spring quarter 1973, adults attended an average of five hours of class per week.

In addition to the occupational extension courses which are offered, the post-secondary institutions also offer adult basic education, high school completion courses and MDTA programs. The enrollments in these programs are not reflected in the reported figures.

Two additional programs are offered and are funded from state funds. Consumer and homemaking courses and occupational training for individuals hired to work in new or expanding industry within the state. During fiscal year 1973, there were 4,066 trained for new industry locating in the state and 660 trained for expanding industry.

IV. SUPPORT PROGRAMS

A. Secondary Schools

1. 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.

During fiscal year 1973, the State Board Staff gave priority to the following functions:

- Implementation of a tri-biennial planning model
- 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

2. Vocational Guidance and Counseling

a. Career Guidance

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.

Through state staff leadership, exemplary programs and projects have been initiated in selected local educational 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.

Career development and life-style patterns of girls and women have received greater emphasis. Life-span counseling for the female student is becoming more important in the changing social structure.

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.

b. Guidance Services in North Carolina Schools

There were 1,185,424 students enrolled in North Carolina schools for the school year 1972-73. Guidance personnel who served these students were as follows:

<u>Full-time</u>		<u>Part-time</u>
544	Secondary Counselors	86
325	Middle/Junior Counselors	14
73	Elementary	9

A unique program of guidance services is developing in the elementary schools. The major focus is on coordination, counseling and consulting. A major portion of their time is spent in working with parents, teachers, and significant others.

This unique program of services is approved of and greatly sought by many elementary school administrators and teachers.

Career awareness, career exploration and guidance are an important part of the elementary guidance programs.

The elementary guidance programs are not downward extensions of the secondary programs. Both the facilities and activities are developed around the needs of the elementary school child.

c. Group Techniques

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.

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 1973-74.

d. Involvement of Students, Parents, and the Community

Students, parents, and teachers are becoming more involved in planning and evaluating guidance services in the schools.

Teachers are functioning to an even greater extent in various pupil personnel services activities.

Communication and interaction with community agencies has increased -- both at the state and local levels.

Business and industry are interacting and communicating with school counselors at an unprecedented extent.

Communication and interaction with the community college system is even more extensive.

e. Workshops and Institutes

Division of Pupil Personnel Services, Division of Occupational Education, and North Carolina Vocational Guidance Association co-sponsored a workshop for school counselors, employment security commission counselors, counselor-educators, and representatives from business and industry. Approximately 45 persons attended. The workshop focused on the role of the school counselor in career education.

Results of an evaluation by participants revealed the following:

- (1) Provided a high degree of personal participation for sharing, discussing, and raising questions with the speakers and participants concerning the scope of career education.
- (2) Provided tools for keener understanding of the multi-perspectives involved in career education.
- (3) Provided positive exchange of opinions designed to create solid action plans and strategies in specific areas of involvement.

The Division of Pupil Personnel Services and a local industry co-sponsored a workshop for area school counselors. Approximately 75 counselors attended. The workshop purported to acquaint counselors with the opportunities available to students as they explore career options.

Results of an evaluation by participants revealed increased knowledge about career guidance for tomorrow's labor force and industry's anticipated need for labor.

The Division sponsored a workshop for local educational agency guidance directors. Approximately 23 persons attended. The workshop focused on crucial issues and concerns facing education.

Evaluation results revealed that:

- (1) Participants felt that they could more effectively assess the needs of all students in order to facilitate their educational growth and development.

- (2) Participants felt they were introduced to non-traditional alternatives to education and guidance.
- (3) The role of the counselor in the new concept of career education was internalized.
- (4) Participants acquired increased knowledge on how the counselor and pupil personnel services worker can serve as facilitator in the total school program.

f. 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.

Assisted in planning and attended the Carolina Power and Light Company's "Workshop on Career Opportunities" in Raleigh.

Attended the Environmental Protection Agency workshop at the Research Triangle Park.

Assisted in planning and participating in the workshop for occupational education teachers, counselors, and principals to discuss coordination and cooperation among staff.

Met with occupational education staff to discuss counselor employment and certification under occupational education man-months.

Served as special resource consultants in planning for and in monitoring the Appalachian Regional Commission regional in-service occupational education centers at Watauga High, Reynolds High, Asheville High, and Franklin High.

g. Career Education Task Force

Served on State Education Agency Career Education Task Force.

Participated in the presentation of the Career Education report in Winston-Salem to occupational educators.

Participated in presenting the Career Education report to business and industry personnel at the Research Triangle.

Presented the Career Education report to the following groups:

Youth Development Personnel, Raleigh
PTA's in Taylorsville, Burnsville, Charlotte Catholic High
Salisbury City - Junior High groups
Cabarrus County - Counselors in Title III, ESEA Project
Piedmont Chapter - North Carolina Personnel and Guidance
Association

Served as group leader to discuss Career Education at the Counselors' Seminar, Garner-Webb College.

Met with the Director of Career Center in Winston-Salem to discuss plans for the center and the role of counselors in career education.

Attended state-wide agency career education in-service program in Raleigh.

Planned and assisted in conducting a workshop on career education as part of the North Carolina Personnel and Guidance Association annual meeting.

3. 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 from the program areas and the curriculum development section, 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 1973 were as follows:

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

4. 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.

5. Professional Development

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.

B. Post-Secondary Institutions

1. Administration and Supervision

The administration and supervision of occupational education at the post-secondary level is a responsibility of the Department of Community Colleges. The organizational structure provides for an associate vice-president for occupational education. The director for post-secondary occupational education is responsible to the dean of degree and diploma programs.

2. Vocational Guidance and Counseling

Each institution has funds budgeted for a director of student personnel services and a number of counselors - the number is dependent upon the size of institution. In addition to this staff, several institutions also use faculty advisors. More recently peer counselors are being used to supplement the work of the professional counselor.

Additional counselors are employed in some institutions to work with the disadvantaged and handicapped and with the orientation and motivation program.

3. Curriculum Development

Revisions to existing curricula and the development of new curricula are done by state staff and institutional staff. During fiscal year 1973, twelve new curricula were approved by the State Board to be offered in one or more institutions.

4. Evaluation

There are 33 institutions accredited by the Southern Association of Colleges and Schools. Southern Association teams have visited six additional institutions and it is anticipated that these institutions will receive accreditation by SACS. We expect the remaining 18 institutions will be accredited within two years by SACS. Twenty-nine institutions have been accredited through procedures established by the State Board of Education.

5. Professional Development

During the year, state staff members have worked with instructors in 67 workshops. Emphasis has been placed upon quality programming and quality instruction.

An annual instructors' conference was held with 1,300 instructors and administrators in attendance. Three days of programs were provided for instructors in 45 instructional areas.

V. CATEGORICAL PROGRAMS

A. Secondary Schools

1. Disadvantaged: Part B and Part A, 102b

During Fiscal Year 1973, North Carolina served disadvantaged secondary school students who could not succeed in regular occupational training. Efforts were employed through which the following continuing objectives were applied in most local educational agencies:

- a. To provide learning experiences which will enable disadvantaged youth to meet with success in a regular occupational education program (adjustments and supportive services).
- b. To provide learning experiences which will enable disadvantaged youth to eventually enter and meet with success in a regular occupational education program (special programs or supportive services).
- c. To provide learning experiences which will enable severely disadvantaged youth to gain skills in his chosen career cluster at a level of competency which will qualify him to enter the labor market at an employment level different from that of students completing regular occupational programs.

Students were identified through the use of a committee or professionally trained individuals in each school. After thorough diagnostic work had been completed with each student to determine areas of greatest need (academic, socio-economic or economic) programs were designed and made available or special supportive assistance was provided to insure a student's success in varied areas of job preparation. The personnel in local educational agencies, local schools and program teachers developed sequential plans which included: (1) major program objectives; (2) major learning activities, and (3) methods of evaluation of special efforts. Top priority in program design was given to making adjustments in "regular" vocational education efforts so that eligible disadvantaged students could be successful.

Locally designed and conducted in-service programs were provided to assist teachers and supportive personnel in their work with the disadvantaged. Continued use of learning activity packets 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) proved to be one of the most effective ways of working with the disadvantaged.

Special funds categorized to serve only the disadvantaged have affected the "total vocational education effort" in the state in a very positive way for the target group. School policy makers, administrators, and teachers are gradually realizing that special kinds of learning experiences are required to meet the special educational needs.

2. Handicapped - Part A

The responsibility to coordinate planning, funding and operating programs for providing services to identified handicapped students continued to concentrate within several agencies and organization in the state. Continued emphasis was given to properly diagnosing the specific needs of individual students through the use of a committee of professional personnel at the local school level.

Specific attention was given to proper diagnostic work with each student. Adjustments within regular programs of occupational education were given top priority in order to provide placement opportunities for all eligible handicapped students.

Special programs were designed for those students who could not be successful in "adjusted" regular vocational programs. In many cases, supportive services were provided to further enhance progress.

Much attention was given to the design of a comprehensive educational program for trainable mentally retarded students. Pilot-demonstrations programs contained training components in six basic areas: (1) computational skill development; (2) communicative skill development; (3) social competency development; (4) exploratory vocational experiences; (5) vocational skill training, and (6) job placement -- follow-up. All programs were very successful. The programs demonstrated to the state that many trainable retarded students can be afforded educational experiences through which employment can be secured. As a result, school administrators are currently allowing "regular" vocational funds and local tax dollars to flow into new efforts for the trainable. Present projections for the future include an expansion of programs in this area.

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.

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

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

TRAINABLE MENTALLY RETARDED	244
EDUCABLE MENTALLY RETARDED	2,377 + 885 slow learners
HARD OF HEARING	9
DEAF	3
SPEECH IMPAIRED	34
VISUALLY HANDICAPPED	10
EMOTIONALLY DISTURBED	30
CRIPPLED	6
LEARNING DISABILITIES	66
OTHER HEALTH IMPAIRED	3
TOTAL	3,667

3. Research - Part C

a. Projects Completed - FY-1973

- (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;
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;
Agency: Sanford City Schools (Sanford Central High School)
- (3) Project: "The Development and Demonstration of Expanded Occupational 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, 1973;

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

- (4) Project: "Preparation of High School Seniors as Teacher Aides";

Objective: To encourage student teacher aides to pursue further training as paraprofessionals 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;

Agency: Cabarrus County Schools

- (5) Project: "An Analysis of Factors Associated with Varying Dropout Rates";

Objective: To analyze factors associated with nine local school administrative units having varying dropout rates and to attempt to develop a scheme for predicting potential dropouts;

Dates: September 1, 1972 - March 30, 1973;

Agency: Occupational Research Unit

- (6) Project: "Evaluation of Carolina Boys Camp";

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

Dates: July 1, 1971 - August 15, 1972;

Agency: Learning Institute of North Carolina

- (7) Project: "Preparation of Occupational Guidance Coordinators";

Objective: To provide the necessary training and supervised experience to prepare 13 trainees to provide effective guidance in occupational awareness for elementary age children;

Dates: July 1, 1972 - June 30, 1973;

Agency: Cabarrus County Schools

b. Projects Initiated and/or in Progress - FY-1973

- (1) Project: "The Development of an Occupational Education Model for Primary Grades";

Objective: To determine the effects of a new instructional program of occupational awareness on primary aged children, to refine and expand the new instructional approach, and to develop appropriate curriculum materials for use with the refined program;

Dates: August 1, 1972 - July 31, 1973;

Agency: Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill

- (2) Project: "Career Education Summer Project for School Personnel";
Objective: To have teachers employed in industry during the summer to provide them additional knowledge of the world of work which will better prepare them for work in the schools' career education program and to promote effective interaction and cooperation between industry and education;
Dates: June 1, 1972 - August 31, 1973
Agency: Wake County Schools
- (3) Project: "Occupational Adjustment Training";
Objective: To develop and implement a system of occupational education in grades 6-12 and a job training-placement procedure directed at those pupils in the school population who are intellectually disabled;
Dates: April 1, 1973 - June 30, 1975
Agency: North Wilkesboro City Schools
- (4) Project: "The Development of a Model Designed to Expand Employment Options and Occupational Education Opportunities for Women in North Carolina";
Objective: To develop a model for intervening into the occupational structure and the occupational education programs of North Carolina to expand and enhance occupational opportunities for women.
Dates: January 1, 1973 - June 30, 1974
Agency: North Carolina Department of Public Instruction
- (5) Project: "Field Test and Revision Activities for the Mathematics and Communications Competency Areas of Distributive Education";
Objective: See project title
Dates: January 1, 1973 - September 30, 1973
- (6) 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, 1972 - September 30, 1974
Agency: Pitt Technical Institute

4. Exemplary - Part D

Part D funds were utilized during fiscal year 1973 to continue five exemplary projects, two for their third and final year and three for their second year. They are as follows:

<u>Location</u>	<u>Description</u>
a. Dare, Hyde and Tyrrell Counties	<p>Mobile Career Exploration Laboratory: The mobile lab is used in the tri-county area as a resource to middle school teachers, counselors and school administrators. Through the cooperation of business and industry, laboratory developed specific information concerning occupational cluster relevant to the three county area. It also supplied much assistance through printed and audiovisual media.</p>
b. Graham County	<p>Crafts Program: The crafts program at Mt. View included 168 students. In this program, crafts consisted of ceramic products, leather works, woodworking, stitchery, decoupage and many more. Each student made and designed his own particular product under the leadership of the project director and the instructor.</p>
c. Hoke County	<p>Job Placement: A project to increase occupational training and economic earnings, and decrease dropouts. The program served approximately 100 from the junior and senior classes of Hoke High School, the majority being from the disadvantaged group. Federal support of this program was terminated as of June 30, 1973, since this completed the third year of funding.</p>
d. Pasquotank County	<p>Pre-vocational Program: Through the use of occupational teachers in the areas of agriculture, art, business, home economics, industrial arts and music, students are provided sequential and comprehensive "hands-on" exploratory experiences through implementation of the cluster concept. All 8th grade students participated in the program and about 25 percent of selected 9th grade students continued in a second year, more in-depth program. Federal support of this program was terminated as of June 30, 1973, since this completed the third year of funding.</p>

e. Washington County

Career Development:

The Pilot Career Development program is designed to help students discover and explore the working world. The target group is composed of selected seventh, eighth, ninth, and some tenth graders for a total enrollment of 589 students.

5. Consumer and Homemaking - Part F

Description of Objectives Accomplished for Consumer and Home-making Educational Programs.

a. State Level Objectives

(1) Curriculum Materials

- (a) Completed and distributed the 750 page revised Consumer and Homemaking Curriculum Guide to 900 home economics teachers and appropriate other persons by February, 1973.
- (b) Prepared for publication an annotated bibliography (250 pages) to accompany the Consumer and Home-making Curriculum Guide.
- (c) Prepared for publication a revised edition of the State FHA Handbook.

(2) Consultant Services

- (a) Provided consultant services to majority of 152 LEAs for varied purposes during 1972-73 including: assistance for new and returning teachers, curriculum planning and implementation, program development, planning new or renovations to department facilities, local staff development activities, and evaluation of existing program effectiveness.
- (b) Cooperated with other agencies, professional organizations, and institutions on activities related to home economics education objectives including: North Carolina Council on Food and Nutrition, NCVA-AVA, NCHEA-AHEA, Family Life Council, State Fair, Project FOOD, Teacher Educators, and selected others.

(3) Evaluation

- (a) Gathered evidence from participants involved in 5 summer institutes and joint summer conference sponsored by Home Economics Education, State Department of Public Instruction.
- (b) Served on evaluation teams for Southern Association, in secondary schools and college-programs.
- (c) Gathered evidence of benefits and promising practices resulting from special funded projects, e.g. course syllabi for team teaching, cost estimates for child development laboratories, innovative instructional activities, etc.

(4) Staff Development for Home Economics Teachers

- (a) Designed, implemented and evaluated a multi-component in-service education program during 1972-73 including summer conference experiences, series of three district meetings (1 fall, 1 winter, 1 spring), independent projects, FHA leadership responsibilities, local meetings, and participation in professional organizations.
- (b) Cooperated with 4 LEA's in the Appalachian Region to provide an innovative approach to in-service education using ARC funds; participants served as interns in c of the four selected demonstration centers, state staff coordinated preparation of programs in demonstration centers, selecting and counseling interneers, and assisting in evaluation or follow through efforts.

(5) Special Funded Projects - (Part F)

Four types of innovative projects have been implemented and evaluated during the past year, most of them on a continuing basis from the previous year.

- (a) Operation OURS (Our Use of Resources for Self) Designed as a comprehensive adult education program aimed at total family units living in public housing developments to improve their homemaking skills and the quality of their family and community life. Two locations were involved (Burke County and Alamance County) with over 300 families participating. A child-care program freed parents for educational opportunities

in their apartments or in a demonstration center. Staffing included a day care director, educational coordinator, and a project director as well as clerical and volunteer assistance from residents in the community. In the Alamance County project, a major success was achieved in program with senior citizens. The city's "Senior Citizen of the Year" award went to a participant in that program at Graham, N. C. In Burke County the project will be jointly funded next year from Social Services and the local educational agency, due to the supportive action of the county co-missioners.

(b) Dual-Role Projects -

Five sites were involved in implementing different versions of a dual-role project which involved classroom, laboratory and work experience for each student enrolled. Instructional objectives were geared to the individual needs of enrollees as they coped with multiple-role responsibilities as students, homemakers, wives, parents, and wage-earners. Solutions to management problems and difficult financial or inter-personal decisions were dealt with in projects, laboratory work, field trips, work experiences and classroom study. Most enrollees were considered disadvantaged in one or more aspects -- socially, culturally, educationally or economically. Staffing included a full-time home economics teacher and a clerical assistant, both of whom worked cooperatively with the total home economics program in a school. Two of these sites included observation and participation in a child development laboratory for students enrolled (Jackson County and Hickory City)

Sites included:

Cape Fear High School	Cumberland County
West Montgomery High School	Montgomery County
Sylva-Webster High School	Jackson County
Hickory High School	Hickory City
Northwest High School	Halifax County

(c) Child Care and Consumer Competency - The Four C's Project -

Richmond County was the site of an innovative infant care program for high school aged girls who wanted to complete their education in connection with their parenthood responsibilities. Approximately 30 girls who had dropped out of school were enrolled in this program for 3 hours daily and the regular school program for 1/2 day - or arranged to attend the Richmond County Technical Institute for basic programs. Their infants and toddlers were cooperatively cared for in the center by the mothers and 2 assistants to the instructional director, Mrs. Weatherly. A former elementary school space was renovated for the infant care center, and students were transported to the new high school four miles away. Instruction was individualized for personal and family needs, for educational and career goals, and for specific child care and consumer decisions. Seventeen girls graduated in 1973 in spite of having had parenthood responsibilities; health, marital, and financial difficulties during pregnancies; and scheduling problems with regular programs.

(6) Teacher Education

- (a) Assisted teacher educators in all institutions in implementing training programs that satisfied requirements and recommendations in the revised guidelines for home economics teacher education.
- (b) Planned and held a joint conference of home economics education state staff and home economics teacher educators and administrators to discuss common goals and strategies. Representatives attended a Regional Meeting for the same purpose.

(7) Staff Development, Management, and Organization

- (a) Each staff member set personal goals and planned ways to reach these during 1972-73, through on-the-job experiences, participation in professional organizations and activities, and periodic staff development programs for our division or department.
- (b) Out-of-state travel to attend professional meetings was provided for all but one member of the staff with resulting benefits to all on our staff.
- (c) A State Advisory Committee has been established for home economics education with representation from students, parents, teachers, teacher educators, employer and administrators.

b. Local Program Accomplishments

(1) Program Enrollment During 1972-73

(a) Consumer and Homemaking Courses - 66,379

(b) Occupational Home Economics Courses

Male	386	Child Care Services	584
Female	2,645	Clothing Services	784
Disadvantaged	248	Food Services	1,194
Handicapped	59	Home Furnishings	99
		Health-Management Services	370
		TOTAL	3,031

(c) Grand Totals 69,410

(2) General Observations

(a) Patterns of enrollment in home economics are changing in grades 7-9. Increasing options are available to students in these grades within general education (cultural arts, social studies, foreign languages, physical education and health) and occupational education (Career Exploration, Introduction to Vocations, Industrial Arts, Typing, Agriculture, etc.) More boys are enrolled in these grades than previously, but fewer girls.

(b) Home economics courses are increasing in appeal to male students, either in separate or coed classes. Changes in course content, teaching strategies and resource materials are being tried by more home economics teachers as a result.

6. Cooperative Program - Part G

During Fiscal Year 1973, Part G funds were allocated to 30 local educational agencies for salaries of teacher coordinators, travel of students to work when necessary, and appropriate and necessary materials and support items. During the past year, 2,291 students have been served through the programs funded under this part. These programs were in the areas of: Agricultural Education, Business and Office Education, Distributive Education, Health Occupations, Industrial Cooperative Training, Cooperative Teacher Aide Training, and General Cooperative Programs in a few small schools which allow students to be placed in any appropriate training station.

7. Work Study - Part H

The work study program is designed to provide part-time employment for youth who need the earnings from such employment to continue their occupational training. The number eligible for assistance under this part of the act far exceeds the funds made available for this purpose. Of the 152 local educational agencies in North Carolina, 100 chose to participate in the work study program. All funds provided to the state for Part H were allocated to local educational agencies and were spent on student compensation for employment during the school year and summer. The program is considered to be an asset to the total occupational education program. It would, however, provide even greater benefits if the maximum amount that a student could earn were increased.

8. Programs Under Contract

- a. Project: Continuation of 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, 1972 - June 30, 1973
Agency: Murdoch Center
Number Involved 45
- b. Project: Continuation of 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: July 1, 1972 - June 30, 1973
Agency: Governor Morehead School
Number Involved 35
- c. 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.
Dates: July 1, 1972 - June 30, 1973
Agency: Learning Institute of North Carolina
Number Involved 20

- d. Project: Pre-vocational and Vocational Education for Multi-Handicapped Children
Purpose: A pilot effort designed to explore the potential of the target group and plan programs that will utilize their vocational capabilities meaningfully. The program is designed to meet the occupational needs of multi-handicapped students. (Deaf-Blind and associated handicaps).
Dates: July 1, 1972 - October 7, 1972
Agency: Raleigh Lions Clinic
Number Involved 15
- e. 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 - August 25, 1972
Agency: Learning Institute of North Carolina

B. Post-Secondary Institutions

1. Disadvantaged: Part B and Part A, 102b

Program services for the disadvantaged were provided by all 56 institutions. These services and activities included recruitment, counseling, remedial classes, tutorial help, occupational skill training, consumer education, job orientation, motivation and placement. Most participants must be recruited or referred by another agency. We have had increased success with referrals from Employment Security, Welfare, Social Services and private organizations.

There were 14,360 individuals who received services through this program, 8,881 were from the post-secondary programs. Approximately 25 percent of the total were in programs funded from 102b funds.

A large percentage of the enrollment in the post-secondary system can be categorized as disadvantaged. Only the group listed above received services from disadvantaged funds, the others were provided education and training from regular budget funds.

Another program offered in six institutions and funded from state funds provided occupational training to approximately 500 hard-core disadvantaged. Training cycles of eight weeks of institutional training is provided in basic education, orientation and motivation and limited skill training. Jobs are developed for each individual and placement is made with additional on-the-job training being given by the employer. An increase in state funds will provide for an expansion to additional institutions in 1973-74.

2. Handicapped: Part B

Allotments of federal funds of \$65,000 from FY-72 and \$418,962 from FY-1973 were made to the 56 post-secondary institutions to provide program services and activities for the handicapped. Services available to the handicapped include recruitment, counseling, remedial classes, tutorial help, reader services, occupational skill training, consumer education, job orientation, motivation and placement.

3. Research - Part C

- a. 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;
Agency: Halifax County Technical Institute
- b. Project: "The Dissemination of Occupational Education Research Information";
Objective: To disseminate information derived from the occupational education research and development projects conducted in the North Carolina Community College System and from other such research and demonstrations in the field initial publishing of the Community College Review;
Dates: July 1, 1972 - June 30, 1975
Agency: North Carolina State University at Raleigh
- c. Project: "The Planning of a Model Area Occupational Evaluation Center for The Handicapped in North Carolina Multi-County Planning Regions L, Q, and R";
Objective: To plan the establishment of a model Area Occupational Evaluation and Rehabilitation Services for the handicapped in the 20 counties in north-eastern North Carolina in which eight technical institutes and one community college are located;
Dates: January 1, 1973 - December 31, 1973;
Agency: Nash Technical Institute
- d. 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;
Agency: Richmond Technical Institute
- e. 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;
Agency: Wayne Community College

- f. 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 - June 30, 1973;
Agency: Pamlico Technical Institute
- g. 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;
Agency: Southeastern Community College
- h. Project: "Establishment of an 'Information Center' at Forsyth Technical 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;
Agency: North Carolina Department of Community Colleges
- i. Project: "Computer Services Systems 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;
Agency: Lenoir Community College
- j. Project: "Development of System to Measure Effectiveness of Occupational Programs";
Objective: To develop a system of automated data gathering and shortage 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
Agency: Davidson County Community College

- k. Project: "Research and Development of 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;
Agency: Richmond Technical Institute
1. 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;
Agency: Beaufort County Technical Institute

4. Exemplary - Part D

There were 14 projects approved for funding but an over-commitment of funding was discovered. Three institutions (James Sprunt Institute, Rockingham Community College and Rowan Technical Institute) agreed to withdraw their projects and Piedmont Technical Institute agreed to reduce the size of its project. Two projects have been completed (Lenoir Community Colleges and Wayne Community College). The Lenoir project was the development of teaching materials to supplement textbooks and workbooks in the teaching of intermediate typing skills. This will be of considerable help to students throughout the system. The Wayne project developed recommendations for the health services which a post-secondary institution should provide. Eight institutions have been granted additional time to complete their projects.

5. Consumer and Homemaking - Part F

Funding for consumer and homemaking classes in the post-secondary system is from state funds. Efforts are made to provide these classes in areas away from the main campuses since many that attend these classes do not have access to transportation. This group is encouraged to seek occupational training and further education.

6. Cooperative Programs - Part G

Nine institutions were funded with Part G funds to plan and develop cooperative education programs. Approximately one-half of the cooperative enrollment was in programs funded with Part G funds. Emphasis is placed upon regular budget funds absorbing an increased share of the funding, thereby releasing funds to be used at other institutions to develop additional cooperative education programs.

7. Work Study - Part H

There were 416 occupational students working under the vocational work study program. An additional 573 students in the two-year occupational programs worked under funds available from college work study.

8. Programs Under Contract

Four institutions have contracts for instruction with four private schools of cosmetology. State Board policy limits the enrollment in these contract programs to those who qualify as disadvantaged persons. Nine institutions have contracted with health agencies to provide instruction for respiratory therapy, radiologic technology, associate degree nursing, dental laboratory technology and mental health technology programs.

VI. OCCUPATIONAL YOUTH ORGANIZATIONS

A. Secondary

Youth Organizations have been and continue to be a vital part of the total program of occupational education in the public schools of North Carolina.

The following chart shows the degree to which the objective relative to youth organizations was achieved.

Objective		1973	Difference
	Goals	Accom- plishments	
To provide opportunities for youth enrolled in occupational and consumer homemaking courses to participate in the activities of youth organizations.			
° Student Participation (membership)	70,800	64,556	-6,24
- FFA	*	(21,386)	-
- FHA	*	(19,882)	-
- DECA	*	(8,188)	-
- HCC	*	(2,200)	-
- FBLA	*	(4,500)	-
- VICA	*	(11,000)	-
- CECNC (Career Exploration Clubs)	*	(3,695)	-
° Number of Chapters or Clubs	*	1,772	-
- FFA	*	(388)	-
- FHA	*	(386)	-
- DECA	*	(220)	-
- HCC	*	(69)	-
- FBLA	*	(132)	-
- VICA	*	(555)	-
- CECNC	*	(72)	-

Total occupational education enrollment for 1972-73 was 255,212. The youth organization enrollment represents 25% of that total.

Accomplishments and activities for 1972-73 are as follows:

1. Career Exploration Clubs of North Carolina

The Career Exploration Clubs of North Carolina have grown in number from thirty-two clubs with 1,695 members in FY-1972 to 72 clubs with 3,695 members in FY-1973. Plans are underway to incorporate the organization, which will then allow charters to be granted to local clubs. The clubs continue to provide an opportunity for youth enrolled in pre-vocational-exploratory programs to gain experiences in leadership roles; 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.

2. 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 out growth 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 1,000 members and advisors attended this meeting.

The high school and collegiate division had representatives at the National Career Development Conference held in Atlantic City, New Jersey. Four members of the North Carolina Association received recognition in National DECA competition.

The state organization, NC-DECA, provided a two-day leadership training for the state officers to enable them to more effectively develop a plan of work whereby they would provide leadership to the districts and local club organizations.

The State Advisor and state officers attended a leadership training session at the Southern Regional Conference held in Houston, Texas.

3. North Carolina Chapter 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.

The North Carolina Chapter of Future Business Leaders of America is composed of 135 active chapters with approximately 4,400 active members. There have been 23 new or reactivated chapters during the 1972-73 school 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 40 members and advisers attended the Southern Region Workshop in Stone Mountain, Georgia, in November. This was an excellent opportunity for members and advisers from the South to exchange helpful ideas and experiences as programs and discussions centered around FBLA participation in Project HELP (March of Dimes) and the American Bicentennial Celebration.

North Carolina FBLA cooperated with other occupational youth organizations in a statewide Occupational Education Week. The special week was observed February 9-17 and gave the general public the opportunity to see how important and influential vocational youth organizations are to the students and to the community. Of equal importance, this week gave the occupational youth organizations an opportunity to work together and to get to know more about the purposes and problems of each organization.

Representatives from several local chapters participated in a March of Dimes Volunteer Workers' Workshop in March; and, as a result, many worthwhile MOD projects were sponsored by local chapters.

By official proclamation of Governor Holshouser, the week of March 26 - April 1 was declared FBLA Week in North Carolina.

Approximately 700 delegates and other participants attended the annual State Leadership Conference in April. Activities included contests, general sessions, dance and social hour, and awards banquet. A \$400 scholarship was awarded to a deserving senior member planning to continue education in business in a post-secondary degree program.

The National Leadership Conference in June was attended by 62 delegates and advisers, including the State Adviser and the State Chairman. Gold Seal awards were presented to 17 local chapters in North Carolina. Northern Nash High School won first place in the Most Original Project event, and North Mecklenburg High School won eighth place in the Best Annual Local Chapter Activities Report event. North Carolina won third place for the State Chapter Installing and Reactivating the Greatest Number of Chapters. North Mecklenburg High School also received a certificate for participation in the Bicentennial Project.

Three issues of the FBLA members found the theme for the year, "FBLA - Explorers of Tomorrow," to be quite appropriate and meaningful. In the words of the State President, "Those who explore today for tomorrow will have the edge on those who do not." FBLA truly offers the businessmen and women of the future the opportunity to explore the many interesting facets of the business world.

4. 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 1972-73, there were 338 active FFA Chapters in the North Carolina Association with 21,286 members.

Above the chapter level, the FFA organizational structure consists of 49 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 provided 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 1,300 members and advisors attended the 1973 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 2,000 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 poster. 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. There are both individual and group competitive activities.

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.

5. North Carolina Association of Future Homemakers of America

Emphasis in the FHA youth organization was on correlation of FHA program and activities with the instructional program in home economics. Special attention was given to this when 45 members and advisers attended the National Meeting in Los Angeles, California in July. The National Convention was held in the Biltmore Hotel in beautiful Los Angeles, with the theme -- "Explore Roles -- Extend Goals." One session introduced members to HERO, the sub-chapter for Home Economics Related Occupations. A slide presentation illustrated the co-curricular classes and jobs while the National HERO Representatives explained their separate roles. FHA's National Convention turned to the individual for the next two sessions. To explore our career interests, they chose classes in the World of Work sessions. To explore pertinent issues of today, they chose Special Interest Sessions they wished to attend. Exposure to representatives of different family life styles should help explore the future role of homemakers, thus the panel discussion "Exploring Family Life Styles" was very informative. Panel members represented a traditional family, a one-parent family, a group situation where two families lived together and a family in which the wife is the "bread-winner" while the husband keeps the house. They took the opportunity to ask questions and certainly learned while enjoying the discussion.

Inservice for members and teachers on correlation was continued at the Leadership Workshop in Greenville for approximately 300. Topics of discussion were: So You Were Elected; Chapter Member Responsibilities; District Advisers' Responsibilities; Publicity; Handbook Revision; and Developing Techniques with State Projects. State Officers, District Advisers, and many chapter advisers and members participated in buzz sessions which inspired the FHA spirit of "making tomorrow together" through better leadership and active participation. The highlight of the entire workshop was provided by Mr. Sam Bundy, a member of the House of Representatives, N. C. General Assembly. Follow-up workshops were held as a result of this leadership training session in each county.

National FHA Week, April 1-7, provided opportunities for home economics students and FHA members to plan and carry out special projects and activities during the week focused on the theme "Explore Roles -- Extend Goals."

The State Convention was the climax of the year when 4,280 members registered in the Reynolds Coliseum of N. C. State University with the theme "We Believe In You."

A big accomplishment for the FHA organization was revision of the State Handbook that is presently being published and will be distributed to chapter members in the fall.

Affiliation totals for 1972-73 were 19,882 members and 386 chapters.

6. Health Careers Clubs

Health Careers Clubs are clubs sponsored by the North Carolina Hospital Association and are co-educational clubs established to introduce young people to the opportunities and rewards of education and employment in the health field.

The purpose of a Health Careers Club is to bring together young people interested in careers in health in order to:

- a. share their interest
- b. explore the opportunities and challenges in the health occupational fields
- c. grow as individuals by working together
- d. learn about professional and community life in which they will participate as informed citizens.

The Chief Consultant of Health Occupations Education and Miss Mary Alice Sherrill, State Director of the North Carolina Health Careers Club work cooperatively to provide assistance in organizing and establishing Health Careers Clubs throughout the State. A highlight of the year is the Health Careers Clubs Congress. The club's activities are an important supportive feature to the Health Occupations Education curriculum.

7. 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.

Enrollment has increased from 10,000 members in 1972 to 11,000 members in 1973.

Activities for 1972-73 include the following:

- . An Annual State Convention (Leadership Development Conference) held in Wilmington.
- . A District Leadership Training Conference conducted by District Officers was held to provide leadership training to local chapter officers within each District.

- . A District Competitive Activities Meeting and election of Officers Meeting was held in each district generally prior to the Annual State Convention. The purposes of this District Conference are contest eliminations and election of District Officers for the coming school year.
- . A state-wide project encouraging all local chapters to help in raising funds to build the first cottage for GIRLS HAVEN OF NORTH CAROLINA, INCORPORATED was undertaken.
- . Three Editions of the North Carolina VICA News were produced. This is our State Association Newspaper which is published and mailed to all club members, Trade and Industrial teachers and various other groups of individuals.
- . Four meetings per year of the North Carolina VICA Executive Advisory Council are held. The purpose of these meetings is to advise and aid the State Director in conducting the business of the North Carolina Association of VICA.
- . A State Officers Leadership Training Conference was held in the Washington, D. C. area with the help of National Organization Officers and staff of National VICA. This was a five-day conference.
- . A State and District VICA Officers Leadership Training Conference was held at St. Andrews College in Laurinburg, North Carolina. This was a three-day conference held for the purpose of training VICA District Officers to conduct the business of their individual districts. It was conducted by the State Director and State Officers. There were 48 District Officers and 16 District Advisors who attended this conference.

B. Post-Secondary Institutions

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.

VII. HIGHLIGHTS OF EXCEPTIONAL OR MODEL PROGRAMS

A. Secondary

Members of the Staff of the Division of Occupational Education, State Department of Public Instruction have identified exceptional and model programs in each of the eight educational districts within the State.

Educational District I

Chowan County

Continued an in-depth part-time welding course for a small target group of low achievers in Chowan High School, and placed a high percent of students in jobs.

Dare, Hyde, and Tyrrell Counties

Continued a "Career Exploration Laboratory on Wheels" for the three Counties to more adequately provide materials and services to students in these isolated areas, and also correlated a Marine Science Program with the project on Ocracoke Island.

Washington County

Continued a timber harvesting-mechanics program at Creswell High School, and a Pilot Career Development Program in three county schools for underachievers in grades 7-10.

Educational District II

New Hanover County - Night High School Program - Funded Part A,
102b National Vocational Education Act -
Continuation

This unique program is one of the progressive 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 within the night school program.

It 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.

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

Part A, 102 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 three-hour blocks with 15 to 20 students enrolled during the 1972-73 school year. The objectives of the program are:

- . To help disadvantaged students learn and practice the scientific and practical 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" - Continuation

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 for 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

Tarboro City

Career Exploration program in Tarboro serves some 90% of the 7-9 grade level students. These 700 boys and girls receive "hands on" activities in the 15 clusters of jobs representing the total world of work. Funded with 100% State Aid, the program is designed to assist students in making tentative career choices. Seventh graders meet two times a week; eight graders 3 times a week and ninth graders 5 times a week. One of the periods in 7th and 8th grades centers around a career information center where students look at audio-visuals relating to jobs and group discussions about jobs and self. The other experiences are used to acquaint students with jobs. Dropout rate has been reduced significantly, enthusiasm for school increased and course selection at the Senior High School level has been more positive and direct as a result of the program.

Rocky Mount City

K-6 Career Awareness Program at Bassett Primary School in Rocky Mount is based on the premise that a child's attitude toward himself and the world of work is manifest in the minds of children at a very early age. The program provides experience to gain fuller awareness and appreciation of the occupational opportunities growing out of the subject being taught; shows relationships between requirements of these occupations and education needed to meet them and develop attitudes of respect for an appreciation of the social usefulness of all types of work to which the subject may lead. The program is funded by State Aid to provide only for in-service of the academic teachers as well as supplies, materials, and limited small items of equipment. All students are involved (predominantly black) in that the program is infused into the regular curriculum at all grade levels K-6. After one year, results include: enthusiastic endorsement by parents, students and faculty. Students "can hardly wait to get to school" now as parents have told the principal. It is felt that by the time these students reach high school, they will be better able to select an educational program suited to their needs, interests, aspirations and aptitudes.

Halifax County and Roanoke Rapids City

Halifax County and Roanoke Rapids met with representatives of the textile industry recently relative to offering a program in textiles since it is the largest employer in that geographic area. As a result, the industry has agreed to provide (free for one year) an instructor to get the program started. It will commence fiscal '74.

General Areas

The Aviation industry in the Raleigh-Durham area has revealed the many job opportunities it has for young people. As a result of several meetings, adjoining counties Johnston, Nash and Durham are planning to organize an Aerospace program within the next two years. Wake County

started such a program two years ago and it is quite popular with students. Many students are redirecting their career goals as a result of one year of the two year program. The pulpwood and forestry industry has had an impact on program offerings in District III with a number of schools adding courses in this good employment area, and other schools contemplate offering courses in this area as funds become available.

Educational District IV

Cumberland County

Because of the fact that a large number of Distributive Education students in Cumberland County desired to receive their training in supermarkets, two high schools in Cumberland County decided to offer specialized cooperative courses in Food Marketing. This meant that after a Distributive Education student had taken one year of the regular Cooperative Distributive Education program, and if he desired a career in Food Marketing, he could enroll in the specialized Cooperative Food Marketing during this second year in Distributive Education.

Approximately thirty students were served during the year through the specialized Cooperative Food Marketing program. Male and female, black and white, and high school juniors and seniors were enrolled in the courses. The cooperative method of instruction was used for the course with the relating of classroom instruction to on-the-job training.

Instructional materials were selected by a Food Marketing Advisory Committee in Cumberland County made up of school personnel, Food Marketing Specialists, and consultants in Distributive Education. The Advisory Committee also helped develop a brochure promoting the course, helped outline the training plans, and assisted in locating visuals for the classroom instructor.

The program is funded through regular man-months and is being taught by 2 Distributive Education teacher-coordinators who have received specialized training in Food Marketing including classroom and on-the-job training. The students are in the class for one hour per day for 5 weeks over a 9 month period and are receiving on-the-job training from approximately 15-25 hours per week.

Educational District V

Winston-Salem/Forsyth County

In June 1973, a demonstration in-service center was established at R. J. Reynolds Senior High School, North Hawthorne Road, Winston-Salem, N. C., for the purpose of intensive in-service of teachers from the Appalachian Region. Objectives of the ARC Demonstration Center were: upgrade the demonstration center to the highest quality possible as to teacher competencies, program offerings and the teacher-learning environment; and to experiment with the concept of internship approach to in-service education during the school year for experienced teachers. Thirty-one intern teachers participated in the program and 91 percent of the teachers recommended continuation of the program. (Nine percent of the participating intern teachers did not respond to the questionnaire). In view of the benefits derived from the ARC Demonstration Center, the Reynolds Center will continue another year and two additional Demonstration Centers have been established. A team of seven teachers, each, from the new centers - Central High School, Davidson County, Lexington, N. C.; and T. Wingate Andrews High School, High Point, N. C., were involved during the summer in intensive training on individualizing instruction, and will be used as the nucleus in implementing a total center concept of correlation and individualization of learning. These two centers will provide internship for those teachers in Area V outside the Appalachian Region perimeter.

Educational District VI

Union County

- A. Type of Program: Team Teaching in Grades 9-12, including a project class of disadvantaged students.
- B. Location: Forest Hills High School, Route 3, Marshville, N. C. 28103
- C. Funding Source:
1. Part F for part of 3 teachers' salary (Plus State and local funds).
 2. Part B for part of 1 teacher's salary (occupational home economics).
 3. Part A, 102b for portion of salary of an assistant teacher and project costs for materials, supplies, travel, and equipment (Plus State and local funds).
- D. Persons Served:
1. Enrollment by Program Type

Consumer and Homemaking	197
Cooperative Occupational Home Economics	10
Project YOURS	<u>17</u>
Total Home Economics Enrollment	224
 2. Enrollment by Sex

Male	84
Female	140
 3. Age Range of Students Enrolled - 14 yrs. to 19 yrs.
 4. Grade Range - 9 through 12
 5. Special Characteristics of Students:
 - . Live in rural area or small town
 - . Majority of students are from middle to low income families
 - . School population is well integrated racially, blacks and whites (?30-70)
 - . Selected students for Project YOURS (grades 11-12) were considered disadvantaged if they were either socially, economically, culturally, or educationally deprived.
- E. Instructional Content and Other Services Provided
- Unique features of the instructional program:
- (1) The management technique of team teaching was utilized in providing practical experiences and multi-media opportunities for self-expression of students.

- (2) Student enrollees were screened for basic needs as criteria for formulating instructional goals and objectives.
- (3) Traditional use of formal testing and books for reading, research, etc. was forfeited in order to provide kinds of experiences these students were most likely to encounter in their adult life.
- (4) An assistant teacher assumed responsibility for routine management and clerical tasks, organized and located resource materials for students, ordered instructional materials, and assisted with group and individualized instruction.
- (5) Laboratory experiences were a vital part of each course offering, for boys and girls enrolled.
- (6) The target group in Project "YOURS" (Youth Opportunities Using Resources of Self, School and Society) was never told they were selected as being disadvantaged. Each student was intensively diagnosed for educational needs which could be met in home economics. Each student was involved in setting both group and individual goals and standards to be reached during the school year.
- (7) Program evaluation was cooperatively planned and achieved by all of the home economics teachers, the principal, guidance counselors, other occupational and academic teachers who had the same student enrollees for a course, and the local occupational director. Evaluation was an integral part of the program using both objective and subjective measures, including personality tests, classroom teachers and counselor's reports, autobiographies of students, open-ended statements from students and parents, individual records of projects planned and completed, reactions from employers of students. A luncheon with students and classroom students culminated the year's experience where satisfying experiences were described.

Educational District VII

Caldwell-Lenoir City

A pilot cooperative furniture program was started in the Lenoir High School and the Gamewell-Collettsville High School through funds provided by the Caldwell Career Education project. Students were placed in local furniture industries to work for one week, followed by one week of instruction in the high schools. One coordinator was employed to coordinate the instructional program in the schools and to work with the furniture industries in coordinating the work experiences on-the-job.

Watauga County

Construction has been completed on a new facility at the Hardin Park Elementary School designed to serve the needs of all handicapped students in this LEA. The facility was planned and designed through the cooperative efforts of many people and agencies including representatives from the Occupational Education Division, the Physically Handicapped Section of the Division for Exceptional Children, Appalachian State University, New River Mental Health Agency, and many interested local citizens. During the latter part of the school year 1972-73, a curriculum specialist was employed to work on a proposed curriculum designed to serve the needs of students eligible for a handicapped program.

This facility and program, properly developed and implemented, should serve as a model handicapped program for this area and the state.

Watauga High School was awarded an ARC Grant for an In-service Demonstration Center. Thirty-one teachers, from eligible ARC units, participated in this in-service training for periods of one to three weeks. An evaluation of this project reveals that teachers were well satisfied with their intern program and plans are underway to continue the project during the 1973-74 school term.

Educational District VIII

Buncombe County

Type of Program: "Outdoor Recreation and Applied Ecology"

Location: Charles D. Owen High School

Funding Source: State Funds

Persons Served: (2 classes) Total of 34 students - 32 boys and 2 girls - juniors and seniors - 17 and 18 years of age

Instructional Content: Curriculum Guide including:

- (1) Teaching units with student behavioral objectives.
- (2) Field lab experiences built around Teaching-Learning Stations.
- (3) FFA and leadership training closely related to overall instructional program. Also, FFA contests used as participating learning incentive.

Method of Instruction:

- (1) Classroom instruction including:
 - (a) Demonstrations
 - (b) Use of special community and State resource people.
 - (c) Special audio-visual materials.
 - (d) LAPs and other individualized or programmed materials.
- (2) Developing out-of-classroom Teaching Learning Stations: i.e., nature trail, weather station, picnic area, etc.
- (3) On-the-job cooperative work experiences for students.
- (4) Using outstanding students as assistant instructors and Learning Station leaders.

Intensity of Program:

- (1) One section met 1 hour per day - 5 per week, 36 weeks for 180 hours total for the year.
- (2) One section met 2 hours per day - 5 days per week - 36 weeks for 360 hours total for year.

Note: It was overwhelming conclusion of both the teacher and students that two hour block schedules were much more effective and productive.

Program Effectiveness: Since this was the first year of a three-year proposal, it is impossible to make complete evaluation as to program effect.

The N.C.S.U. Graduate Student Evaluation Study, however, showed:

- (1) High student interest and enthusiasm.
- (2) 58% of students able to gain work experience.
- (3) 62% of students expressed interest in further study or work in field of Outdoor Recreation and Applied Ecology.
- (4) Principal, school and community area enthusiastic support of the program.

This seemed to be the result of:

- (a) Good publicity of program through newspaper and radio media.
- (b) Daily weather report made over school intercom at 10:00 a.m.
- (c) Enthusiasm of students enrolled.
- (d) Development of Teaching-Learning Stations, i.e., nature trail, picnic site, camp area, weather station, erosion control plot.
- (5) Support of Superintendent and Local Director of Occupational Education shown by the fact the county made extra funds available to secure instructional materials.
- (6) 100% student completion of course for year.

Rutherford County

Cliffside Elementary School in Rutherford County has been granted funds to establish a demonstration center. The primary purpose of the project is to individualize instruction and to build into the program a career awareness and exploration component. All subject areas are individualized and each correlates the academic skills with the world of work.

All students in grades K-8 (approximately 350) are enrolled in the project. Fifteen thousand dollars of State funds were used in the project.

Appalachian State University and the North Carolina Department of Public Instruction worked cooperatively to provide teachers with pre-service training.

Although the regular classroom is used for the major portion of instruction, there are laboratories at both the primary and elementary level. Regular classroom teachers use the laboratories to provide students the opportunity for "hands-on" experiences related to classroom instruction and the world of work. At the primary level, students have experiences in the laboratories once each week. At the upper elementary

level, students have "hands-on" experiences two to three times per week.

Impressions of the principal concerning the effectiveness of the program indicates attendance is better, discipline problems are less, and students say they enjoy school more.

Approximately \$42 per student was allotted for the project during the first year, with the cost being reduced to \$17 per student for the current year.

B. Post-Secondary Institutions

Highlights of Model Programs

1. Considerable success has been achieved by the six institutions operating a program of training of the hard-core disadvantaged. State Funds have been appropriated, making it possible to expand this program to a total of 29 institutions. These programs will continue to provide eight-week cycles of human resource development, orientation, motivation, basic education and attitude development. At the end of an eight-week cycle, individuals are placed on jobs.
2. A career ladder approach has been developed to train nurses. W.W. Holding Technical Institute has been approved to offer training for practical nursing and registered nursing with a common first year of study and clinical practice. The student that elects to finish as a practical nurse completes one additional quarter. Students who elect to finish as registered nurses complete an additional five quarters. This approach to the training of nursing personnel will provide a means for those practical nurses who so desire an opportunity to enter training for registered nursing at the fourth or fifth quarter.

VIII. NEEDS OF OCCUPATIONAL EDUCATION WHICH ARE NOT BEING MET

The Fiscal Year 1973 Annual Evaluation Report of the North Carolina State Advisory Council on Vocational Education sets forth the following recommendations for needs in occupational education.

1. That the goals and objectives of the State Plan for Occupational Education for FY-1974 reflect program quality considerations as well as quantity, that the goals and objectives section be distributed to all local institutions offering occupational education programs, and that this distribution be made at least one month prior to the opening of schools in order to impact on local programs.
2. That the State Board of Education make a major study of the occupational education needs and aspirations of students enrolled in grades 9-12 in the State for use as a major input in planning.
3. That a task force of secondary and post-secondary occupational education personnel representing all major occupational areas, selected administrators, and other relevant persons be appointed to examine opportunities and techniques for curriculum articulation of occupational education programs between the two levels, including a clear statement of mission, goals, and role of each, and to make such recommendations as are needed to enhance this effort.
4. That a major study of the professional development needs of teachers and administrators and opportunities for meeting these needs be undertaken by a special task force for the purpose of assuring that adequate plans and resources for maintaining high quality instructors are available. This task force should include representatives from the State staff, teachers from each of the major occupational areas, local directors, teacher educators and other relevant groups.
5. That a major study of the financing and resource allocation for occupational education be made in view of the advent of possible "100% monies."
6. That the State Board of Education strongly urge local boards of education to organize lay citizen advisory committees on occupational education at both the local education agency and local school levels, that the State Board provide an intensive in-service education program designed to acquaint administrators, and teachers with purposes, functions, organizational techniques, and appropriate activities of such committees, and that a follow-up of these efforts be made.