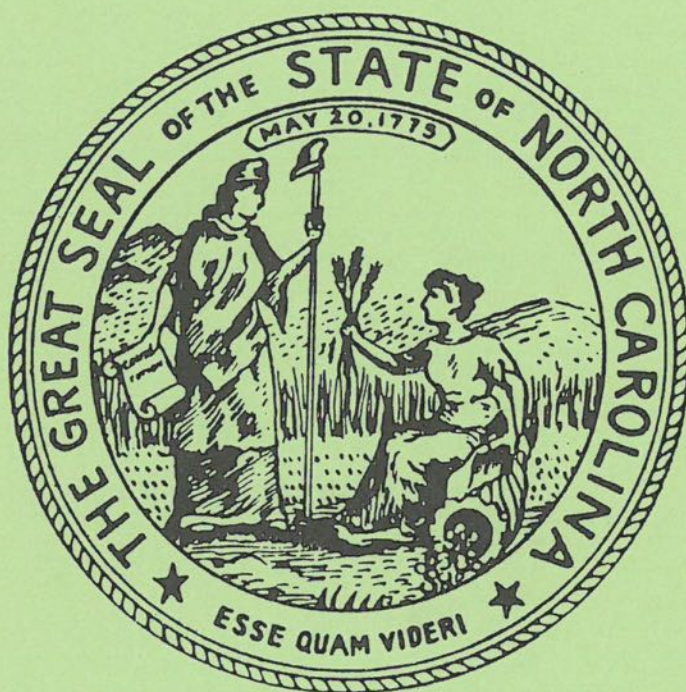


# ANNUAL DESCRIPTIVE REPORT

1974-75



## VOCATIONAL/TECHNICAL EDUCATION

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



OCCUPATIONAL EDUCATION

IN NORTH CAROLINA

1974-75

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  
October, 1975





## 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 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 1974-75.

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



## 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 placement. 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 encourages inquiry which 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 1974-75. However, this presentation does reflect the importance of planning to achievements. 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

The Annual Descriptive Report for Occupational Education in the school year 1974-75 presents a narrative description of programs, services, and activities in the North Carolina secondary, post-secondary, and adult occupational education system. This report has been prepared following the guidelines provided by the U. S. Office of Education. Part II of the North Carolina State Plan for Occupational Education in fiscal year 1975 sets forth the goals and objectives for occupational education. This narrative, along with the annual fiscal and statistical reports, reflects the outcomes of the goals and objectives. This evaluation renews the cycle of planning for efficient and effective occupational education programs and services in North Carolina. In depicting the program developments and accomplishments for occupational education in North Carolina, this report is subdivided into several sections as indicated in the Table of Contents.

All objectives for the reporting fiscal year were not met; however, this report will reveal that many activities have occurred, improvements have been made, and programs have been strengthened. These accomplishments have been made possible in part by Public Law 90-576. This legislation and subsequent appropriations provide grants to the states for vocational education. North Carolina received a total of \$15,835,706 for fiscal year 1974-75. Funds from Part B of the Act amounting to \$13,007,867 were for regular occupational education programs and those occupational education programs, services, and activities designed for students with disadvantages and handicaps. This Part of the Act represents the largest portion of Federal funds. Part A funds amounting to \$607,331 were spent for defined disadvantaged persons in eligible geographic areas. Part C funds for research were \$273,440. Part D funds for the development of exemplary and innovative programs were \$169,481. Part F funds for consumer and homemaking programs were \$1,093,447. Part G funds for cooperative education programs were \$427,640. Finally, Part H funds for work-study programs were \$256,500. In accordance with State Board of Education policy, these federal resources are divided as follows:

At its October 7, 1971, meeting, the State Board of Education adopted the following policies regarding the distribution of federal funds allocated to North Carolina under the Vocational Education Acts.

- The following funds to be distributed *one-third* to the Technical Institutes and Community College System and *two-thirds* to the public school system.

Part A, 102(b).	Special Needs.
Part B.	Base Allotment.
Part C.	Research.
Part D.	Exemplary.
Part G.	Cooperative Education.

- Part F. Consumer and Homemaking funds, 100% to be used in the public secondary school system.
- Part H. Work-Study funds, to be used *one-half* in the Technical Institutes and Community College System and *one-half* in the public school system.
- In the event that the Technical Institutes and Community College System or the public school system is unable to use the federal funds as provided for above as determined by the Controller with the concurrence of the President of the Technical Institutes and Community College System and the State Superintendent, the excess funds may be used by the other system as needed.

## II. OCCUPATIONAL EDUCATION PROGRAMS - REGULAR (PART B)

### A. SECONDARY SCHOOLS

The North Carolina secondary school's major goal continued to be providing a variety of occupational exploration and preparation opportunities to youth who have not yet left high school. The average number of occupational areas provided by the local educational agencies is four (4), but the range of secondary offerings vary from as many as two (2) secondary schools offering no occupational education to fifteen (15) secondary schools offering seven program areas. (Excluding Occupational Exploration.)

The occupational education instructional objectives for secondary school programs are to:

- (i) Prepare individuals for gainful employment as semiskilled or skilled workers or technicians or semiprofessionals in recognized occupations and in new or emerging occupations, or
- (ii) Prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs, or
- (iii) Assist individuals in the making of informed and meaningful occupational choices, or
- (iv) Achieve any combination of the above objectives.

North Carolina succeeded in providing this instruction to an increasing student enrollment. There were 15,535 more students enrolled in occupational education programs in 1974-75 than in the previous year. The occupational education exploration areas experienced at 12% growth rate compared with a 6.3% growth rate in preparatory programs.

#### 1. Introduction to Vocations and Middle Grades Occupational Exploration

Various task forces and student commissions conducted in North Carolina during the past several years have indicated the state needs programs which help students at the middle and junior high school level gain a greater knowledge of the world of work.

Since 1963, efforts have been underway to provide courses and programs which will assist students in exploring the world of work and aid them in making better educational and occupational choices. The first such effort was a course called Introduction to Vocations. This is basically a group guidance course offered for a full year at the ninth grade level. During the course, students participate in activities which will help them appraise themselves in relation to job requirements in a broad range of occupational categories.

In 1970, a new dimension was added to this approach through a program called Middle Grades Occupational Exploration. In addition to providing job information and opportunities for students to appraise themselves in relation to various jobs, this program provides laboratory experiences in which students have the opportunity to stimulate

activities common in the world of work. These programs are designed for laboratories which provide "hands on" activities in fifteen broad occupational clusters. In order to qualify as an appropriate experience, every activity must include one or more of the following criteria:

- Simulate the performance of a typical job task.
- Simulate skills that may be developed at the high school level in occupational education.
- Provide occupational information representative of the world of work using the career ladder concept.
- Provide opportunity for students to appraise themselves in relation to job requirements.

There is some evidence to show exploratory programs have caused students to remain in school rather than drop out and that those going on to high school are enrolling in occupational courses more in keeping with their abilities and interests.

Although no additional middle grades projects were funded during fiscal year 1974-75, the sixty-six (66) ongoing ones were maintained at the same level as the previous year. Several more units allocated regular man-month teaching positions to initiate and maintain programs which were not special funded. In addition, some units chose to use local monies to establish programs. Man-month funds were used for both Introduction to Vocations and Middle Grades Occupational Exploration. Several Industrial Arts positions were redesigned to incorporate the cluster concept and are considered a vital part of the Middle Grades Occupational Exploration program.

Local directors were contacted early in the school year to determine the need for consultant service. The exploratory staff was assigned to geographic regions of the state in which to provide consultant service and was available to assist local educational agencies within a two-week period of time after making the request.

The planning guide for Middle Grades Occupational Exploration was revised during the year and distributed to local administrators and all teachers through the mail and at special meetings. Further distribution was made to teachers attending inservice workshops in June.

An evaluation of Middle Grades Occupational Exploration programs conducted in May, 1974, was analyzed and the results disseminated on a number of occasions. Twenty percent (20%) of the Introduction to Vocations programs were evaluated during the Spring of 1975.

The Middle Grades Occupational Exploration team in one local educational agency was funded for a curriculum development research project during the year. The state staff assisted in formulating the curriculum objectives and has reacted to curriculum development to this



point. The team will continue to develop curriculum and field test it during this school year. During the fiscal year 1975-76 summer, these materials will be refined and made available to all units in the state during fiscal year 1976-77.

During the month of June, the state staff, working cooperatively with four universities, provided inservice workshops for exploratory teachers. Three institutions now are offering courses which will certify teachers in this area.

## 2. Agricultural Education

The mission of Vocational Education in Agriculture in North Carolina is to provide an opportunity for instruction to all high school students and adults who want and need training to prepare them for a career in agriculture/agri-business occupations.

Agricultural Education is comprised of the group of related courses or units of subject matter which are organized for carrying on learning experiences concerned with preparation for or upgrading in occupations requiring knowledge and skills in agricultural subjects. The functions of agricultural production, agricultural supplies, agricultural mechanization, agricultural products (processing), ornamental horticulture, forestry, agricultural resources, and the services related thereto, are emphasized in the instruction designed to provide opportunities for pupils to prepare for or improve their competencies in agricultural occupations. An agricultural occupation may include one or any combination of these functions.

Future Farmers of America (FFA) Chapters and related leadership training and supervised occupational experience programs are significant integral activities which aid agricultural education in making contributions to the guidance and total general educational development of pupils. The Future Farmers of America and related leadership training permeate every aspect of the instructional program in agriculture. The foundation upon which the FFA is built includes leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

Supervised occupational experience in agriculture consists of those experiences, related to instruction, which extend learning activities beyond the classroom. Students may be involved in one or more types of experiences which include exploratory visits, work experiences, supervised farming, and cooperative work experiences.

The main purposes are to develop knowledge and skills necessary to enter or advance in an agriculture/business occupation, to provide an opportunity for retraining or upgrading both farm and off-farm skills in order to meet the rapidly changing technology in agriculture, and to develop leadership, cooperative and citizenship traits essential to success in our society.

The major objectives are:

1. To develop an understanding of and appreciation for career opportunities to the broad field of agriculture and the preparation needed to enter and progress in agricultural occupations.
2. To develop agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations.
3. To develop those abilities in human relations which are essential in agricultural occupations.
4. To develop the ability to secure satisfactory placement and to advance in agricultural occupations through a program of continuing education.
5. To develop an understanding of an appreciation for outdoor recreation and to develop competencies needed in the protection and improvement of our environment.

Agricultural Education programs have been changed and updated to keep stride with the changes in agriculture. Courses in agricultural production made considerable growth during the past year probably due to the possibility of food shortages and high food prices. In the secondary schools for 1975, 480 teachers provided instruction and supportive services for 37,983 students including 4,727 girls and 33,297 boys, an increase of 2,524 over the previous year.

Curriculum guides and instructional materials developed during the year included the following:

1. Eleven teachers were involved in a curriculum development institute for Introduction to Agriculture. Eight teaching units were developed covering the broad areas of agriculture and leadership which will be field-tested by the teachers involved during the 1975-76 school year. Final revisions and publication will be made in June, 1976.
2. Twenty-six teaching units covering all programs in the Agricultural Production occupational cluster were developed by fourteen teachers in a two-week curriculum development institute. As these teachers use the units in 1975-76, they will evaluate and revise each for publication in June, 1976.
3. Instructional Materials developed for the Outdoor Recreation and Applied Ecology program included:
  - a filmstrip (80 frames) with script and tape
  - 50 learning activity packets
  - 50 slide sets with scripts and tapes
  - 190 transparency masters

The program of vocational agriculture was greatly enhanced and made more effective by the cooperation of many lay people in agriculture and agri-business occupations. They served as resource persons in class, provided help in selecting and developing teaching materials, and provided tools and equipment needed in training programs. The State Advisory Committee on Agricultural Education has been especially valuable in their counsel and guidance.

An evaluation of specific objectives and strategies are as follows:

Continuing Objective No. 1: To ensure that students in the secondary school system of North Carolina who want and need Agricultural Education have an opportunity to enroll in programs designed to prepare them for a career in agri-business occupations.

Objectives	1975		Difference
	Goals	Accomplishments	
1. By 1979 school year, sufficient numbers of students will be enrolled in agricultural curriculums to graduate students with minimum qualifications to meet 40% of the estimated labor force demand; and to prepare students for advanced education and training required for technical and/or professional careers.	38,972	37,983	- 809
2. By 1979 school year, 5,000 students will be enrolled in skill development courses preparing for careers in the areas of environment, ecology, and recreation.	2,000	2,232	+ 232
3. By 1979 school year, approximately 5,000 students at the junior and senior level will be enrolled in skill development courses preparing for careers in agricultural products and processing.	2,574	-0-	- 2,574 (Course guide not developed in time for use.)
4. By 1979 school year, 100% of all students completing a course in agricultural education will have been engaged in an acceptable supervised occupational experience (SOE) program.	60%	52%	- 8%



Objectives	1975		Difference
	Goals	Accomplishments	
5. By 1979, every school offering vocational agriculture will have an active FFA Chapter organized and functioning with 90% of students as members.	Chapters: 305 Members: 22,000	284  21,136	-21  -864
6. By 1979 school year, a process will be developed and implemented whereby 50% of the students completing a skill development course will be evaluated to determine their competencies in relation to entry level requirements for selected occupations.	20%	20%	-0-

Continuing Objective No. 2: To ensure that out-of-school youth and adults are afforded the opportunity to enroll in programs designed to train, retrain, or upgrade both farm and off-farm skills in order to meet the rapid changing technology of agriculture.

Objectives	1975		Difference
	Goals	Accomplishments	
1. By 1979 school year, 100% of the LEAs offering agricultural education will provide at least one program in adult education in agriculture each year.	80%	72%	-8%

Continuing Objective No. 3: To ensure that adequate ancillary and supportive services are provided to LEAs so that all safety standards in shops, laboratories and other facilities are maintained.

Objectives	1974		Difference
	Goals	Accomplishments	
1. That 100% of all agricultural education facilities, equipment, and programs be in full compliance with all safety standards by 1975.	100%	Est. 27%	-73%



Continuing Objective No. 4: To ensure that an adequate number of qualified persons are available to meet the expansion and replacement needs in teaching, teacher education, and State consultant services.

Objectives	1975		Difference
	Goals	Accomplishments	
1. By 1979, a sufficient number of students will be enrolled in approved teacher education programs in agricultural education to meet 90% of the replacement and expansion needs for agricultural education in the secondary schools.	60%	60%	-0-
2. By 1979, 100% of the agriculture teachers in the State will have been engaged in inservice education activities designed to improve their teaching competencies.	80%	92%	+ 12
3. By 1979, the ratio of agricultural education State staff consultants to teachers will be one to fifty.	1:60 Ratio	1:96 Ratio	- 36
4. By 1979, have in operation a coordinated State program of leadership and service to agricultural education involving State staff consultants and teacher education staffs.		Two joint staff meetings were held. Teacher educators served on the conference planning committee and as coordinators of curriculum development workshop.	

### 3. Business and Office Education

Business and Office Education programs, at the secondary school level, include instruction for and about business.

Business educators believe that Business and Office Education serves a dual purpose: (1) to develop occupational skills needed for initial job entry and advancement in a business career, and (2) to develop economic understanding needed to intelligent participation in our system of free enterprise.

As business operations become more sophisticated and complex, technological skills expected of office personnel call for the updating and expansion of present business programs. To keep pace with business developments, members of the Business and Office Education staff gave leadership to the revision of the present curriculum guide which includes new areas in word processing, junior management, and simulated office programs.

During the school year, programs were made realistic through the use of community resources emphasized in three workshops involving approximately three hundred business teachers.

Realizing the need to provide instruction for various ability levels, State staff served as leaders for individualizing instruction teams. Assistance was also given to teachers conducting business programs for the disadvantaged and handicapped.

Leadership was given secondary schools striving to provide an appropriate instructional program with equipment and facilities comparable to those found in business.

Reactions from State and local advisory committees assisted in program planning and implementation.

An active youth organization (FBLA) is an integral part of the instructional program and help extend the program beyond the classroom.

In order to provide the most effective leadership, State staff participated in activities of State and national professional organizations.

Research information on trends in the area of Business and Office Education was disseminated to teachers to assist them in planning more effective instructional programs.

#### 4. Distributive Education

Distributive education includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of business services from the producer to the consumer. Students are prepared for employment in marketing and distribution related occupations immediately after graduation, after further training in post-secondary institutions, or after preparation in the area of business administration or marketing in a four-year university.

The 1974-75 data supplied by the Field Support Section of the Division of Occupational Education indicates there are 18,586 students who are enrolled in one or more of the thirteen distributive education courses. Unduplicated enrollment indicates that 13,502 different students received training in distributive education during this current school year. Of those students enrolled, almost 9,000 students were enrolled in courses which utilized the cooperative method. Approximately 5,900 students were enrolled in preparatory courses in distributive education.

According to the employment data supplied by the Bureau of Employment Security Research Employment Security Commission of North Carolina, we are only supplying approximately 25% of the trained labor market demand in the marketing and distribution cluster. This means that the number of distributive education teachers in North Carolina should be multiplied tremendously in the next five years. At present, the unsatisfied demand is filled with untrained persons who move from one job to another and who are frequently out of work because they lack training. In an effort to meet the accomplishments which we had set forth in our State Plan, the Distributive Education Consultant staff made a concerted effort as they worked with all area directors, with some of the local directors, and on their consultant visits in schools to relate the labor market needs in the area of marketing and distribution to those decision-makers who decide which courses should be increased in the State's high schools.

In an effort to ensure that distributive education teachers can adequately serve the disadvantaged and handicapped students, we have utilized the training opportunity wherein 250 of our distributive education teachers were trained in use of the Interstate Distributive Education Curriculum Consortium product to share with them a system for organizing their instruction for any student with exceptionalities. Disadvantaged and handicapped students can be served through utilization of the system and regular students can be better served through utilization of the IDECC system. Just as we encourage teachers of exceptional students to do an individual instructional plan, all DE teachers have been encouraged to develop instructional plans for all students. During the Annual Summer Conference, training sessions were provided which will assist teachers in designing an instructional plan for their students. Also during the summer institute, a Curriculum Guide Supplement was designed which should greatly assist teachers in organizing individual instructional plans which are an outgrowth of a core curriculum for distributive education students.

To ensure that distributive education teachers are qualified instructors, newly adopted certification guidelines have been distributed to each superintendent, local director, and high school principal in North Carolina having a distributive education program. One staff member works with the certification consultant in the Field Support Section to ensure that teachers who enter distributive education do meet these certification guidelines.

In an effort to encourage articulation between secondary and post-secondary institutions, instructors in community colleges and technical institutes in North Carolina who have responsibilities for marketing and retailing courses receive all mailings going to the secondary distributive education teachers. Working with those individuals responsible for marketing and retailing within the Department of Community Colleges has helped us to articulate between the secondary and post-secondary programs.

The Distributive Education staff was involved in a great deal of change during the past year losing one staff member to retirement and losing one staff member to another section in the Division of Occupational Education and then being without a chief consultant for six months

while one of the staff members acted as chief consultant. During this period of reduced staff, the Distributive Education staff however did furnish continued leadership for the fifty (50) individualized instruction centers.

Through all of its efforts, the Distributive Education Consultant staff relies heavily on the State Advisory Committee for Distributive Education which helps immeasurably in planning to improve the services of distributive education and encouraging the establishment of local advisory committees which strengthened the distributive education programs.

##### 5. Health Occupations Education

Our nation's health industry is a dynamic and changing industry already reaching number one in employment needs. The rapid expansion of existing health occupations and the emergence of new ones directly influence the standards and quality of health care. The technological changes, the changing role of the professional health team member and the changing concepts of the health assistants' education and role are indicative of a need to emphasize secondary Health Occupations Education within the public school system of North Carolina.

The course objectives are as follows:

- To provide effective, economical occupational training.
- To prepare students for employment entry on assistant or supportive level.
- To create and stimulate students' interest in additional preparation, education, and experience leading to advancement in health careers.
- To guide students who desire to become qualified employees advancement potentials.
- To provide students an introduction to responsibilities of employment.
- To provide students an opportunity to develop good work habits.
- To provide an opportunity for development of understanding, tact, and assurance in interpersonal relationships.
- To find job placement as is feasible in the area of individual student interest.

Considerable growth in programs and enrollments was experienced in fiscal year 1974-75. From the 92 programs and 95 teachers in fiscal year 1973-74, 119 programs and 122 teachers resulted in fiscal year 1974-75. This represented an increase in enrollment from 3,725 to 6,569.

The youth organization, Health Careers Clubs of North Carolina, saw an increase from 67 clubs and 3,300 membership in fiscal year 1973-74



to 96 clubs and 4,500 membership in fiscal year 1974-75. Since 1962, the North Carolina Hospital Association has served as the sponsoring agency for HCCNC. During fiscal year 1974,75, Health Occupations Education, Department of Public Instruction, assumed this leadership role.

With Individualized Instruction a division priority, ten selected Health Occupations Education teachers and one consultant, during a two-week curriculum development institute, planned and designed forty (40) learning activity packages that will completely individualize the HOE I curriculum. This was followed up with three area inservice and dissemination workshops for all Health Occupations Education teachers.

Other areas of curriculum development included a HOE III Cooperative Training Manual and Course Outlines for a Middle Grades Health Cluster and a mini-course/semester course, "Introduction to Health Occupations Education."

The utilization of active Advisory Committees increased from 50% to 77% during fiscal year 1974-75.

Liability insurance to cover acts of malpractice and negligence for Health Occupations Education students was made available after much research and investigation. This is of importance since no such coverage had before been afforded.

A very strong effort to provide teacher education was exerted this year. Through the cooperative efforts and under the auspices of a newly formed North Carolina Teacher Education Council for Health Occupations Education, a plan was designed to address both short range and long range needs of health practitioners employed in teaching roles.

The short range portion of the plan was executed with the cooperation of the University of Georgia in two 2-week institutes that included sixty (60) participants. This also represented an articulative effort since twenty (20) community college teachers were included.

The long-range component of the plan spoke to those universities that might provide a teacher education program leading either to an under-graduate or graduate degree. Two of these universities will augment such a program in September, 1975.

All of the accomplishments of Health Occupations Education have been the result of professional commitment on the part of state and local advisory committees; state, local, university, and community college administrators, teachers, and students.

#### 6. Occupational Home Economics

New and existing Occupational Home Economics programs continued to increase steadily from the previous year to the extent that approximately 5,000 students were enrolled. All courses were offered on a

co-ed basis, as in the past, with Food Services being the most balanced co-ed offering. There were fourteen (14) local educational agencies offering Occupational Home Economics for the first time this year, thirty-six (36) schools having their first involvement, and sixty-three (63) teachers having their first occupational course assignment. The following data regarding program status is offered as evidence of progress in Occupational Home Economics:

- (a) Number of administrative units offering programs:  
89 out of 149
- (b) Number of schools offering program:  
153
- (c) Number of teachers directly responsible for Occupational Home Economics instruction:  
220
- (d) Number of full-time Occupational Home Economics teachers:  
30
- (e) Number of classes and enrollment per Occupational Home Economics course:

<u>Course No.</u>	<u>No. of Classes</u>	<u>Enrollment</u>
7141	37	929
7142	11	246
7143	64	1,339
7144	60	1,187
7145	34	807
7146	9	180
7147	12	291
7148	-0-	-0-

In spite of the progress made in expanding the quantity and quality of Occupational Home Economics program offerings, there is still a high priority on this effort for our state staff and the local administrative units in years ahead if the manpower needs are to be satisfied. Enrollments and completions currently are able to satisfy barely 50% of the labor market demands in the home economics related occupational clusters in North Carolina. Plans are being coordinated through area directors and local directors of occupational education to meet the needs for teacher inservice education in one or more occupational clusters. Also, many contacts with home economics teacher educators have dealt specifically with increasing emphasis on competency-based preservice programs for at least one or more Occupational Home Economics clusters. Model school programs have been identified in each educational district as one means of assisting with inservice and preservice programs. Advisory committees have been organized and utilized in many local educational agencies to assist with program planning and operation. More attention is being given to record keeping, job placement, and follow-up contacts with former students in years ahead.

## 7. Trade and Industrial Education

Trade and Industrial Education continues to be a viable and dynamic educational program for the industrial sector of North Carolina. As

the complexity and diversity of North Carolina's industry changes, so must the Trade and Industrial Education programs in order to meet the needs of students and industry.

During the school year of 1974-75, there were sixty-four (64) Trade and Industrial Education subject areas available to students in the secondary schools of North Carolina. Three hundred ninety-five (395) secondary schools in North Carolina offered one or more subjects in Trade and Industrial Education. There were approximately sixteen hundred (1,600) teachers employed either in a full-time or part-time instructional capacity. Over 72,000 students were enrolled in one of three major programs in Trade and Industrial Education: Introduction to Industrial Education (IIE - 15,908), Industrial Cooperative Training (ICT - 10,556), or Trade Preparatory Training (TPT - 46,091). Ten thousand three hundred fifty-six (10,356) students completed Trade and Industrial Education programs and were available for placement and employment purposes at the end of fiscal year 1974-75. Only four hundred ninety-three (493), 4.7% of this total number, were unemployed at the time of high unemployment. Approximately 7,000 students were involved in co-op training programs and earned \$12,418,254 during the school year of 1974-75.

Construction trades, Graphics, Drafting, Auto Mechanics, Textile Production and Fabrications, Furniture and Metal Working Occupations continue to be in great demand, based upon student interest and the industrial needs of North Carolina.

The following programs or subject areas received major emphasis during 1974-75 because of manpower data indicating a need for more trained people: Aerospace, Marine Science, Plastics, Furniture, and Programming for Radio and TV Broadcasting.

Each year continuing objectives are established in order for Trade and Industrial Education programs to meet the needs of students and industry. The following accomplishments relate to the continuing objectives as projected in the Occupational Education State Plan for 1974-75:

- Continuing Objective #1: To ensure that enrollees in the public high schools who want and need to prepare for jobs in the Trade and Industrial sectors of the State's labor force have an opportunity to enroll in a variety of curriculums designed to prepare them for such occupations or for continuing technical education.
- Enrollment in Trade and Industrial Education Programs increased by 20% from 1973-74 to 1974-75.
  - New programs were implemented relative to projected labor force requirements: Aerospace, Marine Science, Furniture, Plastics, Programming for Radio and TV Broadcasting.
  - Curriculums and curriculum guides were either developed or revised in the following areas: Furniture, ICT, Cosmetology, Textiles, and Marine Science.



Continuing Objective #3. To ensure that State level leadership will be provided for consultative services to local educational agencies which will result in appropriate curriculums and effective teaching and learning.

- Local educational agencies received consultant services within two weeks following receipt of request.
- All new teachers in Trade and Industrial Education received an orientation during 1974-75.
- Seventy-five percent (75%) of all T & I teachers received consultant services, and program data was collected relative to each program during 1974-75.
- Annual summer conference was held for all T & I teachers with approximately 600 in attendance.
- Each consultant in Trade and Industrial Education completed an assignment in the following areas: Individualized Instruction, Extended Day Program, Accreditation, and Program Evaluation.
- Five educational exhibits were developed exemplifying Trade and Industrial Education programs for the State Fair during 1974-75. These exhibits were developed to stimulate further interest in Trade and Industrial Education programs and to give greater visibility to well-functioning, high interest programs.

Continuing Objective #4. To ensure adequate supply of qualified personnel to staff continuing and new programs of Trade and Industrial Education.

- Certification requirements for Trade and Industrial Education teachers were revised and updated.
- Committees consisting of teachers, administrators, professional educators, and industrial people were organized to provide inputs for Trade and Industrial Education teacher certification requirements.
- Staff development seminars were held for T & I consultants in the following areas: Individualized Instruction, Program Evaluation, Aerospace, and Certification.
- Workshops were held for T & I teachers in the following areas: VICA Advisor, New Teachers, Textiles, Cosmetology, Furniture and Cabinetmaking, ICT, Auto Mechanics, Aerospace, Marine Science, and Bricklaying and Carpentry. These workshops were for the purpose of improvising teacher competency and curriculum development.

#### 8. Industrial Arts Education

The broad base curriculum content of Industrial Arts Education in grades 7-12 is designed to assist boys and girls in acquiring the skills, knowledge, and aptitudes to make wiser career choices. Specifically, Occupational Industrial Arts Education experiences:



- (1) Assist students in making meaningful and informed occupational choices;
- (2) Prepare individuals for enrollment in advanced or highly skilled vocational and technical education.

Students are afforded opportunities to achieve these objectives through experiences in the Occupational Exploration program in grades 7-8, and through "introductory" and "pre-technical" experiences in grades 9-12.

Industrial Arts education was included in the State Plan for the first time. Framework was laid for defining specific courses, curriculum, and standards. Data revealed the 469 teachers provided instruction and supportive services for 8,723 boys and girls in Occupational Education Industrial Arts.

Specific accomplishments during the year included:

- (1) Identification in State Plan for Chief Consultant to administer and supervise programs of Industrial Arts Education.
- (2) Development of "Plan for Utilizing Industrial Arts Education" with students with special needs.
- (3) Completion of input/output standards for program and courses for testing in Field Evaluation effort.
- (4) Articulation with three state-supported universities regarding certification of Industrial Arts teachers for Middle Grades.
- (5) Implementation of "Industrial Arts Education Plan for Eliminating Sex-bias in LEAs."
- (6) Establishing base for developing State-level AIASA youth organization.

A planning guide for Implementing Industrial Arts Education programs at local level is under development along with detailed course guides.

## B. POST-SECONDARY INSTITUTIONS

### 1. Programs for Those Who Have Completed or Left High School:

Occupational education at the post-secondary level is provided by fifty-seven (57) institutions; forty (40) designated as technical institutes and seventeen (17) as community colleges. All fifty-seven (57) institutions must provide vocational, technical, and adult education. Seventy-three (73) vocational curriculum and 119 two-year technical-level curriculum are offered by the institutions in various combinations to meet manpower needs and student needs.

Because of the down-turn in the economy, many individuals who were laid off or who could not find employment turned to educational pursuits. There was a 37% increase in occupational enrollment over the

previous year with a 20.3% increase in vocational enrollment and 45.5% increase in technical-level enrollment. The enrollment of veterans increased by 94% to 25,624. Approximately 79% of the veterans were enrolled in the two-year technical-level programs.

Enrollment of part-time students increased by four percent (4%) between the spring quarter of 1974 and the spring quarter of 1975. In the spring quarter of 1975, 22,527 (39% of the total) students were attending on a part-time basis. Most students attending on a part-time basis are employed on a full- or part-time basis.

Specific objectives and accomplishments are as follows:

Objectives	1975		Difference
	Goals	Accomplishments	
1. To ensure effective administration and supervision at State and local level.			
-State staff	54	56	+2
-Local staff	346	351	+5
-Revise or develop Curricula	10	10	-0-
-Provide Staff Development Assistance (number of individuals on staff)	4	5	+1
-Enrollment			
Agriculture	2,190	3,630	+1,440
Distribution & Marketing	1,125	1,921	+ 796
Health	8,715	9,277	+ 562
Home Economics(gainful)	1,975	1,916	- 59
Office	20,400	28,620	+8,220
Technical	9,870	15,829	+5,959
Trade & Industry	21,145	22,844	+1,699
2. To provide programs and services for the disadvantaged and handicapped.			
-No. of Programs	57	57	-0-
-Enrollment-Disadvantaged	13,200	13,200(est.)	-0-
-Enrollment-Handicapped	2,900	2,900(est.)	-0-
3. To assist in the planning and development of construction projects.			
-No. of Projects	15	20	+5
4. To encourage the development of needed and relevant research projects.			
-No. of Projects			
Continued Funding	6	5	-1
New Projects	2	4	+2

Objectives	1975		Difference
	Goals	Accomplishments	
5. To encourage the development of innovative and exemplary projects. -No. of Projects	10	9	-1
6. To encourage the development of cooperative education. -No. of Projects			
Continued Funding	9	9	-0-
Changed to Regular Budget	0	1	+1
7. To provide part-time employment for disadvantaged individuals. - No. Employed Under Work Study	450	834	+384

2. Persons in the Labor Market Who are in Need of Training or Retraining:

Adult education within the post-secondary system is available through several programs. The primary emphasis is upon the development of additional educational and skill attainment.

Courses which support general educational achievement are provided by adult basic education, high school completion, or study leading to successful completion of the General Education Development Test. For this group, consumer education courses are offered also.

Preparatory and supplemental courses are offered by each of the institutions. Courses are available to meet the needs of employed, unemployed, or underemployed adults. During 1975, there was a 27.8% increase in occupational extension enrollment. The slowdown of the economy was a factor in the increased enrollment in adult extension courses.

The program to assist in training workers for new and expanding industry experienced a reduction in the number trained compared to fiscal year 1974. The number trained in 1975 was 2,979, a decrease of 2,040, or 40%. This decrease occurred because of the down-turn of the economy. Employers were more hesitant of hiring people.



### III. SUPPORT PROGRAMS

#### A. SECONDARY SCHOOLS

##### 1. Administration and Supervision

The State Board of Education maintained a staff adequate to provide proper administration and supervision of occupational education programs. This staff permeates the entire state, regional, and local structure. During fiscal year 1975, it was projected that 58 professionals would be employed in the state and regional offices, which would satisfy a goal of one occupational education professional staff member for each 75 FTE employed occupational education teachers. This goal was missed by one professional staff member with 57 employed. It was further proposed that by fiscal year 1975, one hundred full-time or part-time local directors/planners of occupational education would be employed by local educational agencies. While the goal was not achieved, an additional twenty-one local directors/planners were employed during this fiscal year. Of the \$3,658,000 projected to be spent for state, regional, and local administrative and supervisory services, \$3,265,886 was actually spent.

The staff gave attention to the refining of duties and responsibilities in order to function more effectively in their consultant role. Other priority considerations by the state-level staff were:

- Providing consultant services to local educational agencies on an individual program basis
- Continuation of the special Education Professional Development Act Training Program in the use of individualized instruction
- Development and revision of curriculum and materials
- Design and implementation of an extensive program evaluation system.

##### 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 continue to receive even greater emphasis. Life-span counseling for the female student as well as for all students is becoming even 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 1,158,913 students enrolled in North Carolina schools for the school year 1974-75. Guidance personnel who served these students were as follows:

<u>Full-time</u>		<u>Part-time</u>
655	Secondary Counselors	52
358	Middle/Junior Counselors	21
226	Elementary	19

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 continues to be 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 1975-76.

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 and even more effectively in various pupil personnel services activities.

Communication, interaction and collaboration with community agencies have greatly increased -- both at the state and local levels.

An Interagency Council has been organized and has developed a position paper on a plan for the delivery of human support services.

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

The influx of elementary school counselors into the schools (1974-75) resulted in numerous workshops and institutes for counselors K-6. Such workshops included:

- . Interpretation of elementary school guidance for principals, teachers, and support personnel.
- . Involvement of teachers in the elementary school guidance program.

The Division of Pupil Personnel Services cooperated with the Division of Occupational Education in eight (8) area meetings for local planners, information officers, and guidance directors for the purpose of promoting more effective communication and cooperation.

The Division of Pupil Personnel Services co-sponsored a workshop with the North Carolina Placement Association (comprised of business, industry, and community college) for 400 counselors, occupational education teachers, and community college counselors to familiarize them with information and opportunities available in the various businesses and industries in the local and state areas.

North Carolina (through the Division of Pupil Personnel Services) is one of twelve states that will field test "Operation Guidance" during the next several years. Operation Guidance, developed by the Ohio State University's Center for Vocational and Technical Education under the auspices of the National Institute of Education, is an innovative approach to improving high school career guidance programs. Three schools in North Carolina are participating in the two-year field test. The 1974-75 school year was largely a year for gathering information, analyzing it, and writing goal statements based on the needs as expressed by students, parents, staff, and recent graduates. The 1975-76 school year will be a year of developing, implementing and testing career development units. Units will be developed that will provide a comprehensive, sequential approach to meeting the career needs of students.

The Division of Pupil Personnel Services, in cooperation with a selected high school, has completed the first phase of the Career Guidance, Counseling and Placement project begun in April, 1974 and will implement the project in 1975-76. The high school was selected to develop and implement a model for other schools in North Carolina for demonstrating that schools and the community can work as a team within present budgets and develop programs that will be more relevant for the youths of the schools. The emphasis of the planning project year has been to unify the total school curriculum by interdisciplinary planning and to develop ways by which the community resources can be utilized effectively in the educational process of young people. The Advisory Council is made up of representatives of the community, parents, teachers from all schools of the town, student representatives, and county level educational personnel has been a strategic component of the planning year. The members worked actively through task forces in making assessments of the present conditions and of determining needs, setting goals, and recommending kinds of programs for the next school year. Faculty members have been involved in a full year of staff development that included visitations to other schools, consultants from the national and state levels, and intensive study of present needs and programs. The academic, guidance, and occupational departments have worked toward improving relationships, understanding the needs of students, and developing a total program that would involve all departments. Students have been represented on the Advisory Council, have made on-site visits with teachers and parents, and have participated on teacher committee teams in assessing needs and making recommendations for changes. The Advisory Council for the project recently approved the final plans for the second phase, implementation of the project. The County Board of Education approved the plans at its June, 1975 meeting. Each teacher has developed a unit within his or her course that will have career-oriented strategies for meeting the instructional objectives and will make viable to the students the aspects of personal, educational, and occupational development of any subject as it relates to their total development for life - not only in school but after school. The Career Guidance Resource Center will serve as a center of resources for the total project with expanded comprehensiveness and ready accessibility to community resource people who will work with teachers and students

in many different ways in the school and in the community. It will serve to facilitate the services rendered by the guidance personnel. The implementation of "The New Model Me" project will be incorporated as a part of the Clayton Model. "The New Model Me" deals with the personal development of young people with special emphasis on decision making skills and value clarification, both of which are goals of the Career Guidance, Counseling and Placement Project. The "Clayton Project," including the details of the planning phase and implementation plans for 1975-76, was submitted to the State Department of Public Instruction, Division of Pupil Personnel Services and to the national chairman of the Career Guidance, Counseling and Placement Project in St. Louis, Missouri.

The Division of Pupil Personnel Services sponsored a two-day workshop for fifty(50) directors of guidance for the purpose of discussing current trends and issues in guidance. The workshop resulted in the development of plans for incorporating new practices in existing programs.

The Division of Pupil Personnel Services sponsored a two-day workshop for 325 elementary school counselors to acquaint counselors and school principals with a variety of skills related to the delivery of elementary guidance programs. The workshop resulted in positive evaluations by participants who felt they had acquired additional skills which would enhance their performance as elementary counselors.

The Division of Pupil Personnel Services sponsored eight one-day workshops for 923 counselors for the purpose of implementation of the planning process for guidance services. The workshops resulted in positive evaluations by participants who felt they had acquired skills in the planning process. Additional follow-up workshops were requested.

f. Interaction with Schools, School Districts, Other Groups/Agencies

Numerous presentations all during the year to staff groups as part of in-service programs in local administrative units. These 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.

Consultative services in the areas of guidance and counseling assist local units in building guidance programs which more effectively relate to the educational process.

Providing leadership in guidance and counseling to promote an understanding of the conceptual framework in which guidance services function.



Assisting local units in building a framework for improving communication and cooperation between guidance workers and other school personnel.

Disseminating of information that reflects the most current theory, methodology, and practice in guidance services.

Through in-service training, publications, and consultation, the Division attempts to stimulate the growth of adequate local services and to contribute to their continuing improvement.

Consultants in guidance and counseling assist guidance counselors and guidance directors to provide more effective services to students through assessment of individual student development; disseminating occupational, educational and social information; providing placement and orientation services; interpreting the changing needs of youth and encouraging local units to alter services and programs accordingly.

Guidance consultants also assist local units in developing career development programs aimed at providing students with developing decision-making skills and maximizing opportunities for self-actualization.

### 3. Curriculum Development

Responsibility for curriculum development is assigned to the Field 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 Design and Evaluation section with the use of advisory committees. These committees were comprised of local teachers, teacher educators and consultants from business and industry. In selected programs, curriculum materials were developed of several types including program planning guides, listings of base or core content competencies, course guides, and audio-visual instructional aids for teacher and student use; i.e., slide/tape sets, transparency sets, filmstrips, and learning activity packages.

Curriculum development priorities for Fiscal Year 1974-75 were as follows:

- The drafting of input and output standards for programs and courses in each of the eight occupational education specialty areas.
- The revision of curriculum guides for occupational education teachers in the secondary schools.
- The revamping of curricula for selected skill areas.
- The continuation of curriculum planning and diffusion workshops for occupational education teachers.

#### 4. Evaluation

Occupational education programs, activities, and services conducted on the local level have been subject to evaluation of numerous degrees and types as specified in the State Plan. Standards have been developed as have data gathering procedures and instruments, and each has been made available for use in the local agencies. Program area consultants have continuously made on-the-site field observations to review local programs making subsequent reports of each visit. In-service activities for local directors and teachers have been provided focusing on evaluation responsibilities.

Personnel in each local agency were involved in a rigorous review of accomplishments as the preliminary step in local plan development. All local plans were submitted for lengthy and rigorous assessment by a trained team of evaluators.

Specially-funded projects and programs have received regular evaluation observations as specified in project proposals. In addition, a procedure has been initiated for an annual management review of local agencies to ascertain compliance with state and federal rules and regulations. Furthermore, forty (40%) percent of the local educational agencies are assisting in the development of a centrally-directed evaluation system which requires each agency to participate in an annual assessment focusing on the accomplishment of objectives and acquisition of skills by students. The system being initiated involves the actual measurement of student learnings through the use of cognitive and performance proficiency tests.

#### 5. Professional Development

Federal and State funds were budgeted for pre-service and inservice programs and activities for Fiscal Year 1974-75.

Pre-service funds were allocated to six universities in the State University system. Inservice funds were expended for the following activities:

<u>Activity</u>	<u>Number of Activities</u>	<u>Number of Individuals Involved</u>
Summer Institutes for Teachers	45	1,060
Individualized Instruction Internships	50 (schools)	350
Internships for State Staff	1	24
Internships for Local Directors	1	30
Internships for Teacher/Educators	5 (univ.)	9
Internships for Teachers of Disadvantaged/Handicapped	1	26
Internships for Teachers of Regular Programs	4 (schools)	95

(cont'd)

<u>Activity</u>	<u>Number of Activities</u>	<u>Number of Individuals Involved</u>
Workshop for State Staff	1	60
State Workshop for Local Directors	1	81
State Workshop for Local Advisory Committees	1	181
Workshop for Youth Club Leadership	1	50

## B. POST-SECONDARY INSTITUTIONS

### 1. Administration and Supervision

During Fiscal Year 1974-75, the Department of Community Colleges placed emphasis and priority in improving the following occupational education services and activities:

- Long-range planning of programs and facilities.
- Inservice education for instructors and administrators through the establishment of a four-member staff development group.
- Revision and development of curriculum.
- Evaluation and improvement of program quality.
- Consulting and advising institutional personnel.

### 2. Vocational Guidance and Counseling

Each institution employs a Director of Student Personnel Services, whose responsibilities include the coordination of personnel services for students. In addition, 342 counselors were employed to advise and counsel students. Approximately 15 percent of this group counsel and advise college transfer and general education students. The remaining number counsel and advise vocational, technical, and adult students. Several institutions are using peer counselors to supplement the activities of the professional counselors.

Additional counselors are employed with disadvantaged and handicapped funds to serve in these programs.

### 3. Curriculum Development

Curriculum may be developed at either the state or local level. Advisory committees are used to assist in the development of all curricula. During Fiscal Year 1974-75, the State Board approved seven new curricula that will be offered in one or more institutions.

### 4. Evaluation

Program evaluation in the post-secondary system is accomplished through accreditation by the State Board of Education and the Southern Association of Colleges and Schools. There are 43 institutions that



have received State Board accreditation; nine of these were accredited during Fiscal Year 1974-75. There are 50 institutions that have received Souther Association (SACS) accreditation; two of these received initial accreditation and five received reaffirmation. There are 16 institutions that have candidate status with SACS. Only one institution is not accredited by either group.

5. Professional Development

A staff development division has been established to provide inservice education. Four staff members are involved in recruiting minority staff, providing a liaison between those individuals seeking employment and institutions seeking staff, and workshops for instructors and administrators.

Two- and three-day conferences are usually held quarterly for each of the following groups: Presidents, Deans of Instruction, Occupational Directors, Directors of Student Personnel and Counselors, Business Managers, Directors of Adult Education, Directors of Media Learning Centers, and Public Information Officers.

An annual conference is held in May for instructors. Approximately 1,200 attended a three-day conference where programs were provided in forty-five (45) instructional areas.



#### IV. CATEGORICAL PROGRAMS

##### A. SECONDARY SCHOOLS

###### 1. Disadvantaged: Part B and Part A, 102(b)

During fiscal year 1974-75, approximately 2,000 man-months were used to serve about 13,398 students identified as having socio-economic, cultural, and/or educational deficiencies that prevented them from succeeding in the regular occupational education program. Also, \$421,299\* was expended to serve 1,792 students under the provisions of Part A, 102(b) of the Vocational Education Act.

The continuing objectives of these programs were:

- 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 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 continued to be identified through a committee of 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 various areas of job preparation. Personnel in local educational agencies, with assistance of the State staff, developed and implemented sequential program plans which included: (1) major program objectives, (2) major learning activities, (3) methods of evaluation of special occupational efforts.

Locally designed and conducted inservice programs were provided to assist teachers and supportive personnel in their work with the disadvantaged. Continued use of learning activity packets in all occupational program areas proved to be one of the most effective ways of working with students who were not succeeding in the regular programs.

Also, cooperative occupational education programs were made available as well as special diagnostic services, supportive services, special counseling programs and many other approaches to serving the identified

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\* Includes \$63,431 carried forward from FY 1974.

students. Many students were also served with the regular classroom setting through such modifications as reduced class sizes, after-school work, and special conference periods. Five one-week inservice sessions serving about 100 teachers were held throughout the state to upgrade the competencies of teachers serving the disadvantaged.

Special occupational funds continued to have very positive impact upon all occupational education programs on the secondary level.

2. Handicapped: Part B

During fiscal year 1974-75 \$1,064,112\* was expended for occupational programs to serve handicapped students. These projects provided varied services to the following categories of students:

- Trainable Mentally Retarded
- Educable Mentally Retarded
- Hard of Hearing
- Deaf
- Speech Impaired
- Visually Handicapped
- Emotionally Disturbed
- Crippled
- Learning Disabilities
- Other Health Impaired

The responsibility to coordinate planning, funding, and operating programs for providing services to identified handicapped students continued to concentrate within several agencies and organizations 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.

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 comprehensive educational programs for trainable mentally retarded students. Pilot-demonstration 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. Many programs were very successful. The programs demonstrated to the state that many trainable mentally retarded students can be afforded educational experiences through which employment can be secured. One outstanding example of this was the pilot project in Shelby, N. C., that provided an occupational therapist to assist students with reaching their occupational objectives. As a result of such programs, school administrators are currently allowing "regular" vocational funds and local tax dollars to flow into new efforts for handicapped students. 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.

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\* Includes \$291,879 carried forward from FY 1974 and \$304,108 local funds.

Several locally designed and implemented inservice training programs were provided for occupational teachers and special supportive personnel who were working with the handicapped. Teachers of the handicapped participated in five (5) state-sponsored one-week inservice workshops as well as participation in an Internship Program at a model demonstration school in Davidson County.

In addition to program evaluation and review visits to local educational agencies by State staff, major accomplishments relative to disadvantaged/handicapped programs include:

- a. Completion of two joint, (disadvantaged and handicapped teachers) state-sponsored seven-day inservice sessions involving forty-seven (47) teachers.
- b. Assistance to Occupational Exploration teachers of the disadvantaged/handicapped in a one-week inservice session.
- c. Completion of a survey report of Teachers/Administrators attitudes and needs assessment relative to special occupational programs. The results of this survey were used to plan State-level activities for special programs for the year.
- d. Assistance to System Sciences, Inc. with a nationwide, USOE research project on Vocational Programs for the Disadvantaged.
- e. Distribution of a "Teacher Information Packet" for all teachers that included appropriate materials published by the Division of Occupational Education for use in special programs.
- f. Completion for teachers of a listing of all teacher education courses offered in North Carolina that are appropriate for certification in Disadvantaged/Handicapped Programs.
- g. Participation in a two-day conference entitled, "Career Counseling Disadvantaged Girls" for use by teachers in special occupational programs.
- h. Initiation of a pilot slide-tape program entitled, "Counseling Disadvantaged Girls" for use by teachers in special occupational programs.
- i. Completion of a video-tape inservice program entitled, "Working With the Handicapped in Occupational Education."
- j. Completion of a pilot project with Shelby City Schools which provided an occupational therapist to assist in occupational programs for the physically handicapped.
- k. Completion of a two-day internship at the "Project CAREER" curriculum development for the handicapped program in Boston, Mass.
- l. Publication of the following new materials for use by local educational agencies in Disadvantaged/Handicapped Programs.
  - (1) Plan of Action
  - (2) Utilization of Special Occupational Education Funds
  - (3) Suggestions for Improvement of Special Occupational Education Programs
  - (4) Suggested Procedure for Identification and Placement of Students in Special Occupational Education Programs
- m. Participation in the Teacher Conference for Exceptional Children's Programs.
- n. Completion of inservice sessions in each educational district (8) for local directors/planners relative to planning, implementing, and evaluating occupational programs for the Disadvantaged/Handicapped.



- o. Participation in local inservice sessions for teachers of the disadvantaged/handicapped in eight local educational agencies.
- p. Completion of Annual Report on Programs for the Disadvantaged/Handicapped for state use.
- q. Completion of 4.0 Section of State Plan dealing with special occupational programs.
- r. Conducted Internship Programs for twenty-six (26) teachers of the disadvantaged/handicapped held at Central High School Demonstration Center in Davidson County.
- s. Completion of three one-week inservice sessions involving approximately sixty (60) teachers of the disadvantaged/handicapped held in the Raleigh, Canton, and Grifton Regional Education centers in cooperation with the Division of Exceptional Children.
- t. Participation in Exceptional Children Program Inservice workshop for work-study coordinators.

3. Exemplary: Part D

All previously funded projects were completed at the end of fiscal year 1974. Six new projects were funded for fiscal year 1975 as follows:

Brunswick County Schools:

Marine Science and Occupations - The purpose of this project is to design and implement a program to train students in the area of commercial fishing, charter and headboat operations, marine sales and service, marine life and marine ecology. Twenty-two (22) students were enrolled in the program.

Edenton/Chowan Schools:

Occupational Preparation of High School Students as Teacher Aides - This project is designed to prepare junior and senior level students for jobs as teacher aides upon completion of their high school program. Fifty (50) students were involved.

Fayetteville City Schools:

A New Horizon in Occupational Education Programming - The project is designed to develop and implement an innovative model program of Occupational Education.

Durham City Schools:

Durham City Youth Employment Service - This project is designed to develop and implement a model system for the placement and follow-up of students. Strong emphasis is placed on guidance. Above 350 students were involved.

Gates County Schools:

To Design and Implement a Model Program for Occupational Education in a Rural Community with Limited Resources - The purpose of the project is to develop and implement a model program for an isolated rural area which will maximize student aspirations and occupational opportunities.

Charlotte/Mecklenburg Schools:

Occupational Exploration Intern Program - The purpose of this program is to develop and implement a model occupational exploration internship program for 10th grade students.

4. Consumer and Homemaking Education: Part F

Enrollments in Consumer and Homemaking Education curriculum offerings increased slightly over the previous year, mainly in the seventh and eighth grade courses, with an estimated total of 70,000 students. All courses were coed and at least 13% of the total enrollment were male students. Approximately 10,000 students (50% female - 50% male) elected the Family Life Education course. In cooperation with all programs in Occupational Education, an effort was being made throughout the state to "eliminate sex bias" through the New Pioneers project. Summer conference programs, FHA/HERO programs, district meetings, newsletters, and other field contacts were used to inform and increase awareness of teachers and administrators to ways they could implement this project in each local educational agency. Revisions to the Program of Studies included dropping the Boys' Home Economics course (7160) and making two more semester courses available without a prerequisite (7181 and 7182). These two courses emphasize personal management and career decision-making skills needed by dual-role homemakers.

The Home Economics State staff contributed significantly to the Division's EPDA project on Individualizing Instruction through field services with Individualized Instruction Teams and on Division Committees related to the total project. Also, our staff was significantly involved in leadership positions with several professional organizations: Ms. Jean Mullen as President of NCHEA, Ms. Augusta White as Treasurer of NCHEA, Ms. Marjory Cooper as Vice-President of NCVA, and Dr. Hazel Tripp on the National FHA Board. Four staff members were selected for EPDA internships in our Division, and used the opportunity to increase their expertise in areas of Occupational Home Economics, facility planning, coordination with local administrators, etc. In conjunction with leadership positions and selected opportunities, Ms. Marjory Cooper as a trustee of the North Carolina Council on Economic Education attended a National workshop on World-of-Work-Economic Education, attended a regional PTA Workshop on Parenting (Kentucky, North Carolina, Tennessee), and a state-level symposium on Problems of Pregnant Teens; others served on committees with Home Economics Extension, State Fair administrators, youth organizations, and Extended Day Program (Mrs. Juanita Taylor). Several summer workshops were sponsored by the Home Economics State staff in cooperation with teacher educators at East Carolina University and Meredith College: (a) Food Services (including Ms. Jean Mullen as a participant); (b) FHA Advisers Leadership Development. Home Economics textbook adoptions were planned and implemented with an annotated bibliography to all teachers. In addition, an annotated bibliography for the Food Services cluster was developed and distributed to teachers. The 1974 Summer Conference Program in Greensboro emphasized Metrics, legal aspects of employment, OSHA regulations, Consumer Education, Parenting and Population Education, and program directions. In cooperation with Agriculture Education, our State staff (led by Ms. Augusta White) planned and implemented a series of educational TV lessons for adults on "Home Gardening, Conservation & Preservation of Foods;" approximately forty (40) schools were involved and evaluations of this approach were favorable.



A major event was the initiation of a newsletter for Home Economics Education to teachers, administrators, and teacher educators. Two-way communication patterns were included to seek feedback and input for future home economics plans and newsletter articles. The reaction was rewarding from all sectors. The State Home Economics Advisory Committee met once to conduct business and discuss new happenings in home economics education. Sub-committees carried out talks regarding plans for rotation of membership and a survey of roles performed by home economics teachers. Along with others in our Division, we were involved in the first year of a Program Evaluation Field Test. Under the stresses of limited time, limited funds, and lack of adequate planning for implementing the field test, we developed and used a set of cognitive proficiency tests and led local educational agency personnel through the process. We made our constructive recommendations for improving the process in the 1975-76 field-test as a result.

5. Cooperative Program: Part G

Part G funds were allotted to twenty-three (23) local administrative units during fiscal year 1975 for cooperative work experience programs. In addition to salaries for instructors, funds may be provided for transportation of students, uniforms, special tools and equipment required in the work, insurance while on the job, physical examinations for work requirements and consumable instructional materials.

The two major criteria used in the selection of local educational agencies to receive Part G funds are percentage youth employment and percentage dropout rate. Priority is given to the disadvantaged in the selection of students.

To help assure quality and to fulfill the purpose of the program, each local educational agency receiving funds must submit to the State Agency a training plan for each student enrolled.

Cooperative program funds from Part G in fiscal year 1975 were distributed as follows:

<u>Local Educational Agency</u>	<u>Program Area</u>
Alleghany County	Industrial Cooperative Training
Anson County	Industrial Cooperative Training
Ashe County	Industrial Cooperative Training
Avery County	Occupational Home Economics
Bladen County	Industrial Cooperative Training
Camden County	Distributive Education
Caswell County	Distributive Education
Currituck County	Distributive Education
Duplin County	Industrial Cooperative Training
Tarboro City	Business and Office Education
Halifax County	Distributive Education
Hoke County	Industrial Cooperative Training
Johnston County	Distributive Education
Lincoln County	Business and Office Education
Macon County	Industrial Cooperative Training

<u>Local Educational Agency</u>	<u>Program Area</u>
Martin County	Distributive Education
Montgomery County	Industrial Cooperative Training
Northampton County	Distributive Education
Robeson County	Agriculture Education
Sampson County	Distributive Education
Tyrrell County	Distributive Education
Washington County	Distributive Education
North Wilkesboro City	Distributive Education

Total enrollment in Part G funded programs in fiscal year 1975 was 1,940.

6. Work-Study: Part H

During the 1974-75 fiscal year, 115 of the 149 local educational agencies in North Carolina chose to participate in the Work-Study program. This represents a 17.3% increase in the number of local educational agencies participating in the program this year as opposed to fiscal year 1974. Those local educational agencies participating in the program indicated that approximately 583 disadvantaged students were working under these funds and thus were able to continue their vocational education.

7. Programs Under Contract

- a. Project: Continuation of Training in Horticulture and Occupations for Visually Handicapped - Part B, Handicapped.  
Purpose: To train blind and/or partially sighted students, ages 12-18, in the area of horticulture.  
Dates: July 1, 1974 - June 30, 1975  
Agency: Governor Morehead School  
Number Involved: Sixty (60)
- b. Project: Carolina Boys Camp - Continuation Project - Part B, Handicapped.  
Purpose: Develop for emotionally disturbed boys, ages 13-17, occupational education exploratory and skill development programs including counseling.  
Dates: July 1, 1974 - June 30, 1975  
Agency: Learning Institute of North Carolina  
Number Involved: Twenty-four (24)
- c. Project: N. C. School for the Deaf - Part B, Handicapped  
Purpose: To strengthen and upgrade occupational education programs for hard of hearing and deaf students, age 15-21, with special attention given to the graphics program.  
Dates: July 1, 1974 - June 30, 1975  
Agency: N. C. School for the Deaf  
Number Involved: Forty-four (44)

## B. POST-SECONDARY INSTITUTIONS

### 1. Disadvantaged: Part B and Part A, 102(b)

Program Services for the disadvantaged were varied to better meet individual needs. These services included recruitment, counseling, remedial classes, tutorial help, curriculum modification and development, skill development, consumer education, guidance, motivational training, job orientation, and placement. The emphasis upon recruitment has been reduced by using other agencies to make referrals.

Tutorial assistance and remedial classes are two services provided curriculum students. Adult classes are established to provide basic skills needed to get and hold a job. Basic education is offered and funded from Adult Basic Education funds.

### 2. Handicapped: Part B

Program activities and services for the handicapped were offered by fifty-seven (57) institutions. Included in the services offered were recruitment, counseling, remedial classes, tutorial help, reader services, work evaluation, occupational skill training, consumer education, job orientation, motivation, and placement. Several institutions have developed close working relationships with sheltered workshops by assisting in educational development and rehabilitation of the handicapped. The following table indicates the distribution of the handicapped by category:

<u>Category</u>	<u>Post-Secondary</u>	<u>Adult</u>
Mentally Retarded:		
Trainable	11%	25%
Educable	11	10
Hard of Hearing	6	5
Deaf	2	3
Speech Impaired	5	5
Visually Impaired	6	6
Emotionally Distrubed	12	11
Crippled	11	10
Learning Disabilities	<u>36</u>	<u>25</u>
	100%	100%

There were 690 Vocational Rehabilitation clients enrolled in curriculum programs. We are unable to determine whether handicapped funds were used to provide services to this group. In any case, if services were required by this group, we feel confident that those services would have been provided.



3. Exemplary, Part D

The State Board of Education approved the funding of nine exemplary projects. A time extension was granted for two projects.

4. Consumer and Homemaking: Part F

In the post-secondary system, consumer and homemaking courses are provided for adult students. These courses are funded with State funds and are offered at various locations away from main campuses. Consumer and homemaking courses are provided most often to students that are also enrolled in adult basic education. This group is encouraged to seek a high school equivalency diploma and further occupational training and education.

5. Cooperative Programs: Part G

There are nine institutions that have received cooperative education funds to develop and improve their programs. One institution has been able to transfer cooperative expenditures from Part G to Part B funds. As other institutions are able to absorb the cost in their regular budget, Part G funds will be used to fund additional programs.

6. Work-Study: Part H

During fiscal year 1975, forty-six (46) post-secondary institutions participated in vocational work-study programs. Jobs for 573 students were provided. The limitations placed upon the program by legislation have made this program less viable than it was at its inception. Legislative change is a necessity.

7. Programs Under Contract

The State Board of Education does not approve cosmetology programs in areas where private cosmetology schools exist. Annual contractual agreements between an institution and a private school are approved by the State Board. Seven institutions contracted for instructional services with eight private cosmetology schools. Six institutions were approved to enter contractual agreements with four agencies to provide partial instructional services for the following medical-related curricula: Respiratory therapy, associate degree nursing, and mental health technology.

8. Firefighter Training: State

Fire protection for the rural areas of the State and in small towns and cities is provided by volunteer fire departments. Individual courses are provided to meet specific departmental needs, and area fire schools are conducted to provide experience in fighting and extinguishing fires. During fiscal year 1975, there were 24,884 firefighters enrolled in courses and fire schools. This was an increase of 22% over the previous year.

9. Correctional Institution Education: State

Another service provided by the post-secondary institutions is the training of inmates in the correctional system. State funds are used to support the program except for the Adult Basic Education component; fees are waived for all that participate at some prison units, occupational are offered on a full-time or part-time basis. There were 1,012 inmates enrolled in these occupational curricula. Occupational extension courses are offered at most units and there were 4,059 inmates enrolled in these courses. Some inmates that are trustee grade are given study release time to attend full-time classes on an institutional campus and return to the prison unit at night. There were 596 on study release status.

In addition to the above described programs, there were 3,073 enrolled in adult basic education classes, and 1,457 working toward the satisfactory completion of the General Education Development Test or a High School Equivalency Diploma.

10. Human Resource Development: State

During the last year, a state-funded program to train the hard-core disadvantaged was expanded to forty-two (42) institutions. An eight-week program of job orientation and motivation was provided for 4,327 individuals, which was an increase of 2,454 over the previous year. Job placement was more difficult because many businesses and industries were laying off workers and not hiring new workers.

11. Construction

Construction projects at the following institutions have been completed during fiscal year 1975:

<u>Institution</u>	<u>Student Capacity</u>
Blue Ridge Technical Institute	100
Carteret Technical Institute	125
Guilford Technical Institute	150
Haywood Technical Institute	75
Rockingham Community College	50

The remaining fifteen (15) projects are scheduled for completion during fiscal years 1976 or 1977.

C. MULTI-LEVEL

1. Research: Part C

During fiscal year 1975-75, the Occupational Research Unit (ORU) was guided by the following general objectives:

- a. To assess research needs and establish state priorities.
- b. To conduct research projects to solve persistent problems in occupational education in North Carolina.
- c. To disseminate and demonstrate the results of research in occupational education.
- d. To provide technical assistance in occupational research to the State Department of Public Instruction, the Department of Community Colleges, and local educational agencies.

The above objectives have been accomplished through the ORU's attention to problem solution in the following priority areas:

- a. Articulation. Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which will improve articulation and coordination of occupational education curriculums (a) among technical institutes and community colleges and (b) among high schools, technical institutes/community colleges, and universities. Furthermore, such products are needed which will improve articulation and coordination between a technical institute/community college and the community which it serves to the end that the instructional needs of the community are continuously identified and met. Additionally, techniques need to be developed, disseminated, demonstrated, and/or evaluated which will correct and/or improve the image which the general public has of occupational education programs and the employment which they afford. Closely aligned with this is the need to develop, disseminate, and/or evaluate alternative student recruitment techniques - especially for curriculums which appear to be "non-glamorous."
- b. Instructional Methods. Models-systems-packages need to be developed, disseminated, demonstrated, and evaluated which improve the teaching-learning process and which meet the individual learning needs of students. Investigation needs to be made of new approaches and strategies to teaching-learning which utilize currently developed technology as well as developing philosophies and systems of instruction.
- c. Curriculum. Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which improve the process of identifying and developing the content and duration of curriculums and individual courses which are both relevant to student interest as well as job requirements. Additionally, such questions as these need to be answered: How can the essential general education and skill development needs of job preparation be compressed into the time span of one- and two-year occupational education programs? How can on-the-job research into job demands be used to justify or revise curriculum educational experiences currently included in occupational education programs? What job commonalities can be identified that will justify common courses for families of occupations preparation?
- d. Instructor Quality. Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which will improve the quality and availability of instructors. Innovative approaches to both preservice and inservice preparation of instructors need to be developed. Additional investigation needs to be made into the provision of supervised work experiences for instructors.



- e. Development of Individualized Instruction Curriculum Materials for Middle Grades Occupational Exploration (MGOE). This area includes development, try-out, revision, and dissemination of a delivery system for providing individualized instruction in MGOE. Emphasis would be on development of curriculum materials in the affective domain. Such operational model of development and dissemination as that utilized in the Sanford Project could be relied on heavily.
- f. Analysis and Restructuring of Occupational Education Training to Remove Sex Biases. Activities in this area would attempt to identify expectations of employers unique to women, identify real or implied barriers that prohibit women from participating in the full range of occupational course offerings, and develop a plan for removing sex-biases from occupational training.
- g. Develop a Model Guidance Component for Middle Grades Occupational Exploration. The object of the research would be to develop a more valid model for helping school students appraise their interests and abilities and develop plans for further education and/or work. A development phase would be followed by a pilot test and refinement of the model. Provisions should be built in that they allow follow-up evaluation activities following a period of 2-4 years.
- h. Evaluation of the Effectiveness of Individualized Instruction. The object of the research here is to set up a highly controlled situation in which the effectiveness of individualized instruction would be tested against more traditional methods of instruction. The research would concentrate on a selected program area (in multiple sites) and analyze individualized instruction from the standpoint of effectiveness in learning, costs, administrative problems, teacher opinions, etc.
- i. Evaluation of the Effectiveness of Optional Schools. Activities in this area would relate to assessing optional schools in terms of who is being served, effectiveness, costs, etc.

#### PROJECTS INITIATED DURING THE YEAR

Title: "An Assessment Procedure to Determine the Effectiveness of Individual Approaches in the Technical Institutes and Community Colleges of North Carolina"

Objective: To develop a model, evaluative measures, and guidelines which can be used by education decision-makers to assess the effectiveness of the individualized instruction approaches in occupational education.

Title: "Curriculum Development in Occupational Exploration"

Objective: To develop, try-out, and revise a system of individualized instruction for MGOE appropriate for Grades 7, 8, and 9; products to be developed include individualized curriculum materials with supporting multi-media and a documented system of providing individualized instruction.



Title: "The Development of Modular Instructional Materials for Physics for One-Year Vocational Students"

Objectives: To develop approximately twelve (12) vocational physics modules from which a combination can be chosen to teach the most important physical principles in areas of physics for any vocational curriculum (each module will examine the physical principles involved in the operation of a real machine, device, or system and will require ten (10) to fifteen (15) hours to complete) and to assemble a variety of audio-visual materials to support the vocational physics modules (the materials will be adaptable to both individualized and group use).

Title: "Criterion Referenced Evaluation of Administrators and Faculty in Technical Institutes/Community Colleges"

Objective: To prepare an instrument which should be useful statewide (with minor modifications) that will enable the evaluation of administrators and faculty based upon specific measurable criteria.

Title: "The Development of a Suggested Model for Keeping Vocational and Technical Education Teachers Updated in Their Fields"

Objective: To develop a model for facilitating occupational updating of vocational-technical teachers.

Title: "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 in order to expand and enhance occupational opportunities for women.

Title: "Articulation of Occupational Education Programs Between Secondary Schools and Technical Institutes/Community Colleges"

Objective: To develop a model comprehensive plan for the articulation of public high school occupational education programs with those of the technical institute/community college which can serve as a guide for selected vocational programs common to most high schools and community colleges/technical institutes which may be administered to students completing high school to aid in determining their achievement level and proper placement in programs at the post-secondary level.

#### PROJECTS COMPLETED DURING THE YEAR

Title: "The Dissemination of Local-Level, Long-Range Planning Systems to North Carolina Technical Institutes and Community Colleges"

Objective: To disseminate the local-level, long-range planning systems developed in a completed project to all North Carolina technical institutes and community colleges.

Title: "The Establishment of an Instructional Materials Dissemination Process Serving the Division of Occupational Education"

Objective: To carry out the function of procuring and disseminating instructional materials to a network of sixteen (16) pilot occupational education curriculum demonstration centers.

Title: "Occupational Adjustment Training"

Objective: To develop a system to diagnose the abilities, aptitudes, and interests of mentally retarded students in Grades 6-12; a complimentary curriculum is being developed for in-school experiences along with supervised co-op work experiences for the ninth month of school and during the summer.

PROJECTS STARTED IN PREVIOUS YEARS WHICH CONTINUED THROUGH FY 1974-75

Title: "Profile of Students in North Carolina Community Colleges and Technical Institutes, 1974"

Objective: To replicate and update the data in the 1969 Bolick study, Socio-Economic Profile of Credit Students in the North Carolina Community College System, for the purpose of detecting changes in student profiles over the past five years to provide a similar socio-economic profile of North Carolina adults 18 years of age and older; and to analyze the relationship between variables studies in the attainment of the foregoing objectives.

Title: "The Improvement of Student Communications Through Occupations Related Experiences"

Objective: The improvement of student communications through occupations related experiences.

Title: "The Development of a Model to Expand Employment Options and Occupational Education Opportunities for Women in North Carolina"

Objective: The development of a model to expand employment options and Occupational education opportunities for women in North Carolina.

Title: "The Dissimination of Occupational Education Research Information"

Objective: To disseminate information derived from the occupational education research and development projects conducted in North Carolina Community College System and from other such research and demonstrations in the field of occupational education through the partial support of the development and initial publishing of the Community College Review.

OTHER RESEARCH AND DEVELOPMENT ACTIVITIES

1. Provided technical assistance to State and local educational agencies in the development, conduct, and evaluation of research and development projects.
2. Provided technical assistance to Part C Section 131(a) - Commissioner Share Projects.
3. Provided inservice training to teachers for the purpose of disseminating research results.
4. Assisted in the evaluation of the Optional Schools occupational program.
5. Provided technical assistance to Part D - Commissioner Share Projects.





## V. OCCUPATIONAL EDUCATION YOUTH ORGANIZATIONS

### A. SECONDARY SCHOOLS

One of the nine broad and comprehensive goals adopted by the State Board of Education for occupational education is to provide leadership and resources to promote youth organizations as an integral part of occupational education.

Each occupational education program area has as one of its specific objectives the promotion of leadership opportunities for students through the respective youth organization.

The North Carolina Occupational Education Youth Council was established December, 1974, as a first-time effort, to promote communications, cooperation, and unity among the youth organizations. The membership of this Council consists of the seven occupational education youth organizations operating within the State with each organization selecting its student representative to the Council. This Council meets in the summer, fall, and winter.

In addition to the North Carolina Occupational Education Youth Council, the state officers of all of the occupational education youth organizations participated in a week-long leadership development workshop in July, 1974, conducted at the FFA Camp Peeler located at White Lake, North Carolina. The purposes of the workshop were to develop methods of strengthening youth organization membership and participation at the local level; develop plans for joint activities in observance of the Bicentennial; develop plans for exhibits at the State fair; and to develop methods of better informing people about the youth organizations. Some of the topics during the workshop included leadership development, public relations, public speaking, group dynamics, social graces, parliamentary procedure, and youth in legislative action.

The following tabulations indicate the participation of each of the organizations during fiscal year 1975.

Organizations	Chapters/Clubs		Membership	
	Number	% of Potential	Number	% of Potential
CECNC	32	9.1%	3,256	3.0%
DECA	208	94.5%	8,877	65.7%
FBLA	155	75.2%	5,442	63.8%
FFA	294	90.7%	21,136	65.5%
FHA	381	74.1%	18,193	27.4%
HCC	69	73.4%	1,940	32.2%
VICA	458	34.6%	12,246	20.0%
AAIA	1	1.9%	60	0.9%
TOTAL:	1,598	51.8%	71,150	22.3%

1. Career Exploration Clubs of North Carolina

Career Exploration Clubs of North Carolina is a youth organization for students enrolled in Occupational Exploration and Introduction to Vocations programs. There are thirty-two (32) clubs with 3,256 members. The clubs provide an opportunity for students to gain experience in leadership roles, to be with friends, to be identified with a specific occupation of interest, to gain recognition from teachers and peers, to be of service, and to gain a sense of identification. Plans are in the making for holding our first statewide convention this year.

Occupational Exploration is a continuous process from early childhood through life.

The process can be roughly divided into four phases which prescribe themselves to general levels of education, and the types of programs which are appropriate and can be planned for each level. They are:

- a. Informational and orientational.
- b. Orientational and exploratory.
- c. Exploratory and preparational.
- d. Upgrading and retraining.

The phases, of necessity, do and should overlap to accommodate individual needs at a given time.

Youth organizations in Occupational Exploration should:

- a. Begin as early as possible in the school setting and be continued with a viable and well-planned program until youth have made satisfactory choices for themselves.
- b. As a guidance function, explore countless job families for as many different kinds of youth and their individual uniqueness.
- c. Recognize and provide for the need of occupational guidance and counseling which considers the interest and abilities of youth from many different backgrounds.
- d. Improve communication and understanding between family and school in planning occupational guidance and counseling.
- e. Make an all-out concerted pitch toward encouraging other disadvantaged youth to become interested and active participants in Career Exploration organizations.
- f. Increase the active involvement of youth in Occupational Exploration programs which will provide for real-life experiences. These kinds of experiences should broaden the scope of vocations well beyond the classroom and the school building.
- g. Encourage the cooperation among teachers and sponsors in order that youth may more clearly see and understand the relevance between vocations and that which is taught in the classroom.
- h. Assume leadership in dignifying the role of certain vocations that too many people scorn because of the nature of the work rather than the value of the service given and the mere joy of doing. Emphasis should be placed upon the value and contribution that community services and government workers offer to our society.

2. North Carolina Association of the Distributive Education Clubs of America

There were 8,877 dues-paying members in North Carolina DECA, the youth organization which accompanies Distributive Education.

In order to ensure that all students have the leadership opportunities available to them through the distributive education club program, a Chapter Management Guide was developed in a summer institute for teachers' usage in organizing for continued student involvement. The North Carolina DECA Advisor participated in a workshop for all local directors of occupational education in North Carolina, and the Distributive Education Consultant staff has done numerous workshops in which distributive education teachers were participants which were designed to assist them in utilizing the youth organization with students.

During the summer of 1974, the first joint leadership training was held for all occupational education youth organization state officers. As a result of this training and organizational time of the fourteen, each DECA district had at least one state officer visit to work with students.

East Carolina University DECA Chapter was chartered this year. This is the second collegiate DECA chapter in North Carolina designed to assist distributive education majors in their preparation to teach distributive education and work with DECA.

The Raleigh Sales and Marketing Executives Club International contributed to the T. Carl Brown Scholarship Loan Fund the largest single donation in its history during the 1974-75 school year. Three recipients received the T. Carl Brown Scholarship, and nine students were given national recognition through the National DECA Scholarship and Awards Program.

3. North Carolina Chapter of the Future Business Leaders of America

Continuing Objective: To ensure that youth enrolled in Business and Office Education programs receive the benefits of participation in the activities of the Future Business Leaders of America organization.

<u>Objective</u>	<u>Goals</u>	<u>Accomplishments</u>
Student participation (membership)	5,500	5,442
Number of active chapters	149	155

Future Business Leaders of America is the high school division of Future Business Leaders of America - Phi Beta Lambda, Inc., the national organization for students enrolled in business programs. Phi Beta Lambda is the post-high school division.

At the high school level, North Carolina FBIA operates as an integral part of the Business and Office Education program under the guidance and supervision of business and office education teachers and consultants.



school administrators, and businessmen and women. Members are provided 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; compete at the local, district, state, and national levels; and work with representatives of other youth organizations.

The theme "Founded on Pride - Strengthened on Service" was adopted for the school year 1974-75.

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

A major decision of the Executive Council was to conduct activities on the district level beginning in the current school year. In October of 1974, an organizational meeting was held in each of the eight educational districts, with a state officer presiding. A workshop was held in each of the eight districts in February, 1975. District chairmen were elected at district meetings held during the State Leadership Conference in April and the adviser of each District Chairman is designated as District Adviser. Plans were initiated for October district workshops and February district contest meetings during the next school year.

The FBLA state officers participated, with the state officers of the other occupational youth organizations, in a four-day workshop at White Lake. Sessions designed for active involvement of all participants covered a variety of topics including social skills, group dynamics, business communications, leadership development, parliamentary procedure, public speaking, and the bicentennial.

The FBLA state officers prepared and manned a booth at the summer conference for occupational teachers and, together with PBL state officers, made a presentation at the fall meeting of the North Carolina Business Education Association.

FBLA was represented on the North Carolina Occupational Education Youth Council by Vice-President Randy Hedgepeth, Coats High School, and by the State Chairman. Randy also served as a page in the General Assembly during Vocational Education Week.

North Carolina FBLA-PBL was represented at the Southern Region Leadership Conference in Louisville, Kentucky, October 3-5. The group participated in seminars on leadership methods and parliamentary procedure and presented a skit during the special bicentennial program.

Approximately 800 members, advisers, and guests attended the twenty-first annual State Leadership Conference in April. Activities included competitive events, general sessions, dance and social hour, election and installation of officers, and awards banquet. Local chapters and members were recognized in the following competitive areas:



<u>Chapter</u>	<u>Individuals</u>
Annual Activities Report	Mr. Future Business Leader
Chapter Display	Miss Future Business Leader
Most Original Project	Spelling
Installation of New Chapters	Public Speaking
Chapter of the Year	Junior Clerk-Typist
	Senior Clerk-Typist
	Junior Stenographer
	Senior Stenographer
	Junior Accounting
	Senior Accounting
	Data Processing
	Clerical Procedures
<u>Team</u>	
Parliamentary Procedure	
<u>Special Recognition</u>	
March of Dimes Project HELP	

Scholarships were awarded to two deserving senior members who plan to continue their education in business in a post-secondary degree program.

The National Leadership Conference in June was attended by approximately seventy-five (75) members and advisers from North Carolina, including the State Adviser and State Chairman. Six members and twenty local chapters received recognition in national competition.

Two issues of the Business Leader, the North Carolina FBLA newspaper, were published during the year. This publication is the responsibility of the State Reporter and provides members with information about their state officers and activities on the local, district, state, regional, and national levels.

During this season of bicentennial celebration, FBLA members take special pride in their heritage and strive toward greater strength through service to their school, community, state, and nation.

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 1974-75, there were 294 active FFA Chapters in the North Carolina Association with 21,136 members.

Above the chapter level, the FFA Organizational structure consists of forty-nine (49) federations and eight (8) 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 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 1,500 members and advisers attended the 1975 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 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 recreations and education experiences for participants. Approximately 1,600 members and advisers took advantage of the camping program in 1975. In addition, the FFA is now making its camp available to other groups on a limited basis.

**National FFA Convention:** The State FFA office coordinates the participation of the North Carolina delegation at the National FFA Convention. Approximately 125 persons normally participate in this convention held each year in Kansas City, Missouri.

**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 agriculture and non-agricultural interests.

**Contest and Awards Program:** A varied and comprehensive program of contests and awards is conducted as 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.

A new State FFA venture is the planning and establishment of a State FFA Park and Exhibit Area on the N. C. State Fairgrounds. This facility will be opened during the 1976 State Fair and will be a major FFA activity related to the Bicentennial.

5. North Carolina Association of Future Homemakers of America

The 1974-75 school year for FHA began with thirty-five (35) delegates attending the National Meeting in Chicago, Illinois, July 15-18. The theme, "Search," gave ways to discover resources for improving self, understanding others, and exploring careers. They searched their way through four days of general sessions, workshops, rap groups, concern sessions, and field trips. Through these sessions, members explored how to use the Program Action Impact Kit as a resource.

At the National Meeting, Denise Juren from the Pembroke Chapter, was elected National Secretary. Dr. Hazel G. Tripp, State Adviser, was elected as a member of the National Board of Directors. Betsy Barbee Shelby Chapter, was appointed National Committee member.

Emphasis has been given this year in FHA chapters to the elimination of sex bias and sex discrimination. It was pointed out that FHA chapters should take a leadership role in understanding and eliminating sex bias since members are concerned with values in the culture. These guidelines and issues were introduced at each of the eight District Rallies.

Eight District Rallies were held at the following locations:

District I	Northeastern High School, Elizabeth City, N. C., 1,152 present.
District II	Jacksonville Senior High School, Jacksonville, N. C., 666 present.
District III	Northern Nash Senior High School, Rocky Mount, N. C., 722 present.
District IV	Cumberland County Memorial Auditorium, Fayetteville, N. C., 1,072 present.
District V	Madison-Mayodan Senior High School, Madison, N. C., ? present.
District VI	Olympic High School, Charlotte, N. C., 424 present.
District VII	Freedom High School, Morganton, N. C., 724 present.
District VIII	Hendersonville High School, Hendersonville, N. C., 355 present.

Approximately 6,000 attended the eight District Rallies.

National FHA Week was celebrated at the same time of National Vocational Education Week, February 9-15, 1975.



Mrs. Hariette Holton, FHA Adviser of the Shelby Chapter, was named one of four Home Economics Teachers of the Year at the AHEA Meeting in Los Angeles, California. Her FHA responsibilities contributed toward this achievement.

Two magazines were published at the State Office which reflected activities of local chapters with excellent participation in each district.

The State Convention was held at the Memorial Auditorium in Raleigh, with 1,822 attending. The theme, "Reach Out and Touch," stimulated these comments about the convention from the State Officers' view:

- The State FHA Convention with 1,822 attending.
- Planning, worrying that all would go well.
- The beauty of the backdrop (all that work).
- Flowers, flowers, flowers ... red, yellow, pink.
- The thrill of being called to the intercom.
- Seeing how much each girl has grown since last year.
- How beautiful those red and white dresses look.
- Smiles for camera even if your stomach is sick.
- Smiles for camera with knees shaking.
- Magic numbers ... I, II, III, IV, V, VI, VII, VIII announce themselves before us.
- The most beautiful umbrellas ever seen.
- Showers of lovely officers giving others gifts.
- Seeing lovely people in Honorary Seats: Lieutenant Governor James B. Hunt, Jr., Mrs. Pat Mower, Mr. Murry Phillips, and Mrs. Sue Holland.
- Nervous mothers giving hugs of encouragement.
- Officers peeping from behind the curtain.
- Mr. George Kahdy, Assistant Superintendent of Public Instruction, with words of welcome.
- Hearing the magnificent voice of the Lieutenant Governor clear as a bell.
- A surprise greeting of the DECA State President, Jim Pearce. (Wow is he cute!)
- The unique devotion by the North Lenoir Chapter that opened the convention.
- Recognition of guests, guests, guests.
- The speaker, Dick Milham...Someone who cares...Life is exciting...Love is very powerful...What the world needs is Love...Reach out and touch when you see pain...Loveless people are lonely...Walking through a world of make-believe, looking for peace of mind...A lover or a miser...A user of people or a giver of love...Love has transforming power... Know a new joy in the heart, new song in the soul...To love will transform your life...Reach Out and Touch, care, love.
- The quietness of the audience when he began to sing, the stillness that only music can bring.
- Relaxers were good...just what we needed.
- Dr. Craig Phillips reminding us that it was "O What a Beautiful Morning!!"
- The lunch break we needed to quieten our nerves.



- Charles Clark, North Mecklenburg High, entertaining the group with songs.
- The candlelight moments, the officers' tears, words from the heart about the past year.
- Mrs. Pat Mower putting us in the news with her challenge of the ABC's of communication.
- Maybe I have been an example in showing that we must pass it on.
- The State Adviser is proud of 18,193 FHA'ers in 381 chapters!

18,193 FHA'ers are involved in 381 chapters in North Carolina.

Jeannie Sutton, State President, served as a Senate Page to Lt. Governor Jim Hunt, representing FHA and the North Carolina Council, during Vocational Education Week.

Denise Juren, the National FHA Secretary from the Pembroke Chapter, attended the National Vocational Student Organizations Conference in Washington, D. C. On March 19, she represented North Carolina at the National Advisory Council of Vocational Education and testified before Congressional members on behalf of all student organizations. She spoke specifically on the Vocational Education Bill H.R. 3037 with the hearing chaired by Representative Carl Perkins, Kentucky, Chairman House Education and Labor Committee.

Denise and Dr. Tripp spoke at the Regional Home Economics meeting in New Jersey on the effect of legislation on home economics programs and the importance of interpretation of programs to legislators.

#### 6. Health Careers Clubs

Health Careers Clubs of North Carolina is the State Organization for high school students enrolled in Health Occupations Education and any other high school student who has an interest in health careers. The purpose of this co-educational club is to bring together young people who seek introduction to the opportunities and rewards of education and employment in the field of health and who desire leadership development.

The organizational structure is local, district, and state. The state organization operates under the guidance of the Health Occupations Education section of the Division of Occupational Education. Individual members are not responsible for membership dues for state affiliation, but each club is assessed an annual chartering fee.

Districts were established for the first time this year. The district boundaries correlate with the eight educational districts. The eight district advisers, district officers, and HCCNC State Officer district leaders initiated successfully district rallies and leadership workshops throughout the state this year.

Local clubs number ninety-seven (97) this year, representing approximately 5,000 members. The clubs are service-oriented, and thousands of dollars are collected each year by club members for various health fund drives.

State Congress is held annually in March. Each club is permitted a delegation of fifteen (15) members. This year, the 740 delegates at the 15th Annual Congress voted unanimously to adopt the motto: "Committed to Caring."

HCCNC state officers participated in a joint occupational education youth leadership camp during the summer.

A constitutional convention for a national organization will be held in Texas in November, 1976. Health Careers Clubs of North Carolina, having representation and participation in the planning and development of this level, becomes one of six states to be a chartered member of the National Organization.

Health Careers Clubs of North Carolina received its official Articles of Incorporation in January, 1976, and established its first Board of Directors.

7. North Carolina Association of Vocational Industrial Clubs of America

Continuing Objective #2: To ensure that youth enrolled in Trade and Industrial Education programs benefit from participation in the activities of the Vocational Industrial Clubs of America (VICA).

Membership in the VICA Youth Organization increased by twenty percent (20%) (10,208 to 12,246) from 1973-74 to 1974-75. Also, there was a forty percent (40%) increase in professional membership during this time.

A Youth Club activity course was developed for T&I teachers during 1973-74. The course was taught by professional educators at the university level and, presently, the course is part of the certification requirement for Trade and Industrial Education teachers. The Youth Club course will be taught at the following universities during 1975-76: N. C. State University, Appalachian University, and East Carolina University. This course was taught only at N. C. State University during 1973-74.

Sub-district, district, and state level contests were held for students in Trade and Industrial Education programs. Approximately six thousand (6,000) people, consisting of students, teachers, administrators, and industrial personnel, were involved in these contests.

Materials were prepared and disseminated depicting the benefits of VICA to Trade and Industrial Education students, teachers, administrators, and industrial people.

Three leadership conferences were held for VICA officers and advisors involving twenty-five hundred (2,500) people.

North Carolina VICA students competed in the National VICA Leadership Contest and received first place in the Bricklaying Contest, third place in the Safety Contest, and semi-finalist in Club Business Procedures.

8. North Carolina Chapter of American Industrial Arts Student Association

American Industrail Arts Student Association is an organization of local groups and individual students sponsored by the AIAA (American Industrial Arts Association) and directed by secondary advisers. AIASA is the only national organization devoted exclusively to the needs of Industrial Arts students. The organization's yearly national membership potential is over one million, and the advisers are representative of the 60,000 Industrial Arts teachers in the country. The basic aim of AIASA is assisting students in developing personal leadership qualities, building positive self-images, and rendering service to the school and community. Student members receive the SCENE, a nationally published student newspaper, and there is an annual convention.

Plans were begun to develop a North Carolina Chapter of AIASA this fiscal year. Three (3) local clubs were developed, one of these having affiliation with the national association. Membership totaled sixty (60) students. Many local educational agencies are including AIASA in their local plans for Occupational Education, therefore a significant growth in membership is expected.

B. POST-SECONDARY INSTITUTIONS

Youth Organizations

In the post-secondary institutions, student government organizations and interest clubs provide an added dimension to the education of the student. The officers of the State association of student government serve as members of the Community College Advisory Council.





## VI. HIGHLIGHTS OF EXCEPTIONAL OR MODEL PROGRAMS

### A. SECONDARY SCHOOLS

Members of the staff of the Division of Occupational Education, State Department of Public Instruction, have identified the following exceptional and model programs.

#### STATEWIDE

#### NEW PIONEERS PROJECT TO ELIMINATE SEX BIAS IN OCCUPATIONAL EDUCATION (Women in the World of Work)

##### I. Objectives

###### A. Expansion of Focus:

This project was originally entitled "Women in the World of Work," and was designed to expand opportunities for women in occupational education programs. However, at the inception of the program, it became clear that this focus was too narrow, as sex bias limits boys as well as girls. Further, the expansion opportunities for women are seen as impossible without a fundamental understanding of sex bias in general and how it damages both sexes. Therefore, the project was renamed the New Pioneers and its focus enlarged:

1. To embrace both boys and girls.
2. To include the sociological basis of bias in general, not being limited to the narrow issues of boys in home economics, girls in mechanics.

###### B. Strategies that Work:

The principal objectives of the New Pioneers Project is the identification and development of strategies which will succeed. These strategies should lead to the following objectives:

1. Wide awareness of the requirements of Title IX of the 1972 Education Act.
2. Awareness of the psychological and educational importance of sex bias.
3. Expanding horizons for every student, freeing them to pursue any occupational or consumer goal without regard to sex stereotypes.
4. In the long run, the success of the first three strategies should be evident in the changing enrollment in all occupational programs. Although it is our hope to see some change in the first year, it is not yet clear how long such a change will take.

##### II. Areas of Focus

###### A. Lifetime Planning for All Students:

1. Boys need help focusing on their futures as joint homemakers, husbands and fathers, as well as their present concentration on career. Their career horizons need to include Business and Office Education, Health Occupations, etc.

2. Girls need to recognize the importance of their roles as wage earners, as well as their roles as wives, homemakers, and mothers.

B. Options For Everyone :

1. Girls need to recognize the advantages of the skilled trades, and other traditionally male occupations. Emphasis on job mobility, easy re-entry into the job market, and possibility of self-employment make the skilled trades attractive to women (not to mention high salaries!).
2. Boys become interested in the traditionally female occupations when they recognize these as being "people oriented," health occupations, or kindergarten teacher, for instance.
3. Importance of role models - crucial to the opening of students' imaginations, so that they can genuinely consider a wide variety of options, is the opportunity to meet personally, read about, or see pictures of their own sex working at the occupation in question.

C. The Needs of Disadvantaged Girls :

Disadvantaged girls may be overlooked in present programs. Yet, they have a special need for sound occupational training. The welfare mother who wishes she could work, but is handicapped by lack of technical and social skills, is a case in point. We need a special effort to insure that economically disadvantaged girls are getting sound occupational training, not simply consumer home economics, which may prepare them for a life pattern which is economically out of reach. Particular focus on the skilled trades for disadvantaged girls will enable them to earn high salaries, without being handicapped by their cultural disadvantages.

III. Accomplishments

A. North Carolina State Board of Education Adopts Directions on Sex Bias:

A detailed set of suggested directions and strategies for the elimination of sex bias in local school units was adopted by the North Carolina State Board of Education on April 3, 1975. This document combines a rationale for the reduction of bias with specific and practical suggestions for implementing this goal. It is designed to be used by local school administrators and covers all areas of public instruction.

B. Planning:

1. Occupational subject areas - each Chief Consultant in occupational Education has prepared, with the help of their staff, a written set of measurable objectives and strategies for the elimination of bias within their subject areas. These were one hundred percent completed by February, 1975.
2. Local Educational Agency Plans - each Local Director of Occupational Education has been asked to prepare a plan for the reduction of bias within their unit. As of August, 1975, this goal was 65% complete.

3. Other Divisions within the North Carolina Department of Public Instruction - the New Pioneers Director has worked in liaison capacity with other divisions in the State Agency to help them develop objectives as reducing sex bias within their subject areas. As of August, 1975, these plans were in preliminary stages.

C. Staff Development:

In many issues, awareness is half the battle - in sex bias in public education, awareness may be ninety-eight percent. For this reason, staff development at all levels has been the major focus of the New Pioneers Project in the fiscal year 1974-75.

1. Short workshops - a general introductory, two-hour workshop, plus a variety of workshops on special areas of sex bias, have been prepared. These have been conducted with:
  - a. Occupational Education State Consultants
  - b. Local teachers and administrators
  - c. State Agency Consultants in other divisionsEach workshop has emphasized the teacher's or consultant's own attitudes, as well as informal counseling techniques for students.
2. Guidance counselors' conference - a two-day conference for guidance counselors was held in Charlotte in October, 1974. This conference focused on formal and informal counseling techniques to help students overcome their own and society's biases. Counselors from eighty-five (85) units attended.
3. Summer Institute to train teachers for local inservice staff development courses - a one-week conference was held in June, 1975. Teachers from forty-six (46) units attended, six over the projected maximum. See item E-2 below for further details.

D. Materials:

The selection and distribution of appropriate existing materials on sex bias in education has been a major effort of the New Pioneers Project. In addition, three major items have been prepared by the Project's staff:

1. The Suggested Directions and Strategies for the elimination of bias on the local education agency level, as described in section III-A above. These have been distributed to all local central offices, as well as being used as workshop materials.
2. A filmstrip, "I'M GLAD I'M A SHE! I'M GLAD I'M A HE!," designed as a general introduction to the subject of sex bias in education. It tries to answer the questions:
  - a. What is bias?
  - b. What effect does it have on education?
  - c. What can we do about it?The presentation tries to give a balanced picture of how sex bias hurts both boys and girls. It is designed for use with a general school audience, such as an entire faculty, a PTA group, a Family Life class, as well as the primary audience of occupational educators. One hundred copies of the filmstrip will be made available statewide.



3. Filmstrip on the needs of disadvantaged girls. In cooperation with the Chief Consultant for disadvantaged and handicapped students, working with one teacher and one counselor, a presentation on the special needs of disadvantaged girls is being prepared. It should be complete by December 1975.
4. Annotated bibliography - a call was sent to 600 publishers to submit materials on the subject of sex bias in education, or materials which show women in non-traditional occupations, in constructive or leadership roles. An annotated bibliography has been prepared based on the materials received. It should be complete and distributed by the end of September, 1975.

E. Pilot Efforts in the Local Units:

1. In December, 1974, the Project Director asked Local Directors of Occupational Education to volunteer to take part as pilot units in the New Pioneers Project. Seventeen units volunteered, well more than the ten needed. The ten pilot units worked with the New Pioneers Director to develop strategies for the elimination of bias in their unit, and to develop a leadership capacity to help other units within their geographic area. Such strategies include:
  - a. The revision of course descriptions to make clear that all are welcome.
  - b. Group guidance events to introduce all students to all course offerings.
  - c. Guest speaker and poster contests to provide real or pictorial role models.
  - d. Staff development necessary for the backing of the occupational teachers in each unit.
2. Forty-six (46) units offering renewal credit staff development courses on sex bias in public education:

Throughout the year it has become clear that staff development is the greatest need in reduction of sex bias. Further, the most effective staff development is that which can continue over an extended period of time, as changing attitudes need time to percolate. As it is impossible for the Project Director to develop a continuing relationship with very many units, local agencies were invited to nominate one person to come to a Summer Institute to be qualified to teach a course on sex bias in education in their home units. Finances limited the number offered to forty (40). However, because some units were willing to pick up the expenses locally, forty-six (46) were able to attend. Nominations were received from nearly sixty (60) units. The magnitude of this response may be the clearest indication so far of the success of the New Pioneers Project.
3. Format and content of local inservice courses:

Although each local unit will make its own decision as to the type of course offered, it is expected that most will follow the project recommendation, which is for a twenty-hour course extended over ten weeks. These courses will be available locally to all teachers, not limited to occupational education. All teachers taking the course will be required to develop strategies that will extend the concern for sex bias to their colleagues.



#### IV. Overall Assessment

As a result of one year's effort, the most important accomplishment of the New Pioneers Project has been a general increase in the level of awareness in all aspects of occupational education. The strategy which seems to have the greatest potential for success is that of the extended inservice courses in the forty-six (46) local units.

#### V. New Directions for the Future

- A. Increased attention is needed for ways to gain support for these ideas throughout the entire school family. Occupational teachers may sincerely and enthusiastically open all their course offerings to all students, and get only a moderate response for their pains. For students who have lived thirteen or fourteen years in a world which has pointed them in only one direction, it may be difficult, if not impossible, to make untraditional choices. They need the support of all their teachers, their parents, and, most of all, their peers.
- B. Development of Strategies Especially Designed to Increase Awareness of Students:  
The first year of the New Pioneers Project has focused principally on the attitudes of teachers and administrators. Studies show that high school students are more stereotyped in their thinking than most faculty members. Special efforts need to be made to speak directly to the concerns of students.

### EDUCATIONAL DISTRICT I

#### Edenton-Chowan

Initiated a cooperative teacher aid training program for fifty (50) juniors and seniors (boys and girls), many of whom are disadvantaged, at Holmes and Chowan High Schools. The students did their cooperative work experience activities in the unit's elementary and junior high schools and were remunerated for work.

#### Beaufort County

Implemented a Cooperative Marine Vocations Program at the Wilkinson High School in Belhaven for the seniors. The program and curriculum is focused on the fisheries products industry; and the students work in these allied jobs of shell fish and fin fish preparation and marketing, boat-building, etc., during the afternoon and weekends, but attend regular classes, including the formal marines vocation class, during the morning.

#### Dare County

Manteo High School initiated a Marine Vocations Program on a half-time basis and developed around the deep sea sports fishing, party boat and commercial fishing (both shell and fin fish) concept. Part of the day is spent in classroom activities developing competencies in weather, navigational and nautical aspects of the industry and afternoons on the

vessel in the activity phase. The program is conducted for 11th and 12th graders and from regular and local occupational funds.

#### Pasquotank County

Northeastern High School has developed a pulpwood production (timber acquisition and harvesting) program for a group of seniors. There are several of these programs across the state, each two or three are partially sponsored by a paper and timber company which provides, through the manufacturers, heavy logging equipment and other resources that class members may develop competencies to become a "pulpwood producer."

#### Pitt, Bertie, Greenville, Washington, and Beaufort Units

These units constructed dwelling houses as live projects for their carpentry, masonry, plumbing, and electrical installation courses that the students may develop the competencies needed for the growing construction industry in eastern North Carolina. Some of these were constructed on-site, others on blocks to be moved upon completion. These are auctioned to highest bidders.

### EDUCATIONAL DISTRICT III

#### Halifax County

The intent of the Ecology and Outdoor Recreation Program is to teach environmental and ecological awareness and appreciation and to involve students to the extent that they will not only want to preserve, but to improve the present situation. In addition, we are trying to interest students in occupations connected with the environment as well as outdoor recreation since it appears the manpower needs in these areas will be great in the years ahead.

The outdoor classroom, better known as a "nature trail," is a maze of trails located in a wooded area directly behind the Northwest High School campus. Mr. Mack Edwards, vocational agriculture teacher at Northwest, and members of the FFA Chapter are responsible for the progress being made. This has been all local effort with no funds outside the local community. This has also been a cooperative effort involving academic as well as occupational teachers and students in the project. The science department has helped in tree identification and insect identification and also in soil and water pollution problems. Social studies students have been involved and interested since one of the "learning" stations along the trail is an old Civil War cemetery that has been uncovered. Language arts students have written stories about the nature trail, and art students have used it in making drawings and paintings. Students in the masonry and carpentry classes have helped at several of the "learning" stations.

Visitors to the project have come from kindergarten through grade twelve from the local area and many adults have also visited the project.

The project has been in operation for two years, but it is far from complete. Many plans have been made to add other features from year to year.

#### EDUCATIONAL DISTRICT IV

##### Cumberland County

At Armstrong School, seventh and eighth grade students have been actively involved in the development of considerable curriculum materials for the Middle Grades Occupational Exploration Program as a part of their learning process. Occupational information is combined in each of the four laboratories. These are Environmental, Industrial, Business, and Service.

At Southview Senior High School, a teacher and aide are combining their talents in a home furnishing program to train helpers in the area of furniture upholstery; thus, emphasizing the dual role of consumerism and employment in the Consumer and Homemaking Education program.

#### EDUCATIONAL DISTRICT V

##### Person County

Students in the advanced Horticulture program at Person Senior High School, Roxboro, North Carolina, receive supervised and practical landscaping work experience by working with primary and elementary school principals, teachers, and students on school grounds and nearby public property sites. The advanced horticulture students and the supervising agriculture teacher work at the eight schools in planning and developing school nature trails, garden plots, arboretums, nature spots, ecological environments and other projects related to the outside classrooms and laboratories for teaching natural science, environmental and ecological science, and making youngsters aware of horticulture related careers.

After preparing long range plans showing the activities to be carried out by horticulture students and deciding those to be done by elementary students and those to be done jointly, the advanced horticulture students work and plan programs with elementary teachers and serve as resource persons. Also, they serve as teacher aides during hands-on activities at the elementary school site.

#### EDUCATIONAL DISTRICT VI

##### Gaston County

An intensive nine-week classroom course, twenty-seven weeks on-the-job training, periodic seminars, and separate specialized instructional units are all part of the occupational exploratory student-aide program at Highland Junior High School.

The students are trained in three subcourses of three weeks duration in the initial nine weeks phase. One subcourse trains students in the various tasks, procedures, and media normally found in the classroom, office, and library. Students are taught office and classroom etiquette here as well



as the expected behavioral patterns of fellow students. Each future aide is then taught how to use office equipment, business math, records keeping, and filing methods. Heavier or more physical tasks are taught in the food service and maintenance procedures course. Students return periodically for evaluation and discussion of their on-the-job training phase and for special training in handling unusual events or circumstances. Students who successfully complete the nine-week course are expected to find jobs within the school and are required to write job requests and appear for personal interviews. Even though they are given regular assignments and are graded on their performances by their immediate employer, they are subject to being called upon to perform quickly as aides when needed at any location and time.

The aides are not monitors nor name takers, and they are told specifically that this is not their role. Last year's group experienced little or no difficulty with classroom disciplinary problems. The students provide one-to-one tutorial relationships in reading, mathematics, and science reinforcement laboratories; grade papers and average grades; set up routine activities for teachers or staff members; operate audio-visual and office equipment; type lesson plans and other activity sheets; duplicate activity materials; research materials and projects; serve as receptionists and guides; clean tables; sweep floors; and prepare bulletin boards. This is not an inclusive listing, but it is given to illustrate the wide range of duties an aide must be expected to perform.

The program with its practicum does more than demonstrate the duties and responsibilities of some clerical and professional occupations. It offers a vital experience factor that serves as immediate application and appreciation for occupations which students are associated and involved with daily. It gives the student self-esteem, satisfaction, and a feeling of well-being for having done something that is worthwhile, appreciated, and beneficial--not just an academic payoff associated with school experiences. It is really doing and NOW.

#### EDUCATIONAL DISTRICT VII

##### Wilkes County

A unique program in child care services has been cooperatively implemented by the Wilkes County Schools and the Wilkes Department of Social Services.

The Lincoln Heights Child Development Center, located adjacent to the Wilkes Vocational Center, is staffed by twenty-four (24) professional and para-professional personnel and provides child care services to approximately ninety (90) pre-school pupils. The center is open from 7:00 - 5:00 p.m., five days per week, and is funded entirely by the Department of Social Services. The facility serves as a laboratory for the two classes in child care services.

One occupational home economics teacher, located in the Wilkes Vocational Center, provides instruction in child care services to thirty-five (35) high school students in two 3-hour blocks of time. The students travel to the Vocational Center from the four high schools in the county.



During the early part of the school year, the high school teacher instructs students in the development of children and in activities designed to help children learn. After the teacher has learned about the ways in which students seem to function best, the students are assigned to work with specific classes at the day care center. The staff and director of the day care center work cooperatively with the high school teacher in deciding upon assignments of students. Consideration is given to the students' preferences and abilities as well as the make-up of the day care classes.

During the assignment of students at the Child Development Center, the high school teacher observes the activities and determines the reaction of children to the high school students. The Center staff actually guides the students' work because they are with the children the entire day.

After the students have had time to adjust to their work experience, an evaluation form is completed by the staff of the Child Development Center. This evaluation form is compared to the teacher's observations prior to the schedule of an individual conference with the high school teacher. This conference is intended to help the students improve their work with the children at the day care center.

The planning and the implementation of the Lincoln Heights Child Development Center has been a cooperative effort between the Wilkes County Schools and the Wilkes Department of Social Services. The old Lincoln Heights School was renovated into a Child Development Center by the Trade and Industrial Education classes in the Wilkes Vocational Center. The Child Development Center is now serving as a laboratory for the occupational child care service classes at the Vocational Center as well as for other home economics classes in the four Wilkes County High Schools.

## B. POST-SECONDARY INSTITUTIONS

### POSTAL SERVICE TECHNOLOGY

Wilkes Community College, in cooperation with Postal Authorities, has developed a curriculum to provide opportunities for postal workers to increase their skill and supervisory capabilities. There were twenty-nine (29) students enrolled part-time in the program during the year. It is anticipated that individuals who will seek employment with the postal service will enroll in the program. Two additional institutions have been approved to offer this program.

### OCCUPATIONAL ADJUSTMENT

Haywood Technical Institute has established an Occupational Adjustment curriculum to assist the handicapped. The intent of this curriculum is to provide the handicapped educational and skill development training in the setting of a sheltered workshop. The design is more on the development of skills in an education setting so as to qualify for employment in business or industry. There were fourteen (14) students enrolled during the year with ten (10) attending full-time.

FUNERAL SERVICE EDUCATION

Fayetteville Technical Institute has established a curriculum to train funeral directors and embalmers. During the year, thirty (30) students were enrolled; seventeen (17) on a full-time basis.

## VII. NEEDS OF OCCUPATIONAL EDUCATION WHICH ARE NOT BEING MET

### A. SECONDARY SCHOOLS

Because the needs identified in the 1973-74 North Carolina Annual Descriptive Report are still unmet, they are being repeated. These needs continue to serve as goals for emphasis.

1. An increase in the number of secondary schools in the State offering five or more occupational options for students in grades 10-12.
2. An increase in the number of middle schools/junior high schools offering Introduction to Vocations and/or all components of the occupational exploration program.
3. An increase in resources (human and financial) to meet the rapid growth in occupational education programs.
4. An increase in funding for the preparation of teachers, both pre-service and in-service, to include the restoration of funds eliminated by the 1975 legislature.
5. Alternative methods to the preparation of teachers in order to keep up with the demand and the rapid changes taking place in technology.
6. Improvement of occupational education facilities, including the replacement of out-dated, unattractive, and unusable equipment.
7. Improvement of the State and local planning processes, to include the coordination of the public school planning with other manpower development agencies.
8. An expansion of research in the areas of administration, manpower data, curriculum, and process and product evaluation.
9. More effective use of all types of lay citizens advisory groups.
10. An increased emphasis in the area of guidance and counseling to help students and adults make better career decisions.

### B. POST-SECONDARY INSTITUTIONS

1. Rapid growth of programs in the Community College System and the demand for programs in these institutions are requiring major new resources.
2. Unmet research needs include additional efforts in curriculum, maximization of resources in institutions, and both process and product evaluation.

