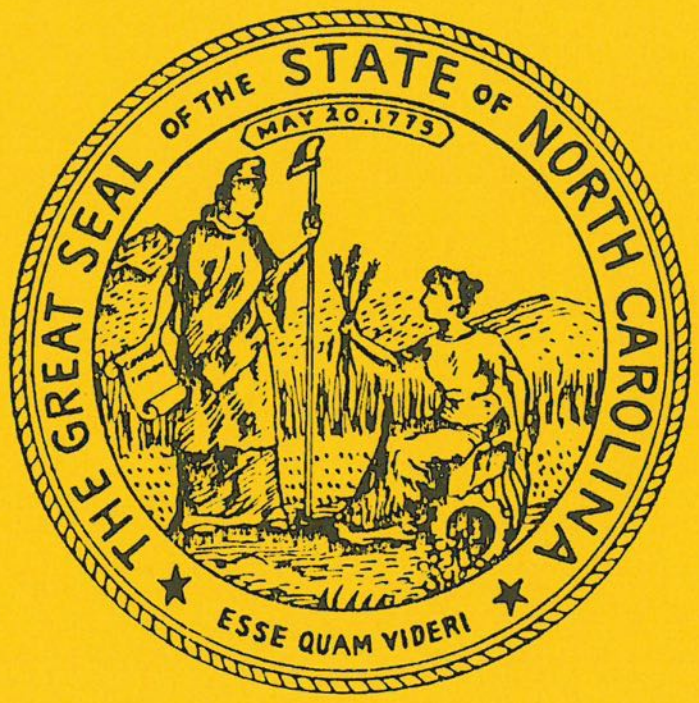
ANNUAL DESCRIPTIVE REPORT

1975-76



VOCATIONAL/TECHNICAL EDUCATION

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

VOCATIONAL/TECHNICAL EDUCATION

IN NORTH CAROLINA

1975-1976

ANNUAL DESCRIPTIVE REPORT

A Descriptive Report of Vocational/Technical Education Programs, Services, and Activities Under the Vocational Education Act of 1963, as amended.

State of North Carolina
October, 1976

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ANNUAL REPORT

I. INTRODUCTION

This Annual Report for Occupational Education in North Carolina during Fiscal Year 1976 contains a narrative description of the State's accomplishments based upon the goals and objectives set forth in the North Carolina State Plan for Occupational Education, Fiscal Year 1976.

Information presented has been organized into seven major categories:

Fiscal and Statistical
Regular Programs
Support Programs
Categorical Programs
Youth Organizations
Exceptional or Model Programs
Unmet Needs

Although highlights of the Fiscal and Statistical aspects of occupational education are presented herein as a brief summary, the more detailed report will be found in the Fiscal and in the Statistical reports.

II. FISCAL AND STATISTICAL INFORMATION*

During Fiscal Year 1976, $142,215,303 State, Federal, and local dollars were expended in North Carolina to serve secondary, post-secondary, and adult occupational education students in the following fund sources: Disadvantaged - $482,738; Basic Grant - $129,919,970; Research - $278,775; Exemplary - $125,440; Cooperative Education - $282,003; Consumer and Homemaking - $11,010,882; and Work Study - $115,495. In FY 1976, $13,468,579 fewer dollars were expended than in FY 1975 in the following fund sources: Disadvantaged, Basic Grant, Cooperative Education, and Consumer and Homemaking.

During Fiscal Year 1976, a total of 13,016 teachers were employed in secondary and post-secondary institutions, with 799 of these teachers serving disadvantaged and handicapped students. Every program area reported an increase in the number of teachers as compared to Fiscal Year 1976.

Total enrollment declined by 2,314 students in Fiscal Year 1976 as compared to Fiscal Year 1975. The largest loss occurred in adult enrollment, with seconday also losing enrollment and post-secondary reporting an increase. Program areas reporting fewer students in Fiscal Year 1976 as compared to Fiscal Year 1975 were Distributive Education, Consumer and Homemaking, Occupational Home Economics, and Trade and Industrial Education. A fewer number of disadvantaged and a higher number of handicapped students were reported in Fiscal Year 1976 than in Fiscal Year 1975.

The following table reflects an analysis of follow-up data for Occupational Education completions:

OCCUPATIONAL EDUCATION COMPLETIONS AND PLACEMENT COMPARISONS
Fiscal Years 1976 and 1975 (Secondary, Post-Secondary, Adult)

Fiscal Year	Students Completing Program Requirements	Status Unknown	Not Available for Immediate Placement	Available for Placement
1976	98,670 100%	23,269 23.6%	26,153 26.5%	49,248 49.9%
1975	96,843 100%	23,126 23.9%	30,256 31.2%	43,461 44.9%

Fiscal Year	Students Available for Placement	Employed in Training Related Field	Employed In Non-Training Related Field	Unemployed
1976	49,248 100%	37,678 76.5%	8,430 17.1%	3,140 6.4%
1975	43,461 100%	31,382 72.2%	8,830 20.3%	3,249 7.5%

*NOTE: All Fiscal and Statistical data contained in this Section was obtained from official reports previously submitted to the U. S. Office of Education.

III. OCCUPATIONAL EDUCATION PROGRAM ACCOMPLISHMENTS - REGULAR (PART B)

A. SECONDARY SCHOOLS

In the area of Occupational Exploration, Agriculture Education, Distributive Education, Home Economics Education, Occupational Home Economics, Health Occupations Education, Business and Office Education, Trade and Industrial Education, Industrial Arts Education, and Disadvantaged/-Handicapped, the following areas have been spoken to in terms of objectives:

- Program Availability - all projections for stated involvement in program areas for FY/76 were attained or surpassed;
- Consultant Services - all consultant services which were requested were fulfilled and follow-through was provided in each situation to insure that quality services were provided in line with the stated needs. In addition, a master calendar for all consultant service activities was developed for the year and involved a number of services provided which were initiated at the State level;
- Curriculum Design Development - the Curriculum Design, Development, and Evaluation Unit directed an extensive development activity involving the development of 46 planning guides as well as supportive materials. This activity achieved all stated objectives in the State Plan;
- Evaluation - FY/76 was the second year of the State-directed Field Test Evaluation. Due to limited travel funds, the evaluation process was modified during FY/76; but all LEAs which had been scheduled for involvement were involved. In addition, State Staff proceeded in developing proficiency tests in each of the program areas:

- Youth Clubs - membership in youth clubs still lags behind projections, and the State Staff has continued to put emphasis on youth clubs as a means of providing leadership development. Much work remains to be done by the State Staff in attaining objectives as stated for the youth clubs, particularly as to involvement of local administrators, more specifically principals in understanding the role of youth clubs in curriculum;
- Extended School Day Programs - services have been rendered by each of the program areas to Extended School Day programs. More programs, however, are involved in T & I Education than in other areas. The level of involvement during FY/76 is termed adequate and has caused projections for the involvement in FY/77 to be increased both in quality and quantity;
- Inservice Education - the State Staff has met and/or surpassed all projections. Extensive attention was given to feedback of participation as to quality of inservice offered and has led to modification of programs for FY/77;
- Title IX - each program area attained and/or surpassed the Title IX objective as stated in the State Plan for FY/76. In spite of numerous efforts in this area, there remains some local school systems which need increased attention as to carrying out affirmative action plans for the elimination of sex bias.

The use of quarterly reviews, mid-year reports and end-of-year reports for the State Plan objectives is generally regarded as a most effective management tool. This process has made staff members quite aware of the seriousness of the State Plan as a leadership document.

1. Introduction to Vocations and Middle Grades Occupational Exploration

Since the late 60's various task forces and study commissions conducted in North Carolina have indicated the need for programs which will help students at the middle and junior high school level gain more knowledge about the world of work and also assist them in making better decisions.

There has been a specific course offered since 1963 which was designed for ninth grade students, and it is called Introduction to Vocations. This course is designed to assist students in exploring the world of work and aid them in making better educational and occupational choices. It is basically a group guidance course and is a full year in length.

In 1970, a new dimension was added to this approach through a program called Middle Grades Occupational Exploration. This approach spans a three-year period with occupational exploratory experiences in the seventh, eighth, and ninth grades. 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 simulate 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.

According to local directors of Occupational Education, there is evidence which shows 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.

In previous years exploratory programs were funded in various ways such as regular vocational man/months, mon-matching expansion funds, local sources as well as sixty-six (66) ongoing exploratory projects from categorical money appropriated by the State Legislature. During the 1975-76 school year, however, every LEA in the state received funds for exploration based on average daily membership. Every administrative unit except two (2) used the special middle grades funds in accordance with policy established by the State Board of Education.

In addition to an expansion of programs, the Occupational Exploration State Staff provided the services as outlined in the State Plan by specific objective. The status and accomplishments of each objective are as follows:

Continuing Objective No. 1: *To ensure that all students in grades 7-9 who want and need exploratory experiences will have an opportunity to explore career ladders, develop self-awareness, and acquire decision-making skills.*

Specific Objective(s)	Status and Accomplishments
1. To expand the number of LEAs with special funds for Middle Grades Occupational Exploration from 66 in FY 1974-75 to 147 for FY 1976.	. Planning guides were distributed to administrators and teachers by distribution through various means such as: area directors; summer conference; area inservice meetings; the consultants in Exploration on visiting programs; and through responses to special requests through the mail. . The staff met with the area directors in a formal manner once, and many of the consultants attended the local directors meeting in the districts to which they were assigned. . The staff met with the teacher educator at N. C. State University once, and the Chief Consultant met with him twice. . The staff met with each program area to outline the exploratory program. . During the summer conference and at area inservice meetings, the objectives of the New Pioneers Project (Sex Bias) were outlined. . A rough draft of the revised implementation guide was developed. . Consultants responded to all requests for special assistance as well as initiating most of their consultant service by working through local directors in their respectively assigned districts.

Specific Objective(s)	Status and Accomplishments
2. By the 1980 school year, all students identified as disadvantaged and/or handicapped enrolled in Occupational Exploration will be provided specialized instruction. 1975 - 70% 1976 - 80% 1980 - 100%	. All consultants worked with teachers of the disadvantaged and handicapped students during regular consultant visits. . Provisions were made a conference and during regular inservice meetings by working with teachers of the disadvantaged and handicapped. . Material especially prepared for the teachers of disadvantaged and handicapped was distributed at summer conference and during inservice meetings.
3. By the 1980 school year, 23,000 students will be enrolled in Introduction to Vocations. 1975 FY - 18,987 1976 FY - 20,000 1980 FY - 23,000	. The enrollment data was corrected as follows: 1976 FY - 14,752 1977 FY - 15,000 1981 FY - 15,500 . The figures were changed in current State Plan to reflect the above count.
4. By FY 1976, the LEAs will utilize man/months as needed to initiate and/or maintain middle grades occupational exploratory programs. 1975 FY - 600 1976 FY - 1,200 1980 FY - 2,000	. According to the print-outs from MIS in 1976, 6,587.63 man/months were used for middle grades programs.

Continuing Objective No. 2: *To ensure that State level leadership will be provided for consultant services which will result in quality programs of Occupational Exploration.*

Specific Objective(s)	Status and Accomplishments
1. During the 1976 school year, each LEA will have access to services of an occupational consultant within a reasonable length of time after making the request.	. All strategies were met. A random sample of local directors indicated the quality of service rendered from the Exploratory staff was excellent.

Specific Objective(s)	Status and Accomplishments
2. During FY 1976, all exploratory teachers will have the opportunity to participate in a program of staff development.	. The staff worked with four universities to establish off-campus certification courses. . A summer conference was held for all Exploratory teachers. . Two area inservice meetings were held in every district and approximately 500 teachers attended each series. . The new teachers were provided special inservice opportunities at summer conference. . Consultants assisted local units in planning inservice when called upon. . Five universities offer at least one of the needed courses for certification. Three universities offer courses needed for full certification of Exploration teachers.
3. By the 1979 school year, provide 100% of LEAs with standards and evaluation instruments and procedures for use on an annual basis in assessing status and student achievement level in exploratory programs. 1975 FY - 20% LEAs 1976 FY - 40% LEAs 1979 FY - 100% LEAs	. All strategies in this objective were met. Special attention should be called to the cooperative work with a representative from Curriculum Design to develop program standards. . Worked both with Curriculum Design and teachers from two LEAs to develop student cognitive proficiency tests for field testing in 1976. . Worked cooperatively with the Curriculum Design unit to provide orientation for teachers for the 1976 field test. . Revised the planning guide in line with standards developed.

Specific Objective(s)	Status and Accomplishments
4. By June 30, 1976, a curriculum guide for Middle Grades Occupational Exploration will be developed.	. Since this is an ORU project, not all of the strategies were attainable; however, we have been deeply involved in this project. . The Team from Tarboro completed the first draft of the curriculum guide June 30. They now have a curriculum guide with ten activities in each of the 15 clusters; and although they have been field tested in the Tarboro school, they have not been tested elsewhere. During the 1976-77 school year, selected schools will be chosen in each educational district for field testing. . To assist in this project, one consultant has devoted many days to reacting, and in some cases, rewriting some of the curriculum guide. . The staff will assist the ORU in selecting field test sites.
5. By June 30, 1979, one hundred Career Exploration Clubs will be chartered. 1975 FY - 30 1976 FY - 60 1977 FY - 75 1978 FY - 85 1979 FY - 100	. As of June 30, 1976, 60 clubs were chartered. It should be noted this is the exact projection under this objective. . The State Advisor prepared a packet of material for youth clubs and distributed at summer conference and at area inservice meetings. In addition, consultants were supplied this material and distributed it during regular consultant visits to assigned LEAs. . One consultant worked full time getting the first clubs established.

Specific Objective(s)	Status and Accomplishments
	. The first State Convention was conducted April 3 with 306 persons in attendance. Plans call for the convention to be held at Scott Pavilion next year so that all who wish to attend may do so.

2. Agricultural Education

Agricultural Education is a coordinated program of group and individual instructional activities consisting of classroom instruction, agricultural mechanics, laboratory exercises, Future Farmers of America program activities, and supervised occupational experience programs designed to develop agricultural competencies in individuals preparing to enter or advance in agriculture/agribusiness occupations.

The functions of agricultural production, agricultural mechanization, agricultural products and processing, ornamental horticulture, forestry, agricultural resources and related services are emphasized in the instructional program. A specific program or course sequence in Agricultural Education may include one or a combination of these functions.

The broad objectives for students enrolled in Agricultural Education are:

1. To develop an understanding of and appreciation for career opportunities in 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 the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

6. To develop an understanding of and an appreciation for outdoor recreation and to develop competencies needed in the protection and improvement of our environment.

In the secondary schools for 1976, 472 teachers provided instruction to 39,259* students including 5,663 girls and 33,596 boys, an increase of 276 over the previous year. Female enrollment jumped from 4,727 the previous year to 5,663, an increase of 14%. The greatest change in enrollment in programs occurred in agricultural production which increased by 95%. This increase resulted in the emphasis being placed on food production and by including farm mechanics in the production programs.

Curriculum guides and instructional materials developed or secured during the year include the following:

1. Agricultural Products and Processing course guide was distributed to teachers and local directors.

* Duplicated Count

2. A Handbook for Judging Soils in North Carolina was developed in cooperation with the North Carolina Extension Service and the Soil Conservation Service.

3. Pesticide materials - Apply Pesticides Correctly Manual, guides for Animal Pests, Plants Pests, Ornamental and Turf Pests and research and demonstration.

4. National FFA Activity Handbook, National FFA Activities Guide and N.C. FFA Contest guides and activities.

5. Four sets of 2 x 2 slides with script on FFA Camp Activities - these will be loaned to teachers for use in FFA meetings.

Agricultural Education consultants served 135 LEAs through 441 visits to these units. A total of 3657 were involved in inservice education activities as group meetings, district meetings, the summer conference and workshops which included:

1. 15 FFA Thrust 75 Workshops - 4 hours in length
2. 10 Livestock Judging Workshops - 4 hours in length
3. 2 Land Judging Workshops - 6 hours in length
4. 8 Pesticide Workshops - 6 hours in length.

The program of vocational agriculture has been enhanced during the year by the guidance and counsel of the State Advisory Committee on Agricultural Education, the State Pulpwood Production Advisory Committee, and teacher-educators at North Carolina State University and A & T State University.

An evaluation of specific objectives and strategies are as follows:

Continuing Objective No. 1: *To provide more diversified agriculture education training and retraining opportunities to a higher percentage of youth and adults.*

Specific Objective(s)	Status and Accomplishments
1. By 1980 school year, sufficient numbers of students will be enrolled in agriculture curriculums with entry level competencies to meet 40% of the estimated labor force demands and to prepare students for advanced education and training required for technical and/or professional careers. 1975 FY - 38,024 1976 FY - 40,000 1980 FY - 46,000	. 1976 FY enrollment 39,259. This figure fell short of the projected enrollment by 741. . 16,992 were enrolled in exploratory programs in grades 9 and 10 and 24,426 were enrolled in skill development courses in grades 11 and 12.

Specific Objective(s)	Status and Accomplishments
2. By 1980 school year, 100% of all students identified as severely disadvantaged and/or handicapped enrolled in agriculture programs will be provided specialized instruction for all services. 1975 FY - 60% 1976 FY - 70% 1980 FY - 100%	. In programs visited, there is evidence to indicate that efforts are being made to provide specialized instruction for students with special needs. Administrators, guidance counselors and teachers need additional training in order to provide effective programs for students with special needs. . Additional funds are needed to secure and/or develop instructional materials for disadvantaged programs. . Consultants made written reports on 22 visits with several visits not being reported. . The 1976 FY goal was exceeded by 5%.
3. By 1980 school year, agriculture programs will be provided for 100% of all students residing in or near the major cities in the State who want, need, and benefit from such programs. 1975 FY - 10% 1976 FY - 20% 1980 FY - 100%	. Agricultural Education programs are available to approximately 12% of students residing in urban areas. Funds should be made available for the development and dissemination of materials for urban programs. . Programs were added at Mt. Airy, Chapel Hill and 3 additional schools in the Charlotte-Mecklenburg school system. The shortage of teachers continues to limit growth in urban areas.
4. By 1976 school year, determine the present and projected needs of agricultural education programs by LEAs for a five year period in terms of staff, curriculum offerings, enrollment, facilities, and financial support.	. Some data was compiled to assist in the accomplishment of this objective. Estimates were made on a statewide basis.

Specific Objective(s)	Status and Accomplishments
5. By 1980 school year, 5,000 students will be enrolled in skill development courses preparing for careers in the areas of environment, ecology, and recreation. 1975 FY - 2,232 1976 FY - 3,000 1980 FY - 5,000	. 1976 FY enrollment is 2,333. Learning activity packages including slides and tapes have been developed and distributed to assist teachers with this program. . Additional work is being done to identify job opportunities in this area and the competencies needed for job entry. This will help in guidance and counseling students for the program.
6. By 1980 school year, approximately 5,000 students at senior level will be enrolled in skill development courses preparing for careers in agricultural products and processing.	. 1976 FY enrollment is 40. . Projected enrollments were not realistic in view of the shortage of teachers, lack of a course guide and lack of teacher training in this area. Curriculum guides have been developed for this program and were distributed to teachers during February distri meetings with a very short sessi... on its use and the possibilities of this course. Guides were given to Local Directors by Area Directors in March.
7. By 1980 school year, 100% of all students completing a course in agricultural education will have been engaged in an acceptable supervised occupational experience (SOE) program. 1975 FY - N/A 1976 FY - 60% 1980 FY - 100%	. 1976 FY - 62% of teachers visited indicated students were involved in Supervised Occupational Experience programs. Accomplishments on this objective will be determined ypon receipt of proposed end of year report form. . Record books were distributed to chapters. A format was developed to recognize FFA Chapters with outstanding supervised occupational experience programs. . Standards for Supervised Occupational Experience were included in the Standards for Agricultural Education in general and for each cou where standards were developed during the past year.

Specific Objective(s)	Status and Accomplishments
	. Emphasis was given to Supervised Occupational Experience along with FFA during meetings with teachers in August.
8. By 1980 school year, a process will be developed and implemented whereby students completing a skill development course will be evaluated to determine their competencies in relation to entry level requirements for selected occupations. 1975 FY - 20% LEAs 1976 FY - 40% LEAs 1977 FY - 40% LEAs 1980 FY - Continuous process to evaluate all students	. 40% of the LEAs participated in a field test of evaluation materials. . Evaluation material to evaluate student knowledge and skills were developed for five program areas during the year and were field tested. . We are participating in a national project to develop competencies for all agricultural occupations. The project is scheduled for completion in 1977. . A joint staff conference was devoted to reviewing evaluation materials.
9. By 1980, extended day programs in agricultural education will be available in 100% of all LEAs identified as having a need for such programs. 1975 FY - N/A 1976 FY - 20% 1980 FY - 100%	. 6% of 1980 goal was attained. . Forestry is being added to the extended day program in Winston-Salem. . A letter was mailed to coordinators of extended day programs explaining agricultural education programs and offering assistance to the consultant staff. . Six contacts were made with local programs by consultants.
10. By 1980 school year, 100% of the local education agencies offering agricultural education will provide at least one program in adult education in agriculture each year. 1975 FY - 60 LEAs 1976 FY - 80 LEAs 1980 FY - 120 LEAs	. One half of 1976 goal attained. . Teachers in 40 LEAs indicated some type of adult education. . Standards for adult education were included in the overall standards for agricultural education.

Specific Objective(s)	Status and Accomplishments
	. Provided certificates for teachers to present to adults enrolled in specialized courses.
11. By 1978, all LEAs with schools offering Agricultural Education will have a complete and full-time program consisting of: qualified and certified teacher(s) employed twelve months, active FFA chapter, supervised occupational experience activities for all students, minimum of ten hours instruction for young and adult farmers, and a planned and approved summer program of activities.	. 345 of the 472 vocational ag teachers are on 12-month employment. Of the other 127, 62 are on 10-month and 40 on 11-month. . 18 teachers hold Provisional Vocational "A" certification, six are approved to teach on an emergency basis; and 26 were assigned to teach various courses in agriculture without any approval from the State Department. . A committee was established to study records and work experiences of emergency teachers and to make recommendations for a program for them to become fully certified. . Program Standards and Guidelines were developed and field tested in 40% of the LEAs.

Continuing Objective No. 2: *To ensure the continuous development, adaptation, evaluation, and/or updating of appropriate curricula materials in agricultural education.*

Specific Objective(s)	Status and Accomplishments
1. By 1978 school year, all curricula materials for existing courses will be evaluated, revised and/or updated and disseminated to teachers. 1975 FY - 2 courses 1976 FY - 2 courses 1978 FY - 2 courses	. 1976 goal attained. . Teaching units in the proposed core curriculum to be used at the 9th and/or 10th grade level were field tested by selected teachers. These have been collected and evaluated by the consultant staff. . Reviewed and/or prepared curriculum materials for Outdoor Recreation and Applied Ecology as foll

Specific Objective(s)	Status and Accomplishments
	developed one filmstrip with script and tape; developed 50 learning activity packets with a set of slides with script to support each packet; developed 190 transparency masters. All teachers receiving the above materials were inserviced relative to their use. . Production Agriculture Cluster: cooperated with N.C. Extension Service and Soil Conservation Service in developing a new guide for teaching land judging. The guide was distributed to teachers in October with instruction given on its use, secured livestock judging helps from Dept. of Agriculture. Ag Department conducted 13 five-hour workshops for teachers. . Hormel Computing Slides were secured for each federation to be used in teaching and scoring livestock judging. . Six sets of pesticide materials including a Guide for Commercial Applicators were secured, reproduced, and given to teachers. Eight inservice education workshops were held for teachers on this material. . Copies of Agricultural Chemical Manual ('76 edition) and Agricultural Worker's Handbook were secured and distributed to teachers. . Agricultural Mechanics: OSHA material related to Agricultural Education was prepared and distributed to teachers.
2. By 1978 school year, curriculum materials appropriate for students identified as being severely disadvantaged and/or	. Suggestions to be used for planning or in developing a local plan were prepared and included in an abstract developed by Jim Lunsford.

Specific Objective(s)	Status and Accomplishments
handicapped will be developed and disseminated to teachers for all courses in agricultural education. 1975 FY - 1 packet 1976 FY - 1 packet 1980 FY - 1 packet	. Learning activity pakcets to be used in various vocational agriculture courses were printed and distributed. . 1976 goal attained.

Continuing Objective No. 3: *To ensure that every student enrolled in Agricultural Education has the opportunity to become a member of and participate in the activities of an FFA chapter.*

Specific Objective(s)	Status and Accomplishments
1. By 1978, every school offering Agricultural Education will have an active FFA chapter organized and functioning with 90% of students as members. 1975 FY - Chapters 300 21,500 members 1976 FY - Chapters 310 22,500 members 1978 FY - Chapters 325 32,000 members	. FY 75-76: 292 chapters - 20,421 members. This is below the projected outlook. . Thirteen special FFA workshops were conducted. . Awards were available for winne, in FFA activities at local, chapter, and federation level. . Eight district rallies were conducted which included an awards program.
2. By 1980, every FFA chapter will participate in one or more of the Statewide FFA opportunities provided for them: State FFA Convention State FFA Camping Program State FFA Leadership School State FFA Land Judging Contest 1975 FY - 75% 1976 FY - 85% 1980 FY -100%	. FY - 94% of chapters participated in activities on the state level sponsored by the N.C. Association of Future Farmers of America. . 153 FFA chapters were represented at the State Convention. . Two FFA camps operated this summer; 105 chapters participated. . 160 FFA members and 30 advisors attended the FFA Leadership School. . 38 schools participated in the State Land Judging Workshop.

Specific Objective(s)	Status and Accomplishments
	. A special FFA Camp Study Committee was organized and given directors to study, evaluate and make recommendations relative to the 3 FFA camps. . An FFA Foundation was organized to raise money primarily to update the FFA camps and secondly to support the FFA Awards Program.

Continuing Objective No. 4: *To ensure that there are continuous research, developmental and evaluation activities to discover more effective and efficient strategies for responding to the occupational education needs of youth and adults.*

Specific Objective(s)	Status and Accomplishments
1. By 1976, complete our state's assignment in a project to identify the competencies needed to enter selected occupations in agriculture/agribusiness at the mid-management and lower levels.	. Project which was conducted by A&T State University in identifying competencies needed by workers in milk testing and inspection at mid-management or lower level was completed, compiled, and mailed to national project coordinator for compilation with other states' reports on same project. . Copies of above report were also distributed to State staff members.

Continuing Objective No. 5: *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, and to ensure adequate inservice for all personnel.*

Specific Objective(s)	Status and Accomplishments
1. By 1980, 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% of replacement and expansion needs met. . Through joint recruiting effort of N.C. State University, A&T State University, and State Supervisory Staff, record number of freshmen were enrolled at both

Specific Objective(s)	Status and Accomplishments
1975 FY - 50% 1976 FY - 70% 1980 FY - 90%	N.C. State & A&T State in Agricultural Education (23 at NCSU and 20 at A & T). . The 1976-77 pre-enrollment at both institutions is up from the 1975-76 figure. . State consultants distributed recruiting materials from NCSU and A&T State to each teacher during the October district meetings and also provided materials for guidance counselors. . Prepared one article for the NCOATA Newsletter relative to recruitment needs. . Approximately 15% of the community colleges and technical institutes have been provided information on Agricultural Education personnel needs. . Consultants assisted the Agricultural Education Department at N.C. State University in setting up a booth at the NCSU Open House. . Consultants have met with superintendents and/or local directors in four districts to discuss Agricultural Education personnel needs. . During a joint staff conference, Teacher Educators at NCSU & A&T were asked to develop system to recognize teachers who send students to these institutions to enroll in Ag Education. . At each district or group meeting, teachers were urged to recruit freshmen in ag education.

Specific Objective(s)	Status and Accomplishments
2. By 1980, 100% of the agriculture teachers in the state will have been engaged in inservice education activities designed to improve their teaching competencies. 1975 FY - 75% 1976 FY - 80% 1980 FY - 100%	. 18 district and 8 group meetings held with approximately 95% of teachers participating. . Estimated that 92% of teachers participated in inservice activities during the year other than district meetings. . 320 teachers attended summer conference with participation in mini sessions as follows: OR & AE - 65; Leadership - 30; Horticulture - 70; Livestock Judging - 128; Audio-visual - 64; Land Judging - 44; Agri-Mechanics-83; Beginning Teachers - 17. . Workshops as follows were conducted: 13 Livestock Judging; 5 Land Judging; 16 FFA update and materials (sets of State and National material were distributed to each teacher).
3. By 1980, 90% of all teachers receiving new course guides and teaching materials in Agricultural Education will receive instruction relative to their use. 1975 FY - 40% 1976 FY - 60% 1980 FY - 90%	. Teachers received and were inserviced on course guides and materials as follows: 80 - OR & AE packets; 450 - Agricultural Products and Processing Course Guide; 445 - Land Judging Guide for North Carolina; 460 - FFA Material - State and National; 390 Pesticide materials; 15 field tested Agricultural Production teaching units; 15 field tested Introduction to Agriculture teaching units; 120 received materials on OSHA regulations; 161 Livestock Judging hints. . 82% of teachers reached.
4. By 1980, have in operation a coordinated State program of leadership and service to agricultural education involving State staff consultants and teacher education staffs.	. Four joint staff meetings were held during the year with Agricultural Education Teacher Educators. Topics discussed were: teacher certification, preservice education needs and curriculum.

Specific Objective(s)	Status and Accomplishments
	. A job description for teachers of agriculture was prepared and distributed. . Recruitment material from NCSU and A & T was distributed to agriculture teachers and guidance counselors. . A joint meeting was held between the joint Agricultural Education staff, Executive Committee of the N.C. Occupational Agricultural Teachers Association and the State FFA Alumni Association.
5. By 1980, all agricultural education programs will be designed and implemented for all students regardless of sex.	. Teachers were inserviced relative to Title IX of the Education Amendments of 1972 through a presentation by Amanda Smith, director of New Pioneers Project, during the summer and by consultants during district meetings. . Through an article in the Agricultural Education Newsletter, teachers were encouraged to enroll girls in classes. . Commercial materials (books, etc.) were reviewed and evaluated relative to pictures and wording showing sex bias. . Two girls were elected as district FFA officers and many served on the Federation and Local level. . Girls served on all judging teams with some advancing to the State and then to the National level. . Numerous newspaper articles indicated success of girls in vocational agriculture and the FFA. . Girls enrolled in the program appeared on a number of radio programs.

Specific Objective(s)	Status and Accomplishments
	. Recommendations were made to include toilet facilities for girls when remodeling or in new construction. . The enrollment of girls increased more than 1000 during the year with some being in almost each course offered. . Sex bias language was eliminated from correspondence and teaching materials.

3. Business and Office Education

At the secondary school level, programs in Business and Office Education are designed to provide (1) occupational instruction for students desiring careers in business; (2) contributions to the economic literacy of all students; and (3) background information for further study in the field of business. Emphasis is given to the following areas of study: accounting and computing, business data processing, management, information communications, general office clerical, stenography, typewriting, economics, and business law.

As the business function in our society continues to expand, resulting in the development of new jobs, new equipment, and new management systems, the Business and Office Education consultant staff continued the three-year curriculum revision project. Career patterns were developed to include accounting, business management, clerical, stenographic, and data processing.

During 1975-76, there were 1,388 business teachers in the 368 public high schools in North Carolina. Of these, 222 are vocational teacher coordinators, and 16 are vocational data processing teachers. The Business and Office Education staff of three consultants offered field services to all 1,388 business teachers.

Business and Office Education experienced a very successful year during 1975-76 as reflected in the accomplishments of the State Plan objectives as indicated below.

Continuing Objective No. 1: *To ensure that students in the secondary school system of North Carolina who want and can benefit from Business and Office Education have an opportunity to enroll in programs designed to prepare them for careers in business or for further study in the area of business.*

Specific Objective(s)	Status and Accomplishments
1. By 1980 school year, the number of occupational (funded) Business and Office Education programs will increase by 25%. 1975 FY - 215 1976 FY - 226 1980 FY - 268	. Provided consultant services to LEAs for quality programs as outlined in Education for Business curriculum guide. . Conducted ten inservice programs in LEAs with approximately 350 persons attending. . Conducted 24 district meetings for business teachers (three in each district). Approximately 650 persons attended, including counselors and local administrators.

Specific Objective(s)	Status and Accomplishments
	. Presented BOE curriculum revision plans to local directors/planners in six educational districts. . Participated in Local Advisory Committee state workshop. . Number of vocational funded Busi- and Office Education programs increased to 246.
2. By 1980 school year, the number of students enrolled in Business and Office Education (funded) programs will increase by 25%. 1975 FY - 7,958 students 1976 FY - 8,356 students 1980 FY - 9,949 students	. Encouraged LEAs to establish advisory groups to assist with local planning. . Worked with Occupational Exploration consultants in identifying and sharing instructional materials. . Assisted LEAs in planning BOE component of Occupational Exploration. . Worked with New Pioneers Project Director in reviewing BOE plan of action. . Total student enrollment in business courses in the public high schools rose from 349,585 in 1974-75 to 361,470 for 1975-76. . Student enrollment in vocational funded business courses rose from 7,958 to 8,318.* . Promoted sex bias awareness through the following: (1) Summer Conference presentation by New Pioneers Project Director; and (2) published articles written by New Pioneers Project Director in the Future Business Leaders of America Business Leader and in The Bulletin.

* Duplicated Count

Specific Objective(s)	Status and Accomplishments
3. By 1980 school year, the number of students completing Business and Office Education (funded) programs with salable skills will increase by 25%, with a similar increase in the number of students placed in jobs for which they were trained. 1975 FY - 5,969 completions 1976 FY - 6,267 completions 1980 FY - 7,461 completions	. Conducted ten inservice programs. . Prepared materials for local directors use in planning disadvantaged/handicapped programs. . Worked with BOE teachers assigned disadvantaged/handicapped students. . Participated in professional activities of the North Carolina Business Education Association.

Continuing Objective No. 2: *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.*

Specific Objective(s)	Status and Accomplishments
1. By 1980 school year, the number of schools having an active FBLA organization will increase by 30%. 1975 FY - 154 organizations 1976 FY - 163 organizations 1980 FY - 200 organizations	. Provided Area Directors with list of active and inactive FBLA chapters. . Answered approximately 50 requests for FBLA materials. . FBLA District Chairman or District Adviser presented information about FBLA at business teachers' district meetings. . Organized 25 new and/or reactivated chapters. . 167 active FBLA chapters. . Distributed FBLA promotional materials at professional meetings for business teachers. . Included revisions of FBLA section in BOE curriculum guide revision. . Worked with Phi Beta Lambda State Adviser in planning PBL activities. . Presented FBLA information at teacher educator meetings.

Specific Objective(s)	Status and Accomplishments
2. By 1980 school year, the membership in FBLA organizations will increase by 30%. 1975 FY - 5,323 members 1976 FY - 5,735 members 1980 FY - 6,778 members	. Increased membership to 5,544. . Approximately 100 FBLA members and advisers from across the State participated in the FBLA Southern Regional Leadership Conference. . Provided information to local chapter advisers through five newsletter-memos. . Conducted three meetings of FBLA Executive Council (state officers and their advisers) to plan district and state meetings. . A workshop for members and advisers was held in each of the 8 districts. . A district contest meeting was held in each of the 8 districts. . The 2-day state leadership conference was attended by approximately 800 members and advisers. . Worked with representative of Burlington Industries in planning workshop for state officers and district chairmen. . Met with motel personnel regarding dates and sites for future state leadership conferences. . Participated in joint leadership workshop at White Lake.

Continuing Objective No. 3: *To ensure a learning environment that is conducive to providing high quality Business and Office Education programs.*

Specific Objective(s)	Status and Accomplishments
1. By 1980, 75% of the teachers employed in secondary schools to teach occupational Business	. Participated in five meetings for teacher education programs.

Specific Objective(s)	Status and Accomplishments
and Office Education will be certified under new certification requirements.	. Provided consultant services on a one-to-one basis to new BOE teacher coordinators. . Reviewed new certification requirements at Summer Conference. . At Summer Conference and through individual school visits, encouraged teachers to enroll in courses for certification. . At district meetings provided teachers information on proposed requirements for vocational certification and availability of appropriate courses.
2. By 1980, 75% of the Office Occupations laboratories will meet facilities and equipment standards provided by the State Department of Public Instruction and appropriate safety standards.	. Continued work on curriculum revision on facilities and equipment standards. . Discussed OSHA standards (electrical outlets and fluid) during individual school visits. . Provided input standards relative to facilities and equipment to LEAs planning Career Centers. . Provided assistance to two LEAs planning new facilities. . Provided assistance to LEAs in improving existing facilities.
3. Business and Office Education teachers will use up-to-date methods and techniques of instruction geared to the needs, interests, and career objective of individual students.	. Distributed at Summer Conference and individual school visits, listing of IDECC LAPs usable in BOE courses. . Emphasized importance of individualizing instruction during school visits and meetings with approved teacher education institutions. . Continued work on BOE curriculum revision relative to course offerings, content, planning, media, and methods.

Specific Objective(s)	Status and Accomplishments
	. Provided assistance to LEAs in reviewing and improving BOE programs (45 on-site visits). . Assisted in planning and participated in an Individualized Instruction Workshop for Local Administrators. . Worked with Individualized Instruction demonstration teams. . Distributed materials on "Trends in Business and Office Education" during individual school visits and through mailings. . Worked on a one-to-one basis with business teachers assigned disadvantaged/handicapped students. . Reviewed materials relative to disadvantaged/handicapped students. . Conducted three NCAE (North Carolina Association of Educators) meetings. . Worked with three teacher educators receiving EPDA (Educational and Professional Development Act) internships. . Provided leadership on a one-to-one basis to new teacher coordinators in helping them prepare individual student plans of instruction. . Encouraged articulation with secondary institutions through sessions at professional meetings and conferences.
4. By 1980, 90% of the Business and Office Education programs (funded and non-funded) will be evaluated as to sequential course offerings; facilities, equipment, instructional materials and supplies; and teacher qualifications.	. Participated in Evaluation Field Test inservice meetings for state staff. . Prepared BOE input and output standards and cognitive and performance tests for Evaluation Field Test project.

Specific Objective(s)	Status and Accomplishments
	. Participated in workshop for local directors/planners on Evaluation Field Test project. . Provided assistance to five schools preparing for Southern Association review. . Served on one Southern Association review team.

In addition to State Plan objectives, related accomplishments were also experienced in several miscellaneous activities as follows:

1. participated in planning meetings with area directors;
2. coordinated the BOE exhibit at State Fair;
3. participated in meetings of the BOE State Advisory Committee;
4. coordinated participation of BOE representatives in State Plan Hearing;
5. assisted with DECA State Leadership Conference;
6. assisted with HCC State Leadership Conference;
7. provided representative on Executive Board of the North Carolina Business Education Association, and participated at State and regional professional meetings.

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 distribution and marketing related occupations immediately after graduation or after further training in post-secondary institutions.

The 1975-76 data supplied by the Field Support Section of the Division of Occupational Education indicates that there are 15,044* students enrolled in distributive education courses. 9,152 students were enrolled in courses which utilize the cooperative method of on-the-job training. 5,892 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, 20.5% of the employment in North Carolina is in distribution and marketing. Predictions indicate that we are approaching a time when 80% of all jobs will require less than a Baccalaureate Degree. The 6,483 students who will graduate from the distributive education program ready to enter the labor force are only about 1/2 of the needed demand for distributive workers. Based on the 70,094 students who graduated in 1975 from North Carolina high schools, distributive education should be graduating 11,495 students this year (70,094 X 20.5% = 14,369 X 80% = 11,495).

Since approximately 70% of the students trained in distributive education will go into distributive occupations immediately upon graduation and since approximately 50% of the distributive education enrollees are seniors, our enrollment must be substantially increased in order to provide enough employees for the current labor market needs.

In an effort to meet the needs of the youth of North Carolina and to fulfill the labor market demands in North Carolina, the following objectives were developed for distributive education in the State Plan for Occupational Education. The State consultant staff has attempted to lead North Carolina toward accomplishing these.

An evaluation of the distributive education objectives is as follows:

Continuing Objective No. 1: *To ensure that students in the secondary schools who want and need and can profit from distributive education have an opportunity to enroll in and pursue a program of instruction designed to prepare them for a career in distribution and marketing occupations or pursue further training in distribution and marketing in a post-secondary institution.*

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*Duplicated Count

Specific Objective(s)	Status and Accomplishments
1. By 1980, high school distributive education programs will be providing 75% of the qualified and trained personnel needed yearly for employment in marketing and distribution. 1975 FY - 25% 1976 FY - 30% 1980 FY - 75%	. Based on employment projections, 27,352 students during this school year would need to be trained. 15,044 students were enrolled and trained. Reflects a 55% level. Activities related to this objective during the year have included informing local directors and area directors of all the course options in distributive education. Met with all the local directors except in Educational District 1 and District 5. . Guidance counselors were in attendance at February inservice meeting for distributive education teachers. All the local directors in the State were invited by letter to attend the distributive education inservice meetings. In order to continue to train the number of students needed for employment in market and distribution, better manpowe. data is needed so that information can be provided to LEAs in determining their needs for distributive education. Need is recognized to be a part of guidance counselors' inservice programs.
2. By 1980, 100% of schools in North Carolina with distributive education programs will have an active DECA chapter. 1975 FY - 91% 1976 FY - 95% 1980 FY - 100%	. 216 schools with distributive education programs. 199 high school chapters that were active. 92% of schools have chapters. Information provided to area directors regarding DECA activities so that they could work with local directors whose teachers did not have active chapters. Great deal of articulation among youth organizations on the State level. Need to continue to develop some promotional materials and need to encourage schools to provide time for youth organization meetings.

Specific Objective(s)	Status and Accomplishments
3. By 1980, all North Carolina students enrolled in Occupational Exploration programs and Introduction to Vocations programs will have received employment information and learning experiences in the field of marketing and distribution sufficient to make appropriate decisions about career objectives. 1975 FY - N/A 1976 FY - 50% 1980 FY - 100%	. Only through examination of occupational exploration enrollment in the cluster of marketing and distribution can this objective be measured. No determination at this time as to whether this objective has been fully met. Worked with occupational exploration in being aware of materials that may be suggested to teachers in the marketing and distribution cluster. Worked with the research project in Tarboro designing materials for future use. Distributive education teachers need to see themselves in a more helping role with occupational exploration if this objective is to be achieved. Will be continuing inservice relative to that need.

Continuing Objective No. 2: *To ensure that a proper learning environment is provided for maintaining high quality teaching of distributive education.*

Specific Objective(s)	Status and Accomplishments
1. By 1980, 95% of the new teachers employed in secondary schools to teach distributive education will have been trained and fully certified under new certification requirements as distributive education teachers. 1975 FY - N/A fully trained and certified 1976 FY - 80% fully trained and certified 1980 FY - 95% fully trained and certified	. 94% fully trained and certified. . Had only 2.8% of teachers which were not minimally qualified. . Developed in conjunction with distributive education teacher educators new certification guidelines. . Referred teachers needing certification courses to East Carolina and UNC-G. . Developed a listing of all prospects who are available for employment in North Carolina and who are certifiable and mailed it to all the local administrative units in North Carolina.

Specific Objective(s)	Status and Accomplishments
	. Worked with Appalachian State University in beginning a new program to increase the number of distributive education teachers in the Western part of the State. Program is now dependent on the university system approving it. . Assisted extended day distributive education teachers. Only one extended day program that identifies itself as distributive education. Placed Learning Activity Packages in some of the extended day programs.
2. By 1980, 60% of all schools with distributive education programs will have a classroom laboratory which meets standards provided by the State Department of Public Instruction. 1975 FY - N/A 1976 FY - 20% 1980 FY - 60%	. Goal met based on staff's knowledge of facilities. . Reviewed all the plans for new facilities and worked with teachers in dating current specifications. . Will develop as funds are available a brochure to assist all teachers in facility planning. . Through inservice meetings, have displayed information relative to the latest equipment that distributive education teachers could purchase for classrooms.
3. By 1980, 70% of all the distributive education students in secondary schools will have an individual instructional plan developed for assisting them to achieve their objective in the field of marketing and distribution. 1975 FY - N/A 1976 FY - 15% 1980 FY - 70%	. Believed objective not met based on the reaction of teachers at fall inservice meeting when dealt with instructional planning topic. . Distributive education teacher educators have worked to equip teachers to develop instructional plans. . One inservice meeting devoted to planning for individualizing instruction.

Specific Objective(s)	Status and Accomplishments
4. By 1980, 80% of the distributive education teachers in secondary schools will be actively using the youth organization as a teaching method. 1975 FY - N/A 1976 FY - 50% 1980 FY - 80%	. 80% attainment. . Had inservice in all eight educational districts related to the youth organization as a teaching method and provided all teachers with a Chapter Management Activity Handbook. . Provided inservice for all teachers relative to the new competency-based competitive events which assist teachers in instruction. . Worked with undergraduates at East Carolina and UNC-G relative to the youth organization and involved collegiate DECA chapters in State Leadership Conference. . Teacher educators involved distributive education undergraduates in district leadership activities. . Need for an institute to develop competency-based competitive events materials for all of teachers.
5. By 1976, a diverse program of staff development opportunities will be provided in cooperation with LEAs, teacher educators, and State Education Agency personnel for 100% of the distributive education teachers in North Carolina.	. 97% attainment, 265 teachers. . Sponsored inservice meetings in October, January and April in eight educational districts. . Assisted in organizing for district DECA activities in fourteen DECA districts. . Invited principals to be involved in inservice but very few were, therefore, need to continue to find ways to inservice principals. . Visited all but two of the new teachers.

Specific Objective(s)	Status and Accomplishments
	. Provided instructional materials exhibits at each of inservice meetings and had exhibitors at State Leadership Conference for DECA to provide teachers an opportunity to see the latest materials. . Good cooperation from most of the other divisions in the department that were asked to assist in this project. . Worked in connection with Statewide evaluation of occupational education programs to assist teachers in knowing various evaluation strategies other than paper and pencil testing. . Performance proficiency test was one method utilized which would help teachers to know different methods of evaluating . Encouraged distributive education teachers to be a part of the District Officer Training Workshop for DECA officers in order to learn methods of training in motivating students.
6. By 1980, each Distributive Education Consultant Staff member will have had opportunities to participate in professional, local, State, and national meetings in order to broaden their knowledge of distributive education.	. Each staff member developed a personal yearly staff development plan. . Distributive Education Staff found that one of the most needed opportunities was to participate at AVA, but funding was not allowed for attendance at that meeting. . Entire staff participated in NCVA. One staff member attended National DECA Career Development Conference. . Two staff members were on AVA committees.

Specific Objective(s)	Status and Accomplishments
	. Chief Consultant is on Committee of the Association of State Supervisors for Distributive Education. . Youth organization sponsor chairs the Southern Regional DECA Advisors.

Continuing Objective No. 3: *To ensure that distributive education within the secondary and post-secondary public schools of the State is articulated to the extent that students may move from one level to the other with a minimum of duplication of content and learning experiences.*

Specific Objective(s)	Status and Accomplishments
1. By 1980, the Distributive Education staff, in cooperation with representatives of the community college system and the representatives of colleges and universities will: (a) make a determination regarding which institutions should logically organize a program for students planning to enter occupations in distribution and marketing; and (b) work cooperatively with one hundred percent of the institutions which are offering a post-high school program in order to articulate instruction for students continuing preparation for marketing careers. 1975 FY - N/A 1976 FY - 20% 1980 FY - 100%	. 20% attained. . Community College staff was involved with our State Advisory Committee to assist in articulation. . Occupational Research Unit worked with staff in trying to determine labor market data which may help in furthering articulation efforts. . Number of deans of instruction and guidance counselors from community college system meet with the high school distributive education teachers. . At February inservice meeting worked with institutions such as Kings Business College. . Had several representatives from the community college system at our State Leadership Conference for DECA. . Continued to work with post-secondary institutions and private schools desiring to have distributive education clubs.

Specific Objective(s)	Status and Accomplishments
	. Number of institutions exhibited at the State Leadership Conference for North Carolina DECA trying to recruit high school distributive education students to enter post-secondary schools. . Awarded three scholarships to students eligible under the T. Carl Brown Scholarship Program, all of whom will be going on to post-secondary schools. . Awarded a Hardee's Scholarship for a student who would be going into the community college system. . Recognized need for State level policy to get articulation on a local level.

Through all of its efforts, the Distributive Education Consultant Staff relies heavily on the State Advisory Committee for Distributive Education to assist in planning to improve the services of distributive education and encouraging the utilization of local advisory committees which strengthen the distributive education program.

5. Health Occupations Education

Our nation's health care delivery system has already undergone unprecedented growth and changes within recent years; yet rapid and dynamic social changes and technological advancements continue to challenge the capability of the present system to meet emerging needs.

The rapid expansion of existing health occupations and the creation of new ones in all areas of the health field directly influence the standards and the quality of health care. The technological changes, the legislative influences, the changing roles of the professional health team members, the changing concepts of the allied health team members, and the increasing employment opportunities for assistant level health team members are only among a few factors indicative of the need to emphasize and financially support secondary Health Occupations Education within the public school system of North Carolina.

The secondary Health Occupations Education program is an attempt to meet present and predicted needs for health workers within the diverse occupations in the health field. The program's mission is to stimulate students' interest in the health care industry and prepare them for job opportunities as assistants to the health team.

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 into 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 undestanding, tact, and assurance in interpersonal relationships.
- To find job placement as is feasible in the area of individual student interest.

The growth pattern of Health Occupations Education programs continues to increase in spite of budgetary restrictions. During the fiscal year 1975-76, 8 new programs were implemented, making a total of 126 programs and 128 teachers, and 6,913*students enrolled. Of the 151 LEAs, 97 now

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* Duplicated Count

have at least one HOE program. Careful preplanning by local administrators, guidance counselors, advisory committees, and state consultants has resulted in augmenting Health Occupations Education programs based on student interests and community needs.

Statewide utilization of active Health Occupations Education Advisory Committees increased from 77% to 96% during fiscal year 1975-76.

Health Occupations Education has sought to keep current curricula offered to students. Health Occupations Education I has been revised to incorporate individualized learning activity packages, new audio-visual resources, and a broader selection of supplementary books and materials. Pursuant to the field-testing of a semester course, "Introduction to Health Occupations Education," a completed curriculum has been developed and designed to introduce the student to the field of health as an industry to itself, as well as prepare him or her to be knowledgeable consumers of health care.

An effort organized by the North Carolina Health Occupations Education Advisory Committee to inservice guidance counselors to health career opportunities was implemented this year. Cooperation with Area Health Education Centers to financially support three workshops made it possible to reach approximately 135 counselors. Plans to continue this approach has already been planned.

Resources outside the State Agency have been frequently utilized in the development and execution of staff development workshops for Health Occupations Education teachers. Of particular help was the Univeristy of North Carolina - Chapel Hill School of Public Health, Division of Continuing Education. Three area one-day workshops including 109 Health Occupations Education teachers were conducted on the topic, "Toward a Healthy Sexuality." Title IX components, as well as instructional concepts related to the curriculum, were strategized with teacher participation.

The implementation of a teacher education program for Health Occupations Education teachers has been most rewarding. With the selection of two teacher certification routes, "Industrial and Technical Education" and "Health Education," teachers are being better served throughout the state. More extensive delivery of courses off-campus is still being investigated. Two universities have maintained a most accommodating off-campus delivery approach this year.

Health Careers Clubs of North Carolina has grown from 69 clubs to 97 clubs and 5,000 members. North Carolina was one of six states chartered within the new national association, The American Health Occupations Education Student Organization. The annual State Congress was attended by the largest number of participants in its history, 740 students.

Further documentation of Health Occupations Education accomplishments are expressed as follows:

Continuing Objective No. 1: *To ensure that students in secondary schools who want and need Health Occupations Education have an opportunity to enroll in and pursue a program of instruction designed to prepare them for a career in the health field or pursue further education in a post-secondary institution.*

Specific Objective(s)	Status and Accomplishments
1. By 1980 school year, increase enrollment by approximately 25% based on documented student interest and cooperating health agencies. FY 1976 - 6,569	. 6,913*enrolled. . Completed standards course outline, curriculum for "introduction to Health Occupations Education," a new course, and revised Health Occupations Education I. . Completed first draft of Biennium Budget 1977-79. . Provided consultant services to local directors in Area II for purpose of local plan development. . Provided consultant services in planning new programs in Caswell, Randolph, Chatham. . Provided consultant services to extended day teacher - Wilson County. . Oriented new teachers for 1976-77, Edgecombe County, Randolph County. . Provided services to planning NCHOETA Agenda. . Evaluated 7 Health Occupations Education teachers with ICARE Instrument. . Provided consultant services to 4 additional teachers. . Completed assessment of 3 Disadvantaged/Handicapped programs (total of 11 completed).

* Duplicated Count

Continuing Objective No. 2: *To ensure adequate support to local educational agencies for improving and expanding Health Occupations Education through administrative services, physical facilities, educational media, staff development opportunities, and teacher education programs.*

Specific Objective(s)	Status and Accomplishments
1. To maintain an annual accountable system of communication with all interested administrative personnel at the State and local level regarding Health Occupations Education program's philosophy, goals, and objectives.	. Provided consultant services to Area Director II in the local plan developments. . Provided consultant services to Caswell, Chatham, Edgecombe, Harnett, and Randolph counties in area of teacher certification. . Participated in teacher certification/teacher education meeting to relate Health Occupations Education's requirements.
2. Advise and assist LEAs in planning for new or renovated Health Occupations Education facilities.	. Completed review of architectural plans and recommendations for Watauga High School, Myers Park High School, Avery County High School, Union County Career Education Center, and Greensboro Career Education Center. . Provided consultant services to the above regarding equipment, supplies, books, materials, and OSHA Standards.
3. Assist LEAs with Health Occupations Education programs in using available educational media for Health Occupations Education.	. Reviewed materials in the development of curriculum to be recommended to teachers. . Developed newsletter "Vital Signs"--unable to print and disseminate due to inadequate budget to cover mailing cost. Plan to follow through with newsletter on 1976-77 fiscal year budget and disseminate at Occupational Education Summer Conference.
4. Provide a program of innovative staff development that will	. Participated in conducting one one-day workshop for HOE teache

Specific Objective(s)	Status and Accomplishments
upgrade teaching competencies and skills. FY 1976 - 2 workshops 1 summer conference 3 area seminars	and guidance counselors - District 5. Co-sponsored with N.C. Hospital Association and Area Health Education Center/Charlotte. . Conducted 6 area seminars. . Participated in planning of 3 similar workshops as above for school year 1976-77. . Completed summer conference program for Health Occupations Education teachers. . Provided services to NCHOETA in developing annual meeting. . Completed negotiations with UNC-Chapel Hill School of Public Health for fall area one-day workshops 1976-77.
5. Provide leadership and inservice opportunities to individualized instruction team. FY 1976 - 1 workshop	. Provided services to the assigned "II" team by visiting each class, discussing individually and on a group basis the strengths and weaknesses of the program--3 workshops. . Completed and submitted evaluation reports that included (1) EPDA Project evaluation; (2) Team Plan evaluation; (3) Individual team member plan evaluation; (4) Student evaluation; (5) Budget evaluation; and (6) Consultant's evaluation. . Provided additional materials to team members.
6. By 1980, implement a competency-based teacher education program for Health Occupations Education in the university system.	. Accomplished in FY 1976. . Made presentations to both clusters of Appalachian State University Teacher Education off-campus program.

Specific Objective(s)	Status and Accomplishments
	. Developed initial evaluation instruments with ORU and Division of Research and Evaluation, ASU, for the assessment of the teacher education clusters. . General Administration of the University System has recommended the establishment of a Health Occupations Education teacher education program. . Appointment of 13 member N.C. Teacher Education Council for Health Occupations Education.

Continuing Objective No. 3: *To ensure that students enrolled in Health Occupations Education receive the benefits of participation in the activities of the Health Careers Clubs of North Carolina.*

Specific Objective(s)	Status and Accomplishments
1. By 1980, 80% of all Health Occupations Education students enrolled will receive the benefits of activities sponsored by Health Careers Clubs of North Carolina (HCCNC). FY 1976 - 69 clubs FY 1976 - 1,940 students	. 96 active clubs. . 5,000 students participating. . Conducted HCCNC District Advisors Workshop. . Participated in development of program for the State Officers' Leadership Conference. . Conducted HCCNC State Officer Workshop. . Completed negotiations for 1977 Congress site/facilities. . Participated as Advisor to N.C. Occupational Education Youth Council. . Developed program presentation for summer conference. . Revised national organization AHOESO "Officers" Constitution and By-Laws.

Specific Objective(s)	Status and Accomplishments
	. Provided consultant services to Caswell, Randolph, Edgecombe, Harnett, and Union Counties.

Continuing Objective No. 4: *To ensure sufficient and adequate State-level leadership for Health Occupations Education.*

Specific Objective(s)	Status and Accomplishments
1. By FY 1980, increase the Health Occupations Education staff at least by one professional and adequate support.	. One professional staff consultant added. . One half-time professional office worker added.

Continuing Objective No. 5: *To evaluate the progress of Health Occupations Education programs on a qualitative and quantative basis.*

Specific Objective(s)	Status and Accomplishments
1. To determine the status of Health Occupations Education program staffing, enrollment, course offerings, job entry, and furthering of education. FY 1976 - 20%	. Completed input, output standards for Health Occupations Education. . Completed cognitive and psychomotor tests. . Participated in conducting of field test. . Evaluated 5 teachers utilizing the ICARE instrument. . Completed personnel evaluation of Health Occupations Education staff. . 73 teachers (58%) involved in Student Field Testing Evaluation project and Teacher Competency Evaluation.

6. Home Economics Occupational Education

Enrollments in Occupational Home Economics were stabilized around 5,000 students, with the largest increase in the Child Care Services cluster. The Food Services cluster continued to attract the most male students--almost 300 out of 1200 students or 25%. Over 30% of those enrolled in the Home Furnishings Services cluster were male. Clothing Services attracted the smallest percentage of males--approximately 2%. The following data summarizes enrollment for each occupational course offering:

Course	No. of Classes	Enrollment
7141	50	868
7142	13	211
7143	76	1197
7144	86	1235
7145	71	1028
7146	9	128
7147	7	132
7148	6	97
TOTALS:	318	4896*

In addition, the following statistics are offered for purposes of estimating progress:

a. Number of administrative units offering Occupational Home Economics: 83 out of 147.

b. Number of schools offering programs: 155.

c. Number of teachers assigned to instructional programs in Occupational Home Economics: 233.

The distribution of Occupational Home Economics programs is tallied per District as follows:

District	No. Schools	No. Teachers	Courses	Enrollment
I	7	17	17	286
II	22	29	37	646
III	21	25	38	526
IV	28	43	56	937
V	31	44	65	915
VI	16	23	42	683
VII	20	25	39	566
VIII	9	12	21	331

* Duplicated Count

The major strategies used by the Home Economics staff in improving and expanding Occupational Home Economics programs include:

a. Developing and distributing a "Local Planning Guide for Home Economics" which includes basic information in reference to implementing new occupational programs.

b. Inservice education meetings in several Districts (IV, V, VIII) include emphasis on Occupational Home Economics programs.

c. Home Economics staff meets with teacher educators to encourage more pre-service experience and emphasis on Occupational Home Economics.

d. The Home Economics Education segment of the 1975 Summer Conference Program included a session and field trip opportunities dealing with Occupational Home Economics clusters. The occupational session has had a tremendous follow-up interest. Many teachers have requested the visual materials to use with their classes.

e. Priority is given by each staff member to provide field services related to Occupational Home Economics programs including visits to new teachers, facilities planning, meetings with administrators, and advisory groups to planning for needs, parts of Extended School Day programs.

f. Three staff members increased their own expertise in one or more clusters of Occupational Home Economics through EPDA internship programs.

g. Seeking recognition for outstanding programs and teachers through professional meetings, news media, etc. One teacher, Mrs. Edna Shackleford from Charles B. Aycock in Wayne County, was one of the top four Home Economics teachers in the United States named by Forecast Magazine at the AHEA Annual Meeting.

h. More articulation was initiated by Home Economics staff members between Occupational Home Economics programs in secondary and post-secondary levels by Districts.

i. Conscious efforts are made by all staff to encourage more coed classes and to give greater consideration to occupational needs of disadvantaged girls in regular programs or Extended School Day programs.

j. Three of the Occupational Home Economics courses were included in the 1975-76 Program Evaluation Field Test; results have not yet been tabulated.

k. There is a growth in the enrollment of male students in Introductory Home Economics. This provides the required pre-requisite for these students to enroll in advanced level courses including Occupational Home Economics. More boys are enrolling in all occupational clusters. Interest is extremely high in the Housing and Home Furnishing (where scheduled), Food Services, and Child Care Services.

Accomplishments of continuing and specific objectives identified in the Fiscal Year 1976 State Plan for Occupational Education are as follows:

Continuing Objective No. 1: *To ensure that all youth who need, want, and can benefit from occupational home economics training receive appropriate classroom, laboratory, observation and/or cooperative work experiences sufficient to develop salable skills in one occupational home economics cluster or to pursue further study in post-secondary programs.*

Specific Objective(s)	Status and Accomplishments
1. To expand the number of classrooms and laboratories suitable for occupational home economics training programs in each of the five cluster areas. 1976 FY - 10 labs (new) 1977 FY - 15 labs (new) 1980 FY - 20 labs (new)	. New classroom/laboratories. . Responded to and/or initiated contacts with each LEA planning new or renovated facilities to assist local personnel in meeting specifications for program needs and to comply with policies and regulations of all funding sources, particularly regarding OSHA, and Appalachian Regional Commission. Use was made of illustrative and written materials with local personnel and architects. . Met with teacher educators to encourage preservice program emphasis on facility planning and department management for all home economics courses, but especially Occupational Home Economics courses. Reference to basic information in the "Local Planning Guide for Home Economics" was encouraged in each contact. . More research was encouraged in the area of facility planning as graduate students select topics of study in home economics education programs in North Carolina.
2. To increase the number of male or female students completing home economics occupational programs with salable skills	. Additional students. . Each home economics teacher assigned Disadvantaged Man-Mont'

Specific Objective(s)	Status and Accomplishments
satisfactory for job-entry or further training opportunities. 1976 FY - 1,000 additional students 1977 FY - 1,160 additional students 1980 FY - 1,380 additional students	was visited to determine status of program and recommended needed improvements. . A joint session was held with the Occupational Exploration staff to consider improvements in coordinating both program areas in grades 7-8. . Each consultant reviewed teacher data sheets and local plans for needed improvements in home economics programs for the district assigned; suggested action communicated to pertinent authorities in LEAs and state office; e.g., wrong course numbers, sex bias, non-reimbursable type course offerings, excess enrollments, etc. During visits to LEAs, consultants asked about and encouraged use of advisory committees to strengthen programs and publicize results to community. Contacts with Extended School Day programs received priority for recent field services; not many have included home economics offerings to date. . Each consultant cooperated with the area director to choose model home economics occupational programs and to plan for publicizing these sites and teachers through the Home Economics Newsletter and special memos to local directors and teacher educators.

Continuing Objective No. 2: *To ensure that program offerings and enrollments in occupational home economics are sufficient in quantity and quality to satisfy the projected manpower needs related to home economics.*

Specific Objective(s)	Status and Accomplishments
1. To expand the number of Occupational Home Economics program offerings in LEAs consistent with the labor market demand in the area served. 1976 FY - 90 programs 1977 FY - 110 programs 1980 FY - 120 programs	. 155 programs in operation. . Enrollments in Occupational Home Economics courses increased approximately 20% with co-ed enrollments in each course offering (largest percent of males in Food Services cluster). . Each consultant conferred with local directors and area director in assigned district to consider needed Occupational Home Economics courses based on available manpower data, LEA resources for a given program, and student interest. Some progress was noted in each district regarding local plans for 1976-77. District I has the fewest schools offering Occupational Home Economics (only 6) and District V the most (over 27). . Summary of enrollments per course for 1975-76: -Cooperative H.E., 50 classes, 868 enrollment -Health/Mgt. Services, 13 classes, 211 enrollment -Food Services, 76 classes, 1,197 enrollment -Clothing Services, 86 classes, 1,235 enrollment -Child Care Services, 71 classes, 1,028 enrollment -Home Furnishing Services, 9 classes, 128 enrollment -Commercial Food Services I & II, 13 classes, 229 enrollment. . Other totals regarding Occupational Home Economics for 1975-76: -Administrative units - 83 -Schools - 155 -Teachers - 233 -Classes - 318 -Enrollment - 4,896*

* Duplicated Count

Specific Objective(s)	Status and Accomplishments
2. To articulate curriculum development and program planning for Occupational Home Economics at the secondary level with related efforts in the Community College system and with employers so that trainees become aware of the "lattice and ladder" options available in each home economics occupational cluster.	. Articulation efforts with Community College or Technical Institute personnel held by each consultant to explore cooperative efforts with: (a) Extended School Day programs; (b) Occupational Home Economics programs; (c) Adult Education programs (Part F and B). . Priority for contacts given to an LEA where there is a Community College or Technical Institute, Occupational Home Economics in the secondary school and an approved Extended School Day program; a map of such is being devised with the criteria selected to determine field contacts in 1976-77. . Teacher educators apprised of home economics teachers most qualified to provide supervised student teaching experiences this year in Occupational Home Economics, as well as Consumer and Homemaking programs.
3. To plan and implement staff development programs on a regional and state level for Occupational Home Economics in cooperation with teacher educators and regional offices. By 1976 FY include 150 teachers By 1977 FY include 300 teachers By 1980 FY include 300 teachers	. 356 teachers inserviced. . Several district inservice education meetings held on topics dealing with Occupational Home Economics, HERO chapters, and local planning for staff development or curriculum development. . Follow-up contacts were made with enrollees of last summer's successful Food Services workshop; several have encountered severe constraints in LEAs with lack of equipment, monies for supplies and instructional materials.

Specific Objective(s)	Status and Accomplishments
	. Teacher educators reported variety of new preservice program activities to prepare teachers for Occupational Home Economics programs in at least one cluster. Teachers still desire more inservice education in this area since only 25 to 30 percent of those currently employed have had such intensive training for a given Occupational Home Economics cluster.
4. By June 1976, plan and implement a specific program for eliminating sex bias in home economics programs in North Carolina.	. All efforts to eliminate sex bias in Consumer and Homemaking programs were used with the Occupational Home Economics programs as well. Additional emphasis was given to help local personnel recognize the need for expanding all Occupational programs (including Home Economics) for all students at the secondary level, and to cooperate with guidance counselors in removing stigmas from Home Economics courses as being for females only through changes in course descriptions and publicity to students and the school community regarding opportunities for both sexes in home economics courses; e.g., through FHA, district and county fair booths, and news articles will this effect be successful.

Continuing Objective No. 3: *To ensure that youth enrolled in home economics education programs receive the benefits of the Future Homemakers of America/Home Economics Related Occupation youth organization.*

Specific Objective(s)	Status and Accomplishments
1. By 1980 school year, at least 75% of the home economics instructional programs will have	. Accomplished same, with specifi growth in HERO subchapters as follows:

Specific Objective(s)	Status and Accomplishments
an affiliated FHA or FHA/HERO chapter. 1976 FY - 50% 1977 FY - 60% 1980 FY - 75%	District I, 45 HERO members, 2 chapters District II, 35 HERO members, 1 chapter District III, 144 HERO members, 6 chapters District IV, 137 HERO members, 5 chapters District V, 152 HERO members, 8 chapters District VI, 193 HERO members, 8 chapters District VII, 10 HERO members, 1 chapter District VIII, 38 HERO members, 3 chapters
2. By 1975-76 school year, 90% of the home economics teachers will receive direction from the state office for organizing subchapters of FHA/HERO.	. All home economics teachers received written information regarding organizing subchapters of FHA/HERO through the Home Economics Newsletter and FHA Newsletters. . Approximately 75% of the LEAs received further interpretation of this goal through school visits by State Staff members, contacts with chapter advisors and student officers in workshops and Summer Conference, and encouragement from local administrators. . A summer workshop (one week in length) was planned by Appalachian State University. . State staff projected plans for local and district level in-service meetings regarding "Organizing HERO subchapters in in FHA" for 1976-77.
3. By 1975-76 school year, 80% of the affiliated FHA/HERO chapters will participate in a district rally or FHA workshop.	. District rallies and FHA workshop plans were accomplished for 1975-76. Input from teacher educators to district rallies helped involve some future teachers more significantly.

Specific Objective(s)	Status and Accomplishments
	Superintendents and other local administrators were in support of more school day events for FHA/HERO this year and next year.
4. Prior to June 30, 1976, 30% of the affiliated FHA chapters will participate in a State Convention and/or FHA workshop.	. Plans for the 1976 State Convention were made and implemented by the FHA Executive Council. Special guests at the Convention were President Ford, Governor Holshouser, Representative Jim Martin, TV personality Betty Feezor, and former Miss North Carolina Jeannie Swanner Robertson; an excellent meeting held at the Charlotte Civic Center with approximately 2,000 attending. . A spring workshop (2 days) was held in Raleigh for new district advisors. . A study group of chapter advisors, student officers, local administrators and State Staff was formed to clarify FHA/HERO policies and procedures in LEAs for electing and supporting state officers and district advisors.
5. By June 30, 1976, annual reports for FHA/HERO affiliated chapters will be received from 80% of the chapter advisors to assist in evaluation of FHA/HERO activities for FY 1976	. Annual reports were received and summarized from majority of chapters. . Response from teacher-advisors to Home Economics Newsletter survey regarding FHA/HERO activities has been summarized and reported to appropriate parties (National office, area directors, etc.).

Continuing Objective No. 4: *To maintain and develop needed competencies for each State Staff member in home economics education through appropriate staff development opportunities.*

Specific Objective(s)	Status and Accomplishments
1. By June 1976, plan and implement both individual and staff programs for professional growth.	. Three of the five Home Economics Staff members pursuing EPDA internships this year planned and participated directly in one or more Occupational Home Economics clusters of employment (Food Service, Clothing Services and Home Furnishing Services). Their personal knowledge of the occupation and experience on the job was shared with all staff members and proved beneficial for curriculum expansion in the Occupational Home Economics clusters. . Similar experiences have been projected for other Staff members and for selected teachers in the field who need specific occupational competencies. Developing State Staff and local teachers' competencies in these occupational clusters is a continued top priority for 1976-77.

Continuing Objective No. 5: *To cooperate with other state agency staff in providing consultative services to local educational agencies that elect to develop, implement, or expand occupational home economics instructional programs in grades 7-12, and assume supportive role for articulating home economics programs with prevocational programs and post-secondary level programs.*

Specific Objective(s)	Status and Accomplishments
1. To coordinate the field services of the Home Economics Staff in a system compatible with others in the State Agency, and specifically Occupational Education for FY 1976.	. The Home Economics State Staff field services are planned and coordinated with Area Directors and other Division personnel to maximize travel funds and respond to all requests from

Specific Objective(s)	Status and Accomplishments
	LEAs for consultant services within a given month. Approximately 50 - 75 of all LEAs were visited in a given district, including on-site school visits; highest percentage of visits were in Districts IV and VIII. Priority was given to visiting each new teacher in the fall (approximately 45 were visited), Extended School Day programs with home economics components (very few have), I.I. teams, and new occupational home economics programs. . Priority was given to LEA visits in each district which deal with Occupational Home Economics programs including Disadvantaged Man Months, Appalachian Regional Commission facility plans, and Extended School Day programs. Follow-up reports were sent to local personnel to maintain communication regarding observation of program needs and recommended courses of action. Cooperation with area and local directors has been vital to all field contacts.

Continuing Objective No. 6: *To evaluate the progress of home economics education programs on a qualitative and quantitative basis.*

Specific Objective(s)	Status and Accomplishments
1. To determine status of home economics program staffing, enrollment, course offerings, and job entry for FY 1976.	. Reviewed status of home economics enrollments by course offerings and by districts, by staffing needs, and financial support given. Alarmed at how few home economics teachers are employed more than ten months in order to accomplish goals best met in extended employment (home visits.

Specific Objective(s)	Status and Accomplishments
	adult education, FHA leadership development, and modified curriculum efforts). Less than 10% are employed more than 11 months - a radical change from five years ago.
2. By January 1976, devise and field test a product evaluation approach for home economics exit level courses in eight selected LEAs. 1976 FY - 8 LEAs Cooperate by June 30, 1976, with 40% of LEAs in program evaluation projects as specified by Curriculum Design unit.	. Developed a product evaluation process for home economics in cooperation with Division and LEA personnel; participated in the 1975-76 field test as planned. . Field Test in 1975-76 included three Occupational Home Economics courses, and some performance tests for each.

7. Industrial Arts Education

Significant progress was made during fiscal 1976 in providing for the inclusion of Industrial Arts Education as it contributes to Vocational Education in (1) assisting students in making meaningful and informed occupational choices; and (2) preparing individuals for enrollment in advanced or highly skilled vocational and technical education.

Students were 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.

Framework was laid for defining specific courses, curriculum, and standards. Four hundred sixty nine (469) teachers provided instruction and supportive services for eight thousand, seven hundred twenty three (8,723)*boys and girls in Occupational Industrial Arts.

The following account outlines specific objectives and accomplishments as recorded in the fiscal 1976 State Plan.

Continuing Objective No. 1: *To provide State-level leadership, supportive services and resources to maintain and improve the quality of Industrial Arts Education programs in grades 7-12.*

Specific Objective(s)	Status and Accomplishments
1. To provide assistance to local education agencies in developing local plan of Occupational Education relative to Industrial Arts. FY - 1976	. Worked with 16 LEAs in providing Industrial Arts in local plan. . Aids developed to assist local educational agencies in providing for students with special needs. . Plan for eliminating sex bias implemented.
2. To provide by FY 1977 curriculum for teachers in grades 7-12 that specifies direction for experiences in manufacturing, construction, transportation, and communication.	. Courses identified which may be funded with Occupational resources, and incorporated into the State Reporting system. . Curriculum guides to support courses printed and distributed to field. . Teacher education input was used in establishing base curriculum.

*Duplicated Count

Specific Objective(s)	Status and Accomplishments
	. Teacher educators, teachers, and local administrators evaluated the curriculum guides that were developed.
3. By 1977, 100% of the Industrial Arts Education teachers will possess the competencies necessary to provide broad experiences related to manufacturing, construction, transportation, and communication. 1976 FY - 75% 1977 FY - 100%	. Staff development provided in each of the eight educational districts at two different times during the year. . Summer Conference completed this objective.
4. By 1977 to provide for 100% of Industrial Arts Education specific ways of eliminating sex bias in classrooms and laboratories.	. Complete to date; plan of action implemented. . Revised plan completed for next year.

Continuing Objective No. 2: *To provide State-level leadership services and resources that will stimulate and communicate efforts among various educational, professional, and industrial groups by improving Industrial Arts Education.*

Specific Objective(s)	Status and Accomplishments
1. By 1980, Industrial Arts Education will be guided by functional Advisory Committees. 1977 FY - 10% 1978 FY - 20% 1979 FY - 50% 1980 FY - 100%	. An Ad Hoc Committee was formulated. Bylaws were developed. . Committee appointment is expected September, 1976.
2. By 1980, 100% of State Industrial Arts programs in grades 7-12 will have an Industrial Arts Youth Club. (AIASA)	. State AIASA (American Industrial Arts Student Association) is currently being formulated.

Specific Objective(s)	Status and Accomplishments
	. Advisor's Handbook is being compiled for use by advisors. Appropriate in-service education will be provided for advisors.
3. By 1978 to evaluate 100% of the State Industrial Arts Education programs in grades 7-12. 1975 FY - 20% 1976 FY - 40% 1977 FY - 40%	. Complete to date. Input/Output Standards, Student Tests, etc. developed and on schedule with Curriculum Design time line.

8. 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. Each year a concerted effort is made to plan programs more in line with manpower data, its trends, projections and opportunities for employment.

During the school year of 1975-76, there were over seventy-seven (77) Trade and Industrial Education subject areas available to students in the secondary schools of North Carolina. Three hundred fifty-five (355) 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 seventy-four thousand (74,000)*students were enrolled in one of three major programs in Trade and Industrial Education: Introduction to Industrial Education (IIE - 16,000), Industrial Cooperative Training (ICT - 10,000), and Trade Preparatory Training (TPT - 48,000). Sixteen thousand sixty-one (16,061) students completed Trade and Industrial Education programs and were available for placement and employment purposes at the end of school year 1975-76. Approximately ten thousand (10,000) students were involved in cooperative training programs and earned $ 30,931,995 during the 1975-76 school year.

Construction, metal, plumbing, heating, cooling, graphics, textile production and fabrication, furniture, personal and community services and operatives occupations continue to be in great demand based upon data supplies by the Employment Security Commission.

Program offerings by LEAs for 1975-76 have been analyzed according to the Program of Studies developed by the Division of Occupational Education. Wherever a variance exists between what is recommended versus what actually happens, a visitation will be made to determine the justification.

Individuals charged with the responsibility of planning program offerings for the future must give greater consideration to the needs of industry and opportunities for employment. Manpower data from the Employment Security Commission indicates that in some subject areas too many students are being trained, while in other areas the present number in training is insufficient according to employment opportunities, e.g. automotive versus plumbing, heating and air conditioning. Many of the present programs should be redirected according to this information.

Each year continuing objectives are established in order for the 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 1975-76:

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* Duplicated Count

Continuing Objective No. 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 programs designed to prepare them for such occupations or for continuing technical education.*

Specific Objective(s)	Status and Accomplishments
1. By 1980 school year, enrollment in Trade and Industrial Education curriculums be increased by 31%.	. Local plans submitted by LEAs for Occupational Education were reviewed by T & I Consultants for the continuation and expansion of programs. . All requests for consultants' services were fulfilled. . A program of studies booklet was developed for T & I giving a more indepth interpretation of programs and recommended organizational pattern of programs. . Priority consultant services were provided to LEAs not having a recommended organizational pattern for programs. . Input and output standards were developed for exit level courses. . Scope and sequence charts were developed for course offerings in Trade and Industrial Education. . Consultants were requested to provide consultant services to at least 50% of the teachers within their education district. These teachers would be categorized as follows: New teachers, Extended School Day teachers, Experienced teachers and Disadvantaged/Handicapped teachers. In some cases, a teacher may be categorized in more than one area. See appendix (page 1) for teachers per district and consultant visitation.

Specific Objective(s)	Status and Accomplishments
	. Consultants reorganized their educational district for one major leadership and skill contest activity as opposed to subdistrict contest activities. . Consultants served on accreditation committees for the public schools. . Consultants met on a monthly basis with Local Directors/Planners for orientation purposes, dissemination of materials and to plan for delivery of services. . Consultants were provided with packets of materials for teachers and other information in the delivery of consultant services.
2. By FY 1980, redirect existing programs and implement new programs consistent with the projected labor force requirements. 1976 FY - 20% 1977 FY - 40% 1978 FY - 60% 1979 FY - 80% 1980 FY - 100%	. 20% of existing programs were redirected or new programs started. . T & I program offerings per educational district have been reviewed relative to manpower projection needs for possible modification or conversion of programs. . A T & I Directory was developed for teachers, teacher educators, industrial representatives, and state consultants. . Curriculum and Planning guides were made available to teachers and administrators. . Plan of work was developed by consultants in T & I in order to achieve the goals and objectives of the Division and Section.

Continuing Objective No. 2: *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.*

Specific Objective(s)	Status and Accomplishments
2. By FY 1978, increase the number of approved teacher education institutions for funding from the State Board's financial resources to a minimum of four and to increase the annual supply of qualified teachers by 20%. Number of Institutions 1976 FY - 2 1977 FY - 3 1978 FY - 4	. Appalachian State, A & T, East Carolina, N.C. State, and Western Carolina Universities in the university system were contacted concerning the following topics or items: a. Feasibility of offering additional courses for T & I certification in both undergraduate and graduate level programs. b. Acceptance of two-year degree students from institutions in the Community College System. . The Community College System was apprised of the need for tradesmen or craftsmen to be given college credit for work experience. . The two systems were asked to offer more extension courses for tradesmen and to work with this office in the development of competency examinations.
3. By 1977, 100% of the new teachers employed in secondary schools in T & I Education will have been trained and fully certified under new certification requirements.	. Certification requirements for T & I teachers were revised with input from industrial representatives, teacher educators, teachers, and administrators.
5. By FY 1980, 100% of the T & I teachers in the State will have been engaged in inservice education activities to improve their teaching competencies. 1976 FY - 30% 1977 FY - 50% 1978 FY - 70% 1979 FY - 90% 1980 FY - 100%	. All T & I teachers were provided the following opportunities or activities in which to upgrade their instructional skills or programs: a. Annual Summer Conference for Occupational Teachers b. Three inservice meetings per educational district - total of 24 inservice meetings

Specific Objective(s)	Status and Accomplishments
	c. Summer Workshops - Textile, Auto, Aerospace, Graphics, and Cosmetology d. Courses through institutions in the University System e. Work experience in their instructional area during summer months for renewal credit f. Contest activities (local, state, national, and international) State Fair Exhibits, Plymouth Trouble Shooting Contest, and Occupational Education Fairs . 36% of teachers were engaged in inservice education activities. . T & I Consultants participated in an EPDA Intern Program during the months of May and June. . All T & I Consultants participated in the following inservice activities during the 1975-76 school year: a. General Motors -- Mr. William Stallings b. Aerospace -- Mr. Hank Murray c. Industrial & Technical Education -- N.C. State University, Dr. Farmer Smith d. Occupational Education Center -- Dr. Coster e. Budgetary Process -- Mr. Cliff Belcher, Mr. Bill McClure, Mr. Danny Hardee f. Inservice Activity -- Phil Rollain, Ted Rollins, Ed Alderman, J. R. Taylor, Adam Thompson

Specific Objective(s)	Status and Accomplishments
	Course of Study Occupational Analysis Writing Objectives Shop Organization & Management Procedures g. Summer Conference Planning -- All consultants h. District Inservice Planning -- All consultants i. Contest Activity -- All consultants j. Disadvantaged/Handicapped -- Jim Lunsford k. Extended School Day -- Nurham Warwick l. New Pioneers -- Amanda Smith m. Individualized Instruction Horace Robertson n. VICA Achievement Program -- Phil Rollain o. Divisional Staff Development Meetings p. Departmental Meetings. . Professional Office Personnel participated in the following activities to upgrade skills and knowledge: a. Visitation of T & I programs in local school systems (Apex Sr. High, Fuquay-Varina High, Garner Sr. High, Millbrook Jr. High, Wake Forest - Rolesville High) b. Sex Bias Meetings c. New Pioneers d. VICA - Orientation

Specific Objective(s)	Status and Accomplishments
2. By FY 1980, student membership in VICA will be increased by 280%, and professional membership in VICA will be increased by 260%. Year / No. of Student Members / No. of Prof. Members 1975 / 12,000 / 560 1976 / 14,400 / 610 1977 / 18,280 / 800 1978 / 25,780 / 1,200 1979 / 35,000 / 1,600 1980 / 45,000 / 1,900	. In 1976, 86% of the Student membership goal was reached; 96% of the Professional membership. . District and State level contest activities were held for students in T & I programs with approximately 7,000 people involved. . Three leadership conferences were held for VICA officers, advisors, and teachers involving approximately 2,800 people. . VICA youth organizations received major emphasis during the three inservice meetings per educational district.
3. By FY 1980, at least 50% of the high schools will have a Vocational Initiative and Club Achievement program in the VICA chapter. The Vocational Initiative aspect will emphasize skill training and technical knowledge and the Club Achievement will emphasize development of the individual as a citizen. 1976 FY - 10% 1977 FY - 20% 1978 FY - 30% 1979 FY - 40% 1980 FY - 50%	. Fifty-four District and State Officers participated in State and National Leadership Conferences. . VICA leadership workshops were held in eight education districts with 1,460 students, advisors, and teachers participating. . A collegiate chapter of VICA was officially chartered at N.C. State University and James Sprunt Technical Institute. . Formal meetings were held with officials in the Community College System concerning the VICA Youth Organization. . 10% of high schools implemented a Vocational Initiative and Club Achievement program. . Three VICA Executive Council meetings were held with 100 people involved. . Orientation meeting for VICA State Officers was held with 10 people participating.

Specific Objective(s)	Status and Accomplishments
	e. VICA Achievement Program Orientation f. VICA District Contest Activities g. VICA State Conference h. Summer Conference

Continuing Objective No. 3: *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).*

Specific Objective(s)	Status and Accomplishments
1. By FY 1980, each school offering Trade and Industrial Education programs will have at least one active VICA chapter organized and functioning. Year / Schools / Chapters 1975 FY: 242 / 460 1976 FY: 270 / 500 1977 FY: 300 / 550 1978 FY: 330 / 590 1979 FY: 359 / 650 1980 FY: 390 / 715	. 1976 goal was achieved. . T & I teachers having a VICA chapter in 1974-75 were mailed an organizational packet during 1975-76. . Directors and coordinators of the Extended School Day Program were also mailed an organizational packet and encouraged to organize a VICA chapter. . T & I teachers were mailed a survey form to determine their needs in establishing a VICA club. . Brochures were printed and disseminated depicting the benefits of the youth organization. . Slide presentations of the VICA State Conference for 1974-75 and the Achievement Program were made available to advisors, teachers, and students for public relations and recruitment purposes.

Specific Objective(s)	Status and Accomplishments
	. National VICA Conference with 150 students and advisors participating was held in Miami Beach, Florida on June 13-16, 1976. . North Carolina Occupational Education Youth Council met monthly to coordinate activities.

Continuing Objective No. 4: *To develop both input (teachers, materials, equipment, and facilities) and output (competencies) standards for each curriculum in Trade and Industrial Education.*

Specific Objective(s)	Status and Accomplishments
1. By FY 1980, each curriculum will have input standards developed. 1976 FY - 15% 1977 FY - 30% 1978 FY - 50% 1979 FY - 75% 1980 FY - 100%	. Priority system was established for selecting subject areas in which input and output standards were developed. Exit level courses were selected for the development of these standards. Courses are as follows: Marine Occupations, Cabinetmaking, Furniture, Upholstery, Aerospace, Textiles, Machine Drafting, Architectural Drafting, Appliance Repair, Plumbing, Machine Shop, Sheet Metal, Welding, Auto Mechanics, Auto Body, Auto Tune-Up, Cosmetology, Graphics, Electricity/Electronics, Printing, Bricklaying, Carpentry. . Each course was analyzed as to resources needed in order to teach competencies identified. . Teachers, administrators, and association members were involved in developing those standards. . 20% of curriculums have input standards.

Specific Objective(s)	Status and Accomplishments.
2. By FY 1980, 100% of the curricula in T & I will have output standards (competencies) developed. 1976 FY - 20% 1977 FY - 40% 1978 FY - 60% 1979 FY - 80% 1980 FY - 100%	. Consultants were requested to work with institutions in the Community College System and LEAs for articulation of programs. . Materials were provided to consultants illustrating how articulation can be achieved, e.g. James Sprunt Institute and Duplin County. . 20% of curriculum have output standards.

Continuing Objective No. 5: *To ensure that adequate ancillary and supportive services are provided to LEAs so that safety standards in laboratories and shops meet the requirements of OSHA.*

Specific Objective(s)	Status and Accomplishments
1. By FY 1979, all T & I Education programs will be in compliance with OSHA. 1976 FY - 10% 1977 FY - 50% 1979 FY - 100%	. T & I teachers attending Summer Conference in August, 1975 participated in an OSHA seminar. Film slide presentations and other materials were presented by representatives from the OSHA Division in the Department of Labor. . OSHA Handbooks were made available to teachers participating in district inservice meetings. . Shop organization and management procedures received major emphasis during the third district inservice meeting. Teachers were encouraged to teach a unit on safety in their instructional program. . Apprenticeship booklets and materials were distributed to teachers at inservice meetings. . All materials developed for district inservice meetings were

Specific Objective(s)	Status and Accomplishments
	made available at Summer Conference. . 9 % of programs in compliance with OSHA.

Continuing Objective No. 6: *To ensure that State-level leadership will be provided through consultative services to LEAs which will result in appropriate curriculums and effective teaching and learning.*

Specific Objective(s)	Status and Accomplishments
1. By FY 1976, each LEA requesting consultative services will obtain such services within 4 weeks following receipt of request. 1976 FY - 100%	. Provided consultative services to 50% of the teachers in each educational district assignment. . A program data form was completed for each teacher visited (new, extended school day, experienced, and disadvantaged/-handicapped). . Provided services to Individualized Instruction teams. . Developed cognitive and performance proficiency tests. . Developed input and output standards. . Developed and/or revised curriculums. . Organized district and state contest activities. . Reviewed materials at the media centers. . Served on accreditation committees and other division or departmental committees. . Attended program area and divisional meetings.

Specific Objective(s)	Status and Accomplishments
	. Reviewed local plans for Occupational Education. . Reviewed plans for facilities and equipment. . Supervised workshops for teachers. . Assumed coordinating role for Summer Conference. . Participated in staff development meetings and workshops. . Met with Local Directors/Planners and Area Director in assigned educational district.

Continuing Objective No. 7: *To develop evaluation tests and evaluate each program in Trade and Industrial Education.*

Specific Objective(s)	Status and Accomplishments
1. By 1978 FY, develop evaluation tests for each program in Trade and Industrial Education. 1976 FY - 40% 1977 FY - 40% 1978 FY - 20%	. 40% of evaluation tests completed. . Consultants received inservice training for development of tests. . Consultants worked with teachers in the field in developing competencies identified in the tests. . Consultants provided inservice training to teachers administering tests at the LEA. . Consultants developed cognitive and performance proficiency tests for the following subject areas during 1975-76: Marine Occupations, Cabinetmaking, Furniture, Upholstery, Aerospace, Textiles, Machine Drafting, Architectural Drafting, Appliance Repair, Plumbi

Specific Objective(s)	Status and Accomplishments
	Machine Shop, Sheet Metal, Welding, Auto Mechanics, Auto Body, Auto Tune-Up, Cosmetology, Graphics, Electricity/Electronics, Printing, Photography, Bricklaying, Carpentry.
2. By 1978 FY, evaluate each program in Trade and Industrial Education. 1976 FY - 40% 1977 FY - 40% 1978 FY - 20%	. Consultants worked with curriculum design section in program evaluation. . 40% evaluated.

Continuing Objective No. 8: *To provide consultative services to those LEAs who have T & I components in the Extended Day School.*

Specific Objective(s)	Status and Accomplishments
1. By FY 1976, provide consultative services to each LEA having an Extended Day program.	. T & I Consultants were given an orientation by the Coordinator of Extended School Programs. . Consultant services were provided to organize and prepare a presentation for the Extended Day Conference held in Greensboro during the school year. . Youth organization materials were mailed to Extended School Day coordinators and directors. . Extended School Day students were encouraged to participate in the VICA Youth Organization and its contest activities. . Specific LEAs were contacted concerning development of a VICA Youth Club, e.g. Goldsboro City Schools, Charlotte, etc. . Extended School Day teachers, coordinators and directors were certified through T & I certification guidelines.

Specific Objective(s)	Status and Accomplishments
	. Secretarial help was provided the staff in the Extended School Day Program on many occasions.

Continuing Objective No. 9: *To provide consultative services to individualized instruction teams assigned to T & I staff members.*

Specific Objective(s)	Status and Accomplishments
1. By FY 1976, provide consultative services to two teams.	. Consultants coordinated efforts and activities of the I.I. Team. . Consultants informed I.I. Team of budget changes, etc. . Consultants reported on progress of I.I. Team.

Continuing Objective No. 10: *To provide consultative services to Trade and Industrial Education programs having disadvantaged and handicapped components.*

Specific Objective(s)	Status and Accomplishments
1. By FY 1976, provide consultative services to LEAs upon request.	. T & I Consultants received an orientation and materials to be used in working with disadvantaged and handicapped teachers. . Consultants completed appropriate forms when visiting these teachers.

Continuing Objective No. 11: *To provide consultative services to eliminate sex bias in T & I Education programs.*

Specific Objective(s)	Status and Accomplishments
1. By FY 1976, provide consultative services to LEAs upon request.	. T & I Consultants presented the concept of New Pioneers to all teachers during visitations and delivery of services. Program data forms completed for each teacher visitation provides a place for comments on New Pioneers. Consultants brought to the attention of Local Directors, Planners any problems encountered.

B. POST-SECONDARY INSTITUTIONS

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

Occupational education for those who have left high school is provided by 57 post-secondary institutions; 40 are designated as technical institutes and 17 are community colleges. State statutes require all institutions to provide technical, vocational, and adult education programs. There were 119 technical and 73 vocational curricula offered within the system and the range of curricula offered varies from 7 to 46 per institution. The average number of curricula offered per institution is 22.6. The selection of curricula offered by each institution is dependent upon manpower needs and student needs of the area served by each respective institution. A few programs are in the category of "one-of-a-kind," and these programs serve the needs of the whole state.

There was a 14.5 percent increase in enrollment in occupational programs over the previous year, with a 6.4 percent increase in vocational student enrollment and an 18.1 percent increase in technical student enrollment. An enrollment of 39,831 veterans in vocational and technical programs was an increase of 55.4 percent over the previous year.

Of the total number of students enrolled in vocational and technical programs, 44.2 percent were part-time students. A majority of students attending class on a part-time basis were employed full or part-time.

The following table shows the percentage breakdown of students enrolled and the hours in class per week:

STUDENT STATUS	ENROLLMENT (%)		HOURS/WEEK	
	Voc.	Tech.	Voc.	Tech.
Day, Full-time	61.8%	53.5%	22.10	20.68
Day, Part-time	38.2%	46.5%	9.82	10.61
Night, Part-time			10.12	10.79

In the State Plan, specific and continuing objectives were stated for each of the program areas. The following tables list the goals and accomplishments for each program area.

Objectives	1976		Difference
	Goals	Accomplishments	
AGRICULTURE EDUCATION:			
1. Opportunity to enroll in programs:			
Enrollment	2,985	4,779	+ 1,794
Revise materials	4	4	0
Develop guidelines	3	2	- 1
Conduct workshops	3	3	0
2. Coordinate programs:			
Conduct articulation workshops	2	1	- 1
Conduct manpower needs workshops	2	2	0
Survey graduates	1	1	0

Objectives	1976 Goals	1976 Accomplishments	Difference
AGRICULTURE EDUCATION (cont'd):			
3. Youth organizations:			
Develop guidelines	2	1	- 1
4. Continue research, evaluation, and experimentation:			
Conduct survey	1	0	- 1
Disseminate material	1	1	0
Encourage local participation	0	5	+ 5
DISTRIBUTIVE EDUCATION:			
1. Opportunity to enroll in programs:			
Enrollment	1,815	2,580	+ 765
Percent increase	56%	42.2%	- 13.8%
Provide individualized instruction for disadvantaged	25%	22%	- 3%
Individual instruction plan	15%	14%	- 1%
Supervised work experience	15%	15%	0
2. Participate in professional organizations:			
Participate in youth organizations	25%	10%	- 15%
3. Encourage adequate facilities and faculty:			
Classroom/laboratory facility	20%	20%	0
Instructors with job experience	50%	50%	0
4. Articulate programs with secondary programs	20%	20%	0
HEALTH OCCUPATIONS:			
1. Opportunity to enroll in programs:			
Enrollment	8,585	10,100	+ 1,515
Conduct workshop - develop and revise material	4	3	- 1
Upgrade teaching competencies	4	4	0
2. Encourage cooperation:			
Assistance from accrediting agencies - workshop	1	1	0
Advisory committees - workshop	4	4	0
3. Encourage development of qualified instructors:			
Conduct survey	1	1	0
4. Encourage career mobility:			
Develop curricula	3	2	- 1

Objectives	1976 Goals	1976 Accomplishments	Difference
HOME ECONOMICS EDUCATION			
1. Opportunity to enroll in programs:			
Enrollment	1,785	2,196	+ 411
Percent increase	33%	23%	- 10%
Survey need for programs	1	1	0
2. Adequate facilities and faculty:			
Classroom/laboratory facilities-develop guidelines	1	1	0
Select media materials	1	0	- 1
Staff development	50%	25%	- 25%
3. Improve articulation	1	1	0
4. Ensure State-level and local-level leadership:			
Determine staffing, enrollment, course offerings	1	0	- 1
Evaluate programs - survey	1	1	0
BUSINESS & OFFICE EDUCATION:			
1. Opportunity to enroll in programs:			
Enrollment	26,035	34,383	+ 8,348
Percent increase (68% - 1980)		+ 32%	
Increase students completing - workshop	1	1	0
Supervise work experience - workshop	1	2	+ 1
2. Encourage participation in professional organizations:			
Student clubs	10	5	- 5
3. Encourage adequate facilities and faculty:			
Classroom/laboratory facility	75%	50%	- 25%
Instructors with job experience	50%	30%	- 20%
Long-range need for instructors	1	1	0
Assess inservice training needs	1	1	0
4. Articulation with secondary programs	20%	20%	0
TECHNICAL EDUCATION			
1. Opportunity to enroll in programs:			
Enrollment	13,385	18,395	+ 5,010
Assess need for new programs			
Revise curriculum	0	2	+ 2
Prepare instructional materials	0	3	+ 3
2. Effective matriculation between secondary and post-secondary:			
Disseminate materials	1	1	0
3. Qualified staff:			
Conduct workshop	3	3	0

Objectives	1976		Difference
	Goals	Accom-plishments	
TECHNICAL EDUCATION (cont'd):			
4. Encourage professional organizational activities:			
Guidelines for developing club activities	1	1	0
TRADE AND INDUSTRIAL EDUCATION			
1. Opportunity to enroll in programs:			
Enrollment	22,755	24,279	+ 1,524
Percent increase	17%	6.7%	- 10.3%
Revise curriculum	3	2	- 1
2. Provide State-level leadership:			
Consultative services			
Identify material for each apprenticeship area - develop material	1	2	+ 1
3. Professional staff development:			
Instructors attend conference	30%	30%	0
Conduct workshops	5	7	+ 2

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

Adult education is provided through a variety of programs at the post-secondary level. The primary emphasis is the individual development of additional education and manipulative skills. Courses which support general educational achievement are provided by adult basic education, high school completion, or study leading to the successful completion of the General Education Development test. In many instances, consumer education courses are offered to these students.

Preparatory and supplemental vocational and technical courses are offered by each of the institutions. Courses are available to meet the individual needs of the unemployed, underemployed, or employed adults. During 1976, there was a 2.8 percent reduction in occupational extension enrollment. Reduced enrollment occurred in most of the course offerings. It appears that the unstable economy was the factor which caused the decline. Those courses which show the greater decline include accounting, air conditioning, animal science, building trades, blueprint reading, carpentry, civil engineering methods, clothing and textiles, drafting, electronics, plumbing, safety, secretarial, small engine repair, textile production, transportation, and typing and related courses.

Objectives	1976		Difference
	Goals	Accom-plishments	
ADULT EDUCATION			
1. Opportunity to enroll in programs/courses:			
Enrollment	205,755	241,231	+35,476
Percent increase	6%	17.2%	+ 12.2%
2. Effective administration and supervision			
3. Training workers for new and expanding industry	5,000	4,056	- 944

NEW AND EXPANDING INDUSTRY

The program to assist in training workers for new and expanding industry shows an overall increase of 36.2 percent over the previous year. A 56.8 percent increase occurred in training workers for new industry and a 15.2 percent decline occurred in training workers for existing industry.

FIREFIGHTING TRAINING

Volunteer firefighters provide fire protection for the small towns and rural areas of the State. Individual courses provide specific departmental needs and area fire schools are conducted to provide training in specialized techniques. There was an increased enrollment of 2.9 percent in firefighting courses and fire schools.

CORRECTIONAL EDUCATION

Programs are provided to train inmates in the correctional system. State funds are used to support the program, except the adult basic education component, in which fees are waived for all who participate. Some prisoners are given educational release time and attend vocational and technical classes on an institutional campus. In other instances, adult basic education and vocational, technical, and adult occupational extension classes are conducted within a prison subsidiary unit. There were 122 inmates enrolled in technical-level curricula and 1,039 enrolled in vocational curricula. There were 12,005 inmates enrolled in occupational extension classes and 3,081 inmates enrolled in adult basic education classes.

IV. SUPPORT PROGRAMS

A. SECONDARY SCHOOLS

1. Administration and Supervision

Leadership for the administration and supervision of occupational education in secondary schools is a responsibility of the Division of Occupational Education, Department of Public Instruction.

The State Board of Education maintained a staff adequate to administer and supervise occupational programs in a ratio of one professional staff member to approximately 78 FTE employed teachers. The staff was organized along functional lines which are described in the State Plan.

Each of the 148 local educational agencies in the State had the services of either a part-time or a full-time local director/planner of occupational education.

The staff gave attention to refinement of duties and responsibilities for more effective delivery of services in administration, field services, and field support functions.

Other priority consideration by state-level staff were:

- Further development of curriculum and materials with special attention to scope and sequence of programs.
- Further development and implementation of an extensive program evaluation system.
- Continuous staff development activities concerned with program, policy, and fiscal matters.

Continuing Objective No. 2: *To develop promising innovative and exemplary programs and implement these programs in LEAs and Local Schools.*

Specific Objectives	1976		Difference
	Goals	Accomplishments	
By 1980 school year, selected programs will be designed, implemented and completed. 1975 FY - 6 projects 1976 FY - 6 projects 1980 FY - 6 projects	6 projects	6 projects	-0-

Ancillary Services - Secondary

Continuing Objective No. 5: *To interpret Federal and State policies relating to occupational education for school personnel and lay/business citizens and provide inservice activities for implementing programs within the guidelines of Federal/State legislation, regulations, and policies.*

Specific Objectives

1. To assist various publics in a better understanding of occupational education by annually developing and distributing a "layman's" version of State Plan for distribution.

   The "Mini-Plan" was developed and ready for printing eleven days ahead of the projected schedule of thirty days after the final approval of the State Plan. It was distributed within two weeks after being printed.

2. To assist LEAs in complying with Federal/State legislation, regulations, and policies by semi-annually rewriting/updating the "N.C. Occupational Fiscal/Statistical Guide for Administrators."

   Changes in policies, forms, and procedures necessitated a complete rewrite of the Guide as opposed to an update. The new document was distributed to local administrators during the month of October. Inservice on the new document was conducted for local directors and area directors at the time of distribution.

   As a result of the complete rewrite, no additional updating was necessary for the remainder of the fiscal year.

3. To develop closer interancillary and supportive services working relationship.

   Formed efforts in the form of district inservice seminars were not conducted. Instead, emphasis was placed on written communications and efforts by local directors in keeping all publics better informed.

4. By 1976, implement State Advisory Council on Vocational Education's recommendation that there be an annual Lay Advisory Committee Seminar.

   A two-day seminar for Lay Advisory Committee members was conducted in January, 1976. The workshop was planned by local, state level, and State Advisory Council representatives and was focused on purposes, functions, organizational techniques, and appropriate activities of local advisory committees in occupational education.

5. By 1976, implement a system to assist LEAs in review and audit to determine if they are in compliance with Federal and State legislation/rules/regulations and State Board policies.

   A system of review for assisting LEAs in complying with Federal and State legislation/rules/regulations and State Board policies was developed and implemented during Fiscal Year 1976. Occupational Education programs in twenty LEAs were reviewed using an instrument developed and field tested by the Division of Occupational Education. Immediate feedback was provided to all LEAs visited in the form of (1) an exit interview outlining the immediate reaction to the compliance status of the visited; and (2) a formal letter specifying in more detail the results of the review and any action necessary.

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. In many instances, the term "Career Guidance and Counseling" is being used and such programs have been implemented in varied school systems throughout the country. "Career Guidance" is a more comprehensive term and 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 education agencies. The major purpose of the programs and projects is to familiarize elementary and secondary school students with the broad range of occupations and related qualifications.

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. With the implementation of Title IX of the Civil Rights Act, school personnel are scrutinizing their programs even more closely in order to insure equal education opportunities for females.

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 1,152,721 students enrolled in North Carolina schools for the school year 1975-76. Guidance personnel who served these students were as follows:

Full-time		Part-time
654	Secondary Counselors	42
329	Middle/Junior Counselors	25
326	Elementary Counselors	30

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, remains 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 1976-77.

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 all pupil personnel services activities--guidance and counseling, school social work, school psychological services, and school health programs.

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

An Interagency Counsil was organized in 1974 and developed a position paper on a plan for the delivery of human support services. This Council is piloting the plan in twelve selected counties in North Carolina.

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 counselors into the schools since 1974 resulted in numerous workshops and staff development sessions for counselors K-6. Such activities 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 area meetings for occupational education teachers, school counselors, vocational counselors, and guidance directors for the purpose of promoting more effective communication and cooperation.

North Carolina (through the Division of Pupil Personnel Services) is one of twelve states that field tested "Operation Guidance." 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 participated 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 was a year for developing, implementing and testing career development units. Units were developed that provided a comprehensive, sequential approach to meeting the career needs of students.

The Division of Pupil Personnel Services, in cooperation with a selected high school, completed the first phase of the Career Guidance, Counseling, and Placement project begun in April, 1974, and implemented 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 for the planning project year was to unify the total school curriculum by interdisciplinary planning and to develop ways by which the community resources could be utilized effectively in the educational process of young people. The Advisory Council, consisting of representatives from 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 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 developed a unit within his or her course that included career-oriented strategies for meeting the instructional objectives and made viable to the students the aspects of

personal, educational, and occupational development of any subject as it related to their total development for life--not only in school but after school. The Career Guidance Resource Center served as a center of resources for the total project with expanded comprehensiveness and ready accessibility to community resource people who worked with teachers and students in many different ways in the school and in the community. It served to facilitate the services rendered by the guidance personnel. The implementation of "The New Model Me" project was 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 80 Directors of Pupil Personnel Services, Health, Guidance, Psychology, and Social Services for the purpose of assisting school personnel in planning for more effective leadership in guidance and pupil personnel services at the local level. The workshop resulted in the following:

- Development of skills by local directors of guidance in the areas of management and supervision.

- Imparting of knowledge to the workshop participants on federal and state laws which govern their program operation. For example, HR 93-380 Privacy Law Discipline/Suspensions/Expulsions, HR 1238 Exceptional Children, Title IX Prohibiting Sex Discrimination in Education, and Funding Sources for Pupil Personnel Services Workers--Title IV.

- Development of techniques for more effective program management involving: planning, job descriptions, reporting and evaluation, and accountability.

The Division of Pupil Personnel Services sponsored a one-week workshop for 70 school counselors and vocational counselors for the purpose of increasing the skills of counselors in the process of career development as they work with students. As a result of the workshop, the participants increased their awareness of career development and were able to demonstrate: (a) techniques for planning a Life Career Development Program; (b) concepts and strategies in values clarification; (c) self-exploration; and (d) decision-making.

In cooperation with the Division for Exceptional Children, the Division of Pupil Personnel Services co-sponsored a one-week workshop for school counselors, school psychologists, and school social workers in order to:

. Focus on indepth diagnostic techniques, skills, and considerations for exceptional children so that practical and meaningful remediation programs can be developed.

. Focus on skills in using and interpreting both formal diagnostic instruments, as well as informal data (such as class work, behavior, etc.).

The workshop resulted in the participants developing a systems approach for collaborating efforts, utilizing their respective skills, in developing more effective educational programs for children and youth.

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

Numerous presentations all during the year to staff groups as part of inservice programs in local administrative units. These presentations were made to groups in workshops sponsored by Occupational Education, Community Colleges and Technical Institutes, Department of Human Resources, Local School Boards, Community Agencies and/or groups. 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 relate to the educational process and which facilitate learning for children and youth.

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, cooperation, and collaboration between guidance workers and other school personnel.

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

Through inservice training, publications, and consultation, the division attempts to stimulate the growth of adequate local services 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.

Providing leadership to a 17-county area in a series of staff development workshops for 57 school counselors. This activity was coordinated by the Director of Staff Development of one of the Regional Centers. The guidance and counseling staff assisted in the coordination of the activity and conducted many of the staff development sessions. The guidance and counseling staff is co-sponsoring the activity with the Regional Centers for 1976-77.

3. Curriculum Development

The Field Services Section of the Division of Occupational Education has primary responsibility for the development and diffusion of occupational education curricula for secondary school programs, grades 7-12.

Development and diffusion of curricula and curricular materials was accomplished under the direction of program specialists and through the leadership and coordination of a special service unit; i.e., the Curriculum Design and Evaluation Unit. Using advisory committees (consisting of local teachers, teacher educators, consultants from business and industry, and employer/employee representatives from selected trade assiciations) and teachers specially trained and reimbursed, curricular materials were developed.

Working from priorities established in each of the eight occupational program areas, curricular materials were developed of several types including: two program area planning guides, the occupational education component of a State Course of Study, preliminary listings of base or core content competencies in fifty specialized courses, two course guides, and audio-visual instructional materials for teacher and student use in Outdoor Recreation and Applied Ecology, Health Occupations Education, Child Care Services, and Occupational Exploration. The latter (audio-visual instructional aids) included slide-tape sets, transparency masters, filmstrips, occupational games and learning activity packages.

Curriculum Development priorities identified for FY 75 were continued in FY 76 as follows:

- The preliminary drafting and revision of input/output standards for programs and courses (50 in number) 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 and institutes for occupational education teachers and local curriculum specialists.

Additional areas assuming priority for curricular activities in FY 76 were:

- Preliminary steps in articulation of content competencies between secondary and post-secondary institutions.
- Examination and preliminary steps in developing a competency-based reporting system for occupational education students exiting from secondary programs.
- The development of supplementary and supportive instructional materials for use by teachers and students as "back-up" for curriculum and planning guides.

- Initial formation of a search and index system for identifying, locating, reviewing, and accessing curriculum materials developed by other sources both in and out of state.

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 b en 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. Inservice 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 evaluative observations as specified in project proposals. In addition, a procedure has been initiated for an annual management review by the Field Support Section to ascertain compliance with state and federal rules and regulations. The management review procedure was field-tested with a selected number of local education agencies during the spring of 1976.

Furthermore, sixty percent of the LEAs continued their assistance 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. Personnel Development

Federal, state and local funds were expended for inservice activities during 1975-76. Inservice activities included the following:

Activity	Number of Activities	Approx. Number of Individuals Involved
. Summer Conference for Occupational Education Personnel	1	1,600
. District Inservice Meetings for Occupational Education Teachers	268	10,288 (duplicated count)
. Individualized Instruction (teachers)	34 (schools)	309
. Internship for State Staff	1	18
. Internship for Local Directors	1	16
. Internship for Teacher Educators	1	11
. Workshop for Local School Administrators on Individualized Instruction	1	40
. Internship for Teachers of Handicapped	2	30
. Workshops for Teachers of Disadvantaged and Handicapped Students	2	27
. State Workshop for Local Advisory Committees (combination secondary and post-secondary)	11	214
. Workshop for Youth Club Leadership	1	37
. Workshops for Auto Mechanics Teachers	2	43
. Workshop for Local Administrators on Program Evaluation	1	80
. Workshops for State Staff	8	275 (duplicated count)

B. POST-SECONDARY INSTITUTIONS

1. Administration and Supervision:

The State administration of the post-secondary institutions is performed by the staff of the Department of Community Colleges. The staff advises and consults with institutional staff on program services and activities concerning vocational, technical, and adult education. Priority concerns were directed toward:

Curriculum development and revision
Evaluation and improvement of program quality
Staff development of faculty and administrators
Long-range planning

2. Vocational Guidance and Counseling:

A director of student personnel is employed by each institution to direct the guidance and counseling services for students. In addition, 350 counselors were employed to advise and counsel students. Approximately 15 percent of this group counsel college transfer and general education students. The remaining number advise and counsel vocational, technical, and adult students. Peer counselors supplement the activities of the professional counselors. Additional counselors are employed to counsel and advise the disadvantaged, handicapped, and human resource participants.

3. Curriculum Development:

A program development laboratory functions to develop curriculums for new and emerging occupations, revise curriculums, and develop instructional materials. During the 1976 fiscal year, five new curriculums were developed and approval was granted by the State Board to offer these curriculums.

4. Evaluation:

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 49 institutions accredited by the State Board and 48 institutions accredited by the Southern Association.

5. Staff Development:

The staff development division provides inservice education for institutional faculty and staff. The staff development group is involved in recruiting minority staff, providing a liaison between individuals seeking employment, and institutions seeking staff and faculty and providing workshops for instructors and administrators.

Two- or 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.

The annual conference for instructors and institutional staff, usually held in May, was not held because sufficient funds were not available.

The following table is a summary of the goals set forth in the State Plan and the accomplishments for the year:

Objectives	1976		Difference	
	Goals	Accom-plishments		
ANCILLARY AND PROGRAM SERVICES				
1. Ensure effective administration and supervision:				
Institutional accreditation	12	12		0
Workshops	3	5	+	2
Revise curriculums	10	10		0
Workshops	15	24	+	9
2. Advise on construction of facilities:				
Construction projects	7	9	+	2
3. Adequate number of qualified instructors and guidance counselors:				
Annual conference	1	0	-	1
Workshop - guidance	2	5	+	3
Workshop - goals	2	2		0

V. CATEGORICAL PROGRAMS

A. SECONDARY SCHOOLS

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

During fiscal year 1975-76, approximately 2,000 man-months were used to serve about 1,059 students identified as having socio-economic, cultural, and/or educational deficiencies that prevented them from succeeding in the regular occupational education program. Also, $299,607 was expended to serve 1,329 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.

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 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. Three one-week inservice sessions serving about 90 teachers were held throughout the state to upgrade the competencies of teachers serving the disadvantaged.

Also, 2, two-day Internship Programs in Vocational Evaluation were conducted for 34 teachers of special needs students.

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 1975-76, $788,744 was expended for occupational programs to serve 3,875 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. These special 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. These 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.

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 three (3) state-sponsored one-week inservice workshops, as well as participation in two, two-day Internship Programs in Vocational Evaluation at Thoms Orthopedic Hospital in Asheville, N. C.

In addition to program evaluation and review visits to local educational agencies by State Staff, major accomplishments relative to disadvantaged/-handicapped programs include (by specific objective in the State Plan):

Continuing Objective No. 1: *To provide learning experiences which will enable disadvantaged/handicapped youth to meet with success in pursuing occupational objectives appropriate to their abilities, interests, and aspirations. These learning experiences will be provided through modified/-adjusted regular occupational programs, supportive services, or special instructional programs.*

Specific Objective(s)	Status and Accomplishments
1. By 1980, 100% of the local administrators (local directors/-planners, supervisors, principals, etc.) involved with disadvantaged/handicapped programs will be competent to plan, implement, and evaluate special/-modified occupational education programs. 1976 FY - 50% of administrators 1978 FY - 75% of administrators 1980 FY - 100% of administrators	. Revised "Plan of Action" document for local directors/planners. . Developed draft of a cooperative/-work study planning guide to be published jointly by the Division of Occupational Education, the Division of Exceptional Children, and Vocational Rehabilitation in September of 1976. . Developed State Plan Section dealing with Secondary Occupational Programs for Disadvantaged/-Handicapped. . Participated on local plan review team for Districts VII and VIII relative to special program abstracts. . Participated as a member of an interagency planning committee on coordination of special services. . Assisted several LEAs with developing special program abstracts outside of those assisted in Districts VII and VIII. . Participated in two EPDA Local Director/Planner Internship Programs. . Assisted with developing revised local plan draft. . 50% goal attained.

Specific Objective(s)	Status and Accomplishments
2. By 1980, 30% of all occupational education teachers will be capable of providing special, supportive, or modified occupational programs for the disadvantaged/handicapped through individualized teaching/learning in each occupational program area. 1976 FY - 15% of teachers 1978 FY - 25% of teachers 1980 FY - 30% of teachers	. Conducted 16 district meetings for disadvantaged/handicapped teachers. . Reviewed 28 disadvantaged/-handicapped programs in the field. . Planned and assisted with conducting two internship programs in vocational evaluation. . Planned and assisted with development of 13 inservice training modules for use by teachers of the disadvantaged/handicapped. . 20% attained. . Developed and distributed the document, Reference Handbook for Teachers of Disadvantaged/Handicapped. . Planned and assisted with conducting three summer institutes (one week long) for disadvantag handicapped personnel.
3. By 1980, all occupational program areas will have developed curriculum experiences that will provide effective occupational instruction for the disadvantaged/handicapped. 1976 FY - 30% of program areas 1978 FY - 65% of program areas 1980 FY - 100% of program areas	. 30% goal attained. . Publication of document entitled, Consultant Services to Occupational Education Programs for the Disadvantaged/Handicapped. . Identification in district meeting sessions of a list of "core curricula" unit topics. . Initial participation on curriculum task force. . Curriculum development activities by various occupational program areas.

Specific Objective(s)	Status and Accomplishments
4. By 1980, a comprehensive identification and diagnostic process will be implemented in each special occupational program for the disadvantaged/handicapped. 1976 FY - 30% of programs 1978 FY - 70% of programs 1980 FY - 100% of programs	. Published Reference Handbook for Teachers of the Disadvantaged/-Handicapped. . Development and implementation of two internship programs for 35 occupational teachers on techniques of vocational evaluation. . Development of seven inservice modules on vocational evaluation. . Development of a teacher education program in vocational evaluation. . Joint efforts with the Division of Exceptional Children in the area of identification, evaluation, and placement of special needs students. . Emphasis on diagnosis and placement during eight district meetings. . Publication of Consultant Handbook for use by State Staff in assisting LEAs with the identification and placement process. . 60% of programs.
5. By 1980, Statewide "model" occupational programs will be established to provide a comprehensive approach to serving students with special needs in occupational education programs. These "alternative approaches" will serve as teacher inservice demonstration centers, as well as "instructional models" for delivery of educational services to the disadvantaged/handicapped.	. Completion of a contractual agreement with the Vocational Evaluation Unit on evaluative services in occupational education. . Revision of the Plan of Action guide. . Completion of jointly developed publication with Division of Exceptional Children and Vocational Rehabilitation on planning a "model" cooperative/workstudy program.

Specific Objective(s)	Status and Accomplishments
	. Due to the lack of sufficient funds, the actual implementation of "model" programs has been delayed. However, much of the initial planning has been completed. Also, efforts with the interagency planning committee should yield a model design for comprehensive educational services for students with special needs.
6. By 1980, 75% of all disadvantaged/handicapped students will be receiving effective occupational instruction necessary to meet with success in pursuing their occupational objectives. 1976 FY - 40% of students 1978 FY - 60% of students 1980 FY - 75% of students	. Publication of Reference Handbook for Teachers of the Disadvantaged/Handicapped. . Completion of 16 district inservice meetings. . Development of 13 inservice modules to compliment the modules of the Staff Development Centers in the Division of Exceptional Children. . Completion of three summer institutes. . Completion of two internship programs in vocational evaluation. . Publication of revised Plan of Action. . Special Project Allocation to programs for the Severely Handicapped: a) Occupational Therapist Program for the multi-handicapped in Shelby City b) Funding of Horticulture Program at Morehead School for the Blind c) Funding of Graphics and Communications Program at Morganton School for the Deaf

Specific Objective(s)	Status and Accomplishments
	d) Funding of vocational counseling program at Carolina Boys Camp e) Funding of special skills program for multi-handicapped in Catawba County NOTE: "Severely handicapped" referred to in this objective includes those individuals not being served in the regular public school program and not necessarily the profoundly and trainably mentally retarded although some of those persons were served. (Due to the lack of sufficient funds, the percentage of students to be served by this objective is wholly unrealistic.

3. Exemplary: Part D

Six new projects were funded for 1974-75. These projects were continued for 1975-76 since satisfactory progress was made the previous year. The six projects were as follows:

Brunswick County Schools

Marine Science and Occupations - The major objective of the project is to design and implement a program to develop competencies in commercial fishing, marine sales and services, charter and headboat operations, and marine life and ecology. Sixty-seven students participated in the program during 1975-76.

Edenton/Chowan Schools

Occupational Preparation of High School Students as Teacher Aides - The major purpose of this project is to prepare junior and senior level secondary school students for employment as teacher aides. Fifty (50) students participated in the project.

Fayetteville City Schools

A New Horizon Model in Occupational Education Programming - The major purpose of the project is to develop and implement an exemplary program of occupational education. Major emphasis in 1975-76 was given to (1) LAP development; (2) LAP field tests; (3) student's career aspiration assessment; and (4) community content validation of exit level courses.

Durham City Schools

Youth Employment Service - The major purpose of this project is to develop and implement a model system for the placement and follow up of secondary students. Attention was given to stimulating new ways to bridge the gap between school and earning a living. Much emphasis was placed on guidance and counseling and cooperation between public education and manpower agencies. Approximately 1,843 students were involved in the project.

Gates County Schools

To Design and Implement a Model Program for Occupational Education in a Rural Community with Limited Resources - The major purposes of this project are (1) to analyze the occupational education program in the Gates County schools in light of present and future labor market needs; and (2) to develop and implement a model program that will maximize student aspirations and occupational opportunities for youth in an isolated rural community with limited resources.

Charlotte/Mecklenburg Schools

The major purpose of this program is to provide an occupational exploration experience for students to actually see and experience in a work situation so that they can make a more realistic choice of occupational goals and ways to achieve those goals.

Sixty-seven (67) students participated in the program during 1975-76.

4. Consumer and Homemaking: Part F

The performance report for Consumer and Homemaking in North Carolina for FY 1976 is written as a comparison of actual accomplishments to the continuing and specific objectives established for this period. Where quantitative data was available and meaningful in describing program performance, such has been incorporated. When a specific goal was not met or was modified during the year, some explanation has been given. Qualitative remarks have been incorporated to communicate the best estimate of the program status as of June 30, 1976.

Continuing Objective No. 1: *To ensure that all youth and adults who need, want, and can benefit from consumer and homemaking instruction receive appropriate learning experiences sufficient to develop skills for satisfying performances as consumers, homemakers, and dual-role homemakers/wage earners.*

Specific Objective(s)	Status and Accomplishments
1. By 1980, expand the number of LEAs which provide a sequential consumer and homemaking curriculum from exploratory level (grade 7-8) through introductory and advanced levels (grades 9-12) open to any student (male or female) desiring to enroll. 1976 FY - 40% 1977 FY - 50% 1980 FY - 60%	. "A Planning Guide for Home Economics Education" was developed and distributed with interpretation to all local directors, all home economics teacher educators, each home economics department (or one per school) and to all principals. The intent was to clarify program standards and options for those persons involved in the local planning process to overcome abuses in program sequencing and to help in reaching all potential enrollees, both male and female, in grades 7-12. . The Home Economics staff attended two or more meetings of local directors in their assigned districts to coordinate efforts with area directors and local personnel, especially regarding use of local advisory committees and local plans for 1976-77. . Publicity was given to successful home economics programs in each issue of the Home Economics Newsletter (two in 1975-76).
2. By 1980, modify home economics programs sufficiently to meet the needs of selected target populations in selected target LEAs: low-income families, male students, college-bound, and school-age parents, and adults. 1976 FY - 20 LEAs 1977 FY - 25 LEAs 1980 FY - 40 LEAs	. Home Economics State staff assisted local personnel in modifying home economics programs for selected target groups in several ways: - counseling one or more Individualized Instruction teams during the year (EPDA project); - school visits in each district (varied in number) to provide on-site planning with local

Specific Objective(s)	Status and Accomplishments
	personnel to adjust course content and teaching strategies, especially with Extended School Day programs; - conducted two district level inservice meetings regarding curriculum updating and modification in areas of nutrition, parenthood education, consumer education, metrics, and occupational home economics; results will be reflected in courses and enrollments for 1976-77 per LEA.
3. By June 1976, determine the present and projected needs of home economics programs by LEAs for a 5-year period in terms of staff, curriculum offerings, enrollment, facilities, and financial support.	. Enrollment data in home economics for 1875-76 reflects a balance by program objective as follows: - H.E. Exploratory level (grades 7-8) - 5,750 - Introductory level* (grades 9-12) - 44,625 - Advanced level (grades 10-12) - 25,330. * Priority is given in most schools to those students who need and want at least one comprehensive course in home economics; more than half of them pursue advanced courses. . Home Economics Staff members assisted local personnel upon request to project needs of home economics programs in the 1976-77 local plan (approx. 1/4 of LEAs); each area director was alerted through direct contact to encourage target LEAs to make specific plans for change regarding number of staff, course offerings, enrollment, facilities and financial support based on analysis of data. . Descriptive data regarding programs is not now sufficient for planning purposes at state and local levels; requests for more data have been submitted to DPI.

Specific Objective(s)	Status and Accomplishments
	. Informal use was made of a State Advisory Committee and opinions were solicited from leaders among teachers, local administrators, teacher educators, and the lay public in determining present and projected needs/trends of home economics programs for planning purposes.
4. By June 1976, plan and implement a specific program eliminating sex bias in home economics programs in North Carolina.	. Eliminated course #7160 and included it in #7110. . State Staff described efforts needed to local directors and teachers in group meetings and school visits. . Amanda Smith held general session at 1975 Summer Conference. . Developed comprehensive plan for next year. . Reviewed annotations of textbooks and course descriptions for bias; reviewed all home economics correspondence and publications for eliminating bias. . Participated as a staff in DPI meetings on International Women's Year. . Secretary and Staff member served on DPI Sex Bias Committee. . Read and reviewed new materials for ideas to publicize to teachers, administrators, and counselors. . Participated in professional organizations which provide information and growth opportunities, including Management Seminars, Regional meetings regarding Career Development for Women, and Leadership Workshops.

Specific Objective(s)	Status and Accomplishments
5. By September 1, 1976, devise and implement one or more adult education programs on a State-wide basis, utilizing ETV and Regional offices for implementation. 1976 FY - 75 schools 1977 FY - 90 schools 1980 FY - 100 schools	. No state level adult education program was conducted due to lack of funds for use of ETV. Each State Staff member consulted with local personnel per district regarding plans for adult education in cooperation with Community Colleges, community agencies and organizations, and related civic or professional groups (including PTA, March of Dimes, H.E. Extension Services, etc.). . One Home Economics Newsletter article was written to clarify State Board policy regarding adult education responsibilities for Home Economics Education at secondary level.

Continuing Objective No. 2: *To ensure that youth enrolled in home economics education programs receive the benefits of the Future Homemakers of America/Home Economics Related Occupation youth organization.*

Specific Objective(s)	Status and Accomplishments
1. By 1980 school year, at least 75% of the home economics instructional programs will have an affiliated FHA or FHA/HERO chapter. 1976 FY - 50% 1977 FY - 60% 1980 FY - 75%	. There were 384 affiliated FHA chapters during 1975-76 (over 50% of schools) with a total paid membership of 19,415. This was an increase from the previous year. . Each district has been encouraged by State Staff, local and area directors, and student officers of FHA to increase involvement of youth in chapter, district, and state level activities through contacts in newsletters, group meetings, correspondence, and school visits. Support of principals and superintendents was sought particularly, and response was excellent.

Specific Objective(s)	Status and Accomplishments
2. By 1975-76 school year, 90% of the home economics teachers will receive direction from the state office for organizing subchapters of FHA/HERO.	. All home economics teachers received written information regarding organizing subchapters of FHA/HERO through the Home Economics Newsletter and FHA Newsletters. . Approximately 75% of the LEAs received further interpretation of this goal through school visits by State Staff members, contacts with chapter advisors and student officers in workshops and Summer Conference, and encouragement from local administrators.
3. By 1975-76 school year, 80% of the affiliated FHA/HERO chapters will participate in a district rally or FHA workshop.	. District rallies completed with best attendance records ever in most, especially in the four held on school days (I, II, III, VII), e.g., over 2,000 in District II. Will need help in finding meeting places large enough next year. . Help of teacher educators in emphasizing FHA/HERO advisors' competencies was solicited in preservice and inservice meetings. Several sent college students to fall district rallies or asked State Staff to speak to college classes. . A workshop for FHA advisors was planned at ASU for July, 1976.
4. Prior to June 30, 1976, 30% of affiliated FHA chapters will participate in a State Convention and/or FHA workshop.	. Plans for the 1976 State Convention were made and implemented by the FHA Executive Council. Special guests at the Convention were President Ford, Governor Holshouser, Representative Jim Martin, TV personality Betty Freezor, and former Miss North Carolina Jeannie Swanner Robertson; an excellent meeting held at the Civic Center in Charlotte with approximately 2,000 attending.

Specific Objective(s)	Status and Accomplishments
	. A spring workshop (2 days) was held in Raleigh for new District Advisors. . A study group of chapter advisors, student officers, local administrators and State Staff was formed to clarify FHA/HERO policies and procedures in LEAs for electing and supporting state officers and district advisors.
5. By June 30, 1976, annual reports for FHA/HERO affiliated chapters will be received from 80% of the chapter advisors to assist in evaluating FHA/HERO activities for FY 1976.	. Annual reports were received from 80% of the chapters and summarized by the state advisor. . Priorities for 1976-77 in FHA/-HERO were based on evaluation of the current year's reports; e.g., to increase competencies of chapter advisors to integrate FHA into classroom instruction. . Teacher interns from ECU were involved in evaluating FHA reports and assisting in plans for inservice topics in 1976-77. . One article in the Home Economics Newsletter this year was descriptive of FHA/HERO priorities. . The State Advisor served as Chairman of the National FHA Board this year and, as part of EPDA internship, attended a National Management Seminar which contributed to her professional growth in coordinating FHA at state level.

Continuing Objective No. 3: *To ensure adequate support to local educational agencies for improving and expanding home economics education programs through administrative services, physical facilities, educational media, teacher education programs, and staff development opportunities.*

Specific Objective(s)	Status and Accomplishments
1. To establish and maintain a regular system of communication and contact with administrative personnel at the state and local level regarding home economics education program objectives during FY 1976.	. Maintained contacts with local directors, area directors, division and DPI personnel, teacher educators, and others as planned. . Have accepted invitations to speak to college classes, civic and professional groups and attend meetings having related program objectives. . Very positive responses have been received regarding consultant services we have offered and delivered, especially from local directors and principals. Still need more group contact with these.
2. By June 30, 1980, advise and assist LEAs in planning for new or renovated home economics facilities. 1976 FY - 10 LEAs 1977 FY - 20 LEAs 1980 FY - 30 LEAs	. Included basic information regarding facility planning in the recently published "Local Planning Guide for Home Economics Education," specifically referring to needs for expanding programs for occupational home economics courses. . OSHA materials prepared by the Division have been distributed as needed by LEAs and interpreted at the 1975 Summer Conference. . Local inservice meetings on facility planning have been provided upon request, as well as special consultation and reaction to proposed architectural plans. . State Staff members attended Division inservice meeting on Facility Planning in December, 1975; one member of our staff helped plan and organize the session.

Specific Objective(s)	Status and Accomplishments
	. One staff member was assigned primary responsibility during spring of 1976 to prepare illustrative and written materials regarding facility planning for use in LEAs. . Program evaluation input standards were written regarding facilities, equipment, and materials. . Teacher educators were involved in consultation regarding facilities in selected LEAs (Greensboro, Caldwell County, etc.).
3. By 1980, assist selected LEAs in using available resources for selecting and organizing appropriate educational media for all home economics programs. 1976 FY - 16 LEAs 1977 FY - 35 LEAs 1980 FY - 50 LEAs	. Two staff members primarily reviewed educational media for home economics and all solicited recommendations from teachers in LEAs visited; annotations to be compiled for future printing of lists for LEAs or referred to in Home Economics Newsletters. . No Advisory Committee as such has been appointed yet to review and recommend instructional materials. . Three bibliographies (Food Services, Clothing Services, and Housing-Home Furnishings Services) have been printed; the next will be one for Disadvantaged/Handicapped materials in home economics; all have statement regarding sex bias ratings. . No demonstration centers have been selected as yet. . Have one teacher education program planning a summer course regarding "Home Economics Education Media" (UNC-G).

Specific Objective(s)	Status and Accomplishments
	. Regional Education Centers are being alerted to desired home economics education materials to be purchased and housed in their centers.
4. By 1980, provide a diverse program of staff development opportunities for 85% of the home economics teachers in cooperation with LEAs, teacher educators, and State Agency Personnel. 1976 FY - 50% 1977 FY - 75% 1980 FY - 85%	. The 1975 Summer Conference was attended by 356 home economics teachers, the largest percentage of any occupational program section; evaluations by participants rated the program excellent. . The two district level inservice meetings were attended by 50 - 90% of the teachers in each district; programs were geared to their stated needs and interests and use was made of resources which they can also use. . No funds were available for projected summer workshops, so efforts were made to cooperate with teacher educators (ASU, UNC-G, ECU), professional organizations (NCHEA), and related agencies (DHR, Ag. Ext.) to create opportunities for staff development in 1976. . Requests for consultant help in LEA inservice meetings have been honored in approximately 25 of the LEAs this year on such topics as FHA, curriculum planning, occupational home economics, educational media, etc. . Priority was given to supplementing efforts of teacher educators and local inservice education coordinators to meet needs of teachers in a given district.
5. To cooperate with home economics teacher educators through joint conferences, exchange of	. Participated in the 1975 (fall) Joint Conference of Teacher Educators and Local Directors

Specific Objective(s)	Status and Accomplishments
information on mutual concerns, co-sponsored efforts for home economics teachers or others, and campus visitation as deemed feasible for FY 1976. 1976 FY - 1 conference 1977 FY - 2 conferences 1980 FY - 3 conferences	held in Wilmington; followed through with requested exchange of information and reaction to plan for the year. . Have coordinated all district and state level meetings and decisions (Summer Conferences, District Inservice Meetings, Program Evaluations, State Plans, and FHA State Convention) with teacher educators this year; response was spasmodic to some requests. . Have furnished regular communication and packets of related materials through Division Coordinator's office (Dan Bruffey) regarding certification standards, especially. . One staff member served an EPDA internship with home economics teacher educators to determine improved ways of cooperating with them from the state office and in districts. . Visits were made to each campus offering home economics education programs.
6. To solicit support for home economics education through contacts with professional organizations and agencies, public and private groups, and advisory groups.	. Home Economics State Staff members have served as officers and members of each major professional organization (NCHEA, NCVA) and the National FHA/HERO Board; two are active in March of Dimes leadership roles; one is a member of the North Carolina Council on Economic Education and North Carolina Advisory Committee on Metric Education. . Professional and secretarial staff serve on DPI level committees and task forces as listed

Specific Objective(s)	Status and Accomplishments
	(e.g., Sex Bias, Teen-Age Parents) and will continue to serve. Meetings and contacts with related professional and private groups were selected carefully in terms of program priorities regarding Nutrition Education, Parenting, Consumer Education, and Eliminating Sex Bias.
7. To secure adequate funding for improving and expanding Consumer and Homemaking programs.	. Home Economics Staff initiated and assisted in state-wide contacts with congressmen and legislators through joint efforts with professional organizations, DPI, and teacher educators to influence vocational legislation and budgeting priorities affecting home economics programs. . Our program section was involved in Division meetings and biennium budget planning with Field Support Staff. . Our program section was vitally involved with Area Directors in assisting LEAs with the local planning process when feasible; need more regular involvement in future.

Continuing Objective No. 4: *To cooperate with other State Agency staff in providing consultative services to local educational agencies that elect to develop, implement, or expand home economics instructional programs in grades 7-12, and assume supportive role for articulating with home economics education at the elementary school level and post-secondary level.*

Specific Objective(s)	Status and Accomplishments
1. To coordinate the field services of the home economics staff in a system compatible with others in the State Agency, and specifically Occupational Education for FY 1976.	. The Home Economics State Staff field services are planned and coordinated with Area Directors and other Division personnel to maximize travel funds and respond to all requests from

Specific Objective(s)	Status and Accomplishments
	LEAs for consultant services within a given month. Approximately 50-75 of all LEAs were visited in a given district, including on-site school visits; highest percentage of visits were in Districts IV and VIII. Priority was given to visiting each new teacher in the fall (approximately 45 were visited), Extended School Day programs with home economics components (very few have), I.I. teams, and new occupational home economics programs.
2. To participate effectively in the management system used in the Division of Occupational Education to provide comprehensive consultative help to LEAs who need, want, and can benefit from such services during FY 1976.	. Home Economics State Staff has cooperated effectively (within budget and time frame) with others in the Division and DPI to provide needed consultant services across the state; especially coordinated efforts with local directors and area directors to serve LEAs on priority basis.
3. To cooperate with other State Agency personnel in State Department of Public Instruction, Social Services, Human Resources, etc., to maximize our resources to achieve selected program objectives by June 30, 1976.	. Specific accomplishments included assisting PTA-MOD with regional conferences on "Parenting"; serving on task forces for "Sex Bias" and "Staff Development Plans for Secretaries"; attending state level meeting of North Carolina Council on Economic Education and Advisory Council on Metric Education; attending Consortium regarding CDA with DHR, Office for Children, and Day Care Licensing Board; serving on Teen-Age Parents Committee in DPI, assisting with State Fair exhibits for Occupational Education; writing research proposal on Consumer Education with Social Studies staff; and continued leadership roles with Division plans.

Specific Objective(s)	Status and Accomplishments
4. To cooperate with the Task Force on Extended Day Programs to ensure maximum involvement and use of home economics resources in selected LEAs.	. All LEAs with Extended School Day programs having home economics components were contacted and/or visited. Many others were visited to explore options for home economics education components to be added, pending funding and determined needs of student enrollees. Staff has been involved in all Division meetings regarding Extended School Day and has acquired available information on existing programs to determine improved strategies for 1976-77 in contacts with Extended School Day programs.

Continuing Objective No. 5: *To evaluate the progress of home economics education programs on a qualitative and quantitative basis.*

Specific Objective(s)	Status and Accomplishments
1. To determine status of home economics program staffing, enrollment, course offerings, and job entry for FY 1976.	. Reviewed status of home economics enrollments by course offerings and by districts, by staffing needs and financial support given. Alarmed at how few home economics teachers are employed more than ten months in order to accomplish goals best met in extended employment (home visits, adult education, FHA leadership development, and modified curriculum efforts). Less than 10% are employed more than 11 months - a radical change from five years ago. . Shared descriptive and statistical data with USOE, HEW, congressmen and other interested persons.

Specific Objective(s)	Status and Accomplishments
2. By January, 1976, devise and field test a product evaluation approach for home economics exit level courses in 8 selected LEAs. 1976 FY - 8 LEAs Cooperate by June 30, 1976, with 40% of LEAs in program evaluation projects as specified by Curriculum Design unit.	. Developed a product evaluation process for home economics in cooperation with Division and LEA personnel; participated in the 1975-76 field test as planned.

Continuing Objective No. 6: *To maintain and develop needed competencies for each state staff member in home economics education through appropriate staff development opportunities.*

Specific Objective(s)	Status and Accomplishments
1. By June, 1976, plan and implement both individual and staff programs for professional growth.	. Home Economics State Staff participated in the Division Staff Development programs. . Five of seven Home Economics State Staff members planned and completed EPDA internships during 1975-76 in areas needing increased competencies. . Four Staff members served as officers or chairpersons of a state or national professional organization (elected to these by membership!). . Two staff members enrolled in graduate courses during 1975-76. . All Home Economics State Staff members participated in professional meetings both in and out of state; Crook to Kansas City meeting for State Supervisors National meeting; and White to AHEA Convention in Minneapolis; Mullen to Atlanta for a National Consumer Education Conference and to Washington, D.C. for White House Conference on Consumer Educatior Professional organizations inclu : NCHEA, NCVA, NCAE, Council on Foods and Nutrition, PTA, Family Life Council, etc.

5. Cooperative Programs: Part G

Part G funds were allotted to thirty (30) local administrative units during fiscal year 1976 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 administrative units 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, training plans for each participating student were developed.

Cooperative program funds from Part G in fiscal year 1976 were distributed to the folloiwng LEAs:

Alexander County
Bladen County
Buncombe County
Camden County
Carteret County
Caswell County
Currituck County
Durham City
Tarboro City
Franklin County
Franklinton City
Granville County
Guilford County
Halifax County
Roanoke Rapids City
Harnett County
Haywood County
Hoke County
McDowell County
Nash County
New Hanover County
Perquimans County
Pitt County
Richmond County
Robeson County
Lumberton City
Warren County
Washington County
Wilson County
Wilson City

Total enrollment in Part G funded programs for FY 1976 was 1,415.

6. Work Study: Part H

During the 1975-76 fiscal year, 128 of the 148 local educational agencies in North Carolina chose to participate in the Work-Study program. This represents a 9.3% increase in the number of local educational agencies participating in the program this year as opposed to fiscal year 1975. Those local educational agencies participating in the program indicated that approximately 1,162 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 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, 1975 - June 30, 1976
Agency: Governor Morehead School
Number Involved: Sixty-one (61)

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, 1975 - June 30, 1976
Agency: Learning Institute of North Carolina
Number Involved: Thirty-two (32)

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 development of an electronics assembly program.
Dates: July 1, 1975 - June 30, 1976
Agency: N. C. School for the Deaf
Number Involved: Thirty (30)

d. Project: Occupational Therapist Pilot Project - Part B Handicapped
Purpose: To develop a pilot occupational therapy program for severely handicapped children in a public school setting.
Dates: July 1, 1975 - June 30, 1976
Agency: Cleveland County Mental Health Center
Number Involved: Fifty-six (56)

e. Project: Occupational Education Skills for Severely Handicapped - Part B Handicapped
Purpose: To develop a sequential occupational skill development program for Trainable Mentally Retarded and Multi-handicapped children.
Dates: July 1, 1975 - June 30, 1976
Agency: Catawba County Board of Education
Number Involved: Forty-five (45)

f. Project: Vocational Evaluation of Handicapped Children - Part B Handicapped
Purpose: To develop: (a) an internship for 35 occupational teachers of the handicapped in vocational evaluation; (b) a teacher education course in vocational evaluation; and (c) fifteen inservice training modules in vocational evaluation for statewide use by special occupational education personnel.
Dates: March 4, 1976 - June 30, 1976
Agency: Asheville Orthopedic Hospital and Rehabilitation Center, Vocational Evaluation Unit.
Number Involved: Thirty-five (35) teachers

8. New Pioneers: Elimination of Sex Discrimination in Occupational Education

The objectives of this project are Expansion of Focus and Strategies that Work.

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 to New Pioneers and its focus enlarged to embrace both boys and girls and to include the sociological basis of bias in general, not being limited to the narrow issues of boys in home economics and/or girls in mechanics.

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:

- Wide awareness of the requirements of Title IX of the 1972 Education Act.
- Awareness of the psychological and educational importance of sex bias.
- Expanding horizons for every student, freeing them to pursue any occupational or consumer goal without regard to sex stereotypes.
- The success of the first three strategies is evident in the changing enrollments in occupational programs.

The areas of focus of this project are Lifetime Planning for All Students, Options for Everyone, and the Needs of Disadvantaged Girls.

Lifetime Planning for All Students: 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. Girls need to recognize the importance of their roles as wage earners as well as their roles as wives, homemakers, and mothers.

Options for Everyone: 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!). Boys become interested in the traditionally female occupations when they recognize these as being "people oriented" -- health occupations or kindergarten teacher, for instance. 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.

The Needs of Disadvantaged Girls: Disdavantaged 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.

Accomplishments of this project are described below:

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 in 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.

Planning: 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. Local Educational Agency - each Local Director/Planner of Occupational Education has been asked to prepare a plan for the reduction of bias within their unit. By August 1976, 126 out of 145 local educational agencies had written at least one plan, taken part in a training institute, or both. 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.

Staff Development: Both awareness and the attitudes of teachers and administrators have been the primary focus of New Pioneers' efforts in the fiscal year 1975-76. Short workshops have been conducted for State consultants both in Occupational Education and other divisions, teachers and administrators at the local level. A two-day, statewide Guidance Counselors' Conference was held with 85 local educational agencies represented. Two, one-week Summer Institutes to train teachers from a total of 74 local educational agencies were held. In turn, these trained teachers conducted ten-week, renewal credit courses on sex bias in education.

Materials Development:

- Elimination of Traditional Sex Stereotypes in Public Schools - Suggested Directions and Strategies, adopted by the North Carolina State Board of Education for use by local administrators.

- Filmstrip, "I'm Glad I'm a She! I'm Glad I'm a He!" A general introduction to sex bias, how it affects both boys and girls, and what educators can do about it. Distributed to eight Area Directors and 74 local educational agencies. We have received many requests for information about the filmstrip which have resulted in it being mailed to 15 out-of-state locations.

- Slide presentation, "Special Needs of Disadvantaged Girls."

- Annotated bibliography of recommended materials.

- Complete training materials in loose-leaf form for Summer Institutes.

Articles published by this project include: "How Sex Bias Can Ruin a Marriage," Journal of Home Economics, Fall 1976. "Nothing New Under the Sun," Agricultural Education Magazine, July 1976. "Stamping Out Sex Stereotypes in North Carolina," American Vocational Journal, April 1976. "Roads Away from Power," The High School Journal, Fall 1975. "Combatting the Cinderella Syndrome," Community College Review, July 1975. "Prepare to be a Liberated Secretary," The North Carolina Business Leader, Spring 1975. "Only a Secretary?" The Bulletin, Spring 1975.

Efforts made in the local educational agencies include:

- Seventy-four units offering renewal credit staff development courses on sex bias in public education: Throughout the years, it has become clear that staff development is a great 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 one of two Summer Institutes to be qualified to teach a course on sex bias in education in their home units. The magnitude of the positive response to these institutes may be the clearest indication so far of the success of the New Pioneers Project.

- Format and content of local in-service courses: Although each local unit has made its own decision as to the type of course offered, most have followed the project recommendation, which is for a twenty-hour course extended over ten weeks. These courses have been available locally to all teachers, not limited to occupational education. All teachers taking the course are required to develop strategies that will extend the concern for sex bias to their colleagues.

Overall Assessment: In the past year, the most important accomplishment of the New Pioneers Project has been a continued general increase in the level of awareness of all aspects of occupational education. The strategy which seems to have the greatest potential for success is that of the extended in-service courses in the seventy-four local units. The enrollment changes in one year's effort speak for themselves:

- Girls' enrollment up: Farm Production-- 173 to 554
  Bricklaying -- 16 to 93
  Carpentry I -- 51 to 187

- Boys' enrollment up: Housing & Home Furnishings -- 42 to 102
  Foods and Nutrition -- 300 to 571

- Nearly 1,000 more girls in Agriculture; nearly 700 more girls in Trade & Industrial Education.

- Nearly 1,300 more boys in Home Economics.

9. Extended School Day Programs

During the last few years, the State of North Carolina has become increasingly aware of the social and economic problems created and perpetuated by students dropping out of the public school system each year. The State Board of Education, through the State Department of Public Instruction, has extended the regular school day into the late afternoon and early evening hours to help solve this problem. The Extended School Day Program is designed to be especially adaptable to the individual student's needs. For many, the opportunity to work in the community and go to school at the same time must be available. General education and occupational education content in programs is geared to each individual's needs, interests, and abilities and tied to the individual's needs while he is on the job.

The Extended School Day Program, basically an individualized program, permits and encourages students to participate in activities which are relevant and meaningful and in which they can be successful. Instruction has been designed to meet the needs of those persons who for economic, psychological, academic, and various other reasons cannot respond in a positive way to programs offered in the conventional manner and during the regular daily/weekly program. The intent of this program is not to compete with the existing school programs or to shorten the time required for graduation. First priority in recruitment of students is for those who have dropped out or are on the verge of dropping out. The extended day setting offers the students flexible hours of operation, creative curriculum design and application, activities relevant to their needs, and the opportunity to work and go to school at the same time. Participation in the program may also lead to graduation, provide for reentry into the regular school day program, and provide for post-secondary activities or employment.

The Division/Unit for Extended School Day Programs consists of a director, one consultant, and one secretary. Responsibilities for state-wide planning and projection of new programs, as well as coordination of services to existing programs, rest in this area. Personnel in this office provide coordination for state consultant services to be provided to local education agencies and other state government agencies outside the field of education. Major field services have been provided to local school systems through coordination of consultants throughout the entire area of Instructional Services. Major contributions have been made by Divisions of Languages, Science, Mathematics, Social Studies, and Occupational Education. During the 1975-76 school year, a team of individuals from within the area of Instructional Services provided services to all education agencies within the state.

During fiscal year 1976, a total of 54 school systems had operable Extended School Day Programs. This included 19 new programs which were started that year. Individual consultant services, as well as inservice/-preservice training were provided for all local personnel who wished to participate. State-wide, regional, and county workshops were held to provide training for those working in Extended School Day Programs. Most of these inservice efforts were provided in cooperation with local education agencies.

The handbook establishing general operational procedures and guidelines was prepared and disseminated for local use. For the first time, those persons wishing to establish programs for persons who had dropped out of the regular school program had information which could be followed in establishing a foundation for successful operation.

Instruction has been offered in almost all areas of general education as well as a broad area of occupational training. Recruiting services, counseling services, and job placement services have been provided in all local Extended School Day Programs. Four areas have been continuously promoted throughout the past year: 1) quality in basic general education instruction; 2) quality in vocational education training; 3) counseling; and 4) job placement services.

For the most part, funds were found to support budgets which were projected for the fiscal year. For the first time, policies were established which placed public school funds in local education agencies on a matching basis with occupational education funds. Previously, programs were supported almost entirely with occupational monies. Therefore, for all practical purposes, general education components in Extended School Day Programs are supported on the same basis as found in the regular day program.

Due to a concentration with individuals and small groups at the local level, enrollment in programs across the state expanded from approximately 2,500 to 4,150.

Due to the availability of Extended School Day Programs at the local level, many additional students have earned a high school degree and are currently better prepared to be an asset to our society rather than a dependent.

There are approximately 130,000 high school aged youth who are out of school and who have not graduated. Through Extended School Day Programs a large portion of these young persons can be recruited to re-enter the public school system and complete their secondary education.

The Extended School Day staff and others throughout the department have provided broad and varied services to individuals and groups across North Carolina during the past year. The outline of activities on the following page and the number of contacts in each activity made during the year provide a good estimation of state-wide services generated by the Extended School Day staff.

ACTIVITIES COMPLETED

Number	Activities
148	LEAs served
117	On-site visits to LEAs (Total A and B below)
91	A. Consultation, planning sessions, etc.
26	B. Workshops, seminars, institutes conducted
775	Approximate number people involved in A and B above
35	Conferences, planning sessions, etc., with LEA personnel held in SDPI office
1	Accreditation teams (State Accreditation, Southern Association)
6	Regional meetings, workshops, etc., planned and conducted
115	People attending regional meetings, workshops
4	Statewide conferences planned and conducted
350	People attending statewide conferences
1	Curriculum publications developed and distributed
1	Newsletters, bulletins, etc., sent to each LEA
2	Colleges/universities served
15	Total contacts with colleges/universities
7	Agencies, organizations, committees, associations worked with outside SDPI
35	Total contacts, meetings, etc., with agencies outside SDPI
5	Special projects, models, programs

B. POST-SECONDARY INSTITUTIONS

1. Programs for the Disadvantaged: Part B and Part A, 102(b):

Program services for the disadvantaged were provided by each of the 57 institutions. Tutorial assistance was provided to curriculum students, thereby reducing the attrition rate. Remedial classes were provided to students who needed educational assistance in preparing to enter occupational training of their choice. Program services for adults included skill development classes, consumer education, guidance, motivational training, job orientation, and job placement.

2. Programs for the Handicapped: Part B:

Program services for the handicapped included counseling, remedial classes, tutorial assistance, reader services, work evaluation, skill training, consumer education, job orientation, motivational training, and job placement. Working relationships between several institutions and nearby sheltered workshops have provided assistance to the clients in developing an educational background and additional skill development.

There were 989 curriculum students who were supported by Vocational Rehabilitation and were provided additional assistance with vocational handicapped funds.

3. Exemplary Programs: Part D:

There were seven exemplary projects approved by the State Board of Education. A time extension was granted for the completion of five projects.

4. Consumer and Homemaking: Part F:

Consumer and homemaking courses for adults are provided by the post-secondary institutions from State funds. These courses are offered at various locations away from the main campuses.

5. Cooperative Education: Part G:

During the year, there were 916 students enrolled in cooperative programs. Of this number, 260 were enrolled in programs in seven institutions which received support from Part G funds.

6. Work-Study: Part H:

There were 438 students who participated in the work-study program funded with vocational funds. An additional 649 technical students participated in a work-study program funded from Higher Education funds.

7. Programs Under Contract:

The State Board of Education approves contractual agreements for instructional services between institutions and private schools and other agencies. Nine institutions contracted with eleven private cosmetology schools and four institutions contracted with health agencies to provide partial instructional services for respiratory therapy, associate degree nursing, and pharmacy technician programs.

8. Human Resource Development: State:

The continuation of the human resource development program provided an eight-week training cycle of job orientation and motivation for 3,550 disadvantaged individuals. This was a decline from 4,327 who were trained the previous year. A slowly recovering economy was a factor in fewer individuals being trained and placed in employment.

The following table is a summary of the goals set forth in the State Plan and the accomplishment for the year.

Objectives	1976		Difference
	Goals	Accom-plishments	
CATEGORICAL (SPECIAL) PROGRAMS:			
1. Provide programs for:			
Disadvantaged-special needs	+3.6%	-11.8%	- 15.4%
Handicapped	+2.6%	-10.3%	- 12.9%
2. Exemplary programs	10	7	- 3
3. Work experience:			
Work-study students	650	1,087	+ 437
Cooperative education	600	916	+ 316
4. Contractual agreements for instructional services	10	13	+ 3
5. Eight-week intensive training for disadvantaged	4,500	3,550	- 950

C. MULTI-LEVEL

Research: Part C

During the fiscal year 1975-76, the Occupational Research Unit (ORU) was guided by the following general objectives:

a. to conduct research and development projects to solve high priority and persistent problems in occupational education in North Carolina

b. to disseminate and demonstrate the results and products of research, and

c. to provide technical and consultative assistance in occupational education research to the State Department of Public Instruction, the State Department of Community Colleges, and local education agencies.

The above objectives have been accomplished through the ORU's attention to problem solution in the following specific 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.

b. Instructional Methodology - Models-systems-packages need to be developed, disseminated, demonstrated, and/or 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 Development - 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 interests as well as job requirements.

d. Staff Development - Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which will improve the quality and availability of instructors and administrators. Innovative approaches to both preservice and inservice preparation of instructional and administrative staff need to be developed. Additional investigation needs to be made into the provision of supervised work experiences for staff.

e. Assessment and Evaluation - Models-systems-packages need to be developed, disseminated, demonstrated, and/or evaluated which will allow for the effective assessment and evaluation of the

results of occupational education instruction. Further investigation needs to be made relative to the follow up of program graduates and early leavers which should aid in the refinement of institutional goals and objectives.

f. Development of Alternative Delivery Systems for Teacher Education - The object of the research is to investigate alternative delivery systems for teacher education possibly involving consortia of universities, community colleges, and local educational agencies. Activities would encompass phases of planning, development, field testing, and evaluation. A project in this area should extend over a three-year period.

g. Development of a Model Guidance Component for Middle Grades Occupational Education (MGOE) - 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 allow follow-up evaluation activities following a period of 2-4 years.

h. Statewide Evaluation of Elementary and Secondary Occupational Education - Activities in this area would involve development of process and product type evaluation systems and implementation of the evaluation process Statewide.

i. Analysis and Integration of Curriculum Across All Program Areas of Occupational Education - Activities or projects in this area would concentrate on identifying and synthesizing common units that appear in the OE curriculum as it is now organized for grades 7-12. The object would be to combine the common units and rewrite them to produce a developmental "ladder approach" to learning.

j. 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 II would be tested against more traditional methods of instruction. The research would concentrate on a selected program area (in multiple sites) and analyze II from the standpoint of effectiveness in learning, costs, administrative problems, teacher opinions, etc. A project in this area would extend 18-24 months.

PROJECTS INITIATED DURING THE YEAR

1. Title: Project PROBE: Putting Resources and Organization Behind Education

   Objective: To plan a regional project to develop alternative delivery systems for comprehensive vocational education; to improve pre and inservice education; and to develop proficiency measures for vocational students, utilizing identified regional resources.

2. Title: Status of Vocational Agriculture and the Changing Roles of Teachers of Vocational Agriculture in North Carolina

   Objective: To examine the changing role of teachers of vocational agriculture and evaluate the current status of programs as a basis for making recommendations concerning the role of vocational agriculture in public school education during the next decade.

3. Title: Model of Interagency Articulation to Facilitate a Cooperative Feasibility Study

   Objective: To produce a written model of interagency articulation and a cooperatively conducted feasibility study to ascertain the practicality of implementing a physician's assistant curriculum in a technical institute/community college.

4. Title: Preparing Technicians at Technical Institutes and Community Colleges for Assisting in the Teaching of Reading

   Objective: To develop a one-year diploma curriculum to train reading technicians utilizing the cooperative resources of a technical institute, a university, and a local education agency.

5. Title: A Consortium for Planning Local Production and Sharing of Instructional Media in Occupational Education

   Objective: To form a consortium of community colleges and technical institutes for the purpose of devising a plan for production and sharing of instructional media to support occupational education.

PROJECTS COMPLETED DURING THE YEAR

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

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

2. Title: Model of Interagency Articulation to Facilitate a Cooperative Feasibility Study

   Objective: To produce a written model of interagency articulation and a cooperatively conducted feasibility study which should ascertain the practicality of implementing a physician's assistant curriculum in a technical institute/community college.

3. 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 noncredit students in the North Carolina Community College System for comparative purposes; to provide a socio-economic profile of North Carolina adults 18 years of age and older; and to analyze the relationship between variables studied in the attainment of the foregoing objectives.

4. Title: An Assessment Procedure to Determine the Effectiveness of Individual Instruction 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.

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

   Objective: (1) To develop approximately 12 vocational physics modules from which a combination can be chosen to teach the most important physical principles of 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 10 to 15 hours to complete.) (2) To assemble a variety of audio-visual materials to support the vocational physics modules. (The materials will be adaptable for both individual and group use.)

6. Title: The Development of a Suggested Model for Keeping Vocational and Technical Education Teachers Updated in Their Field

   Objective: To develop a model for facilitating occupational updating of Vocational-Technical teachers.

PROJECTS STARTED IN PREVIOUS YEARS WHICH CONTINUED THROUGH FY 1975-76

1. Title: The Dissemination of Occupational Education Research Information

   Objective: To disseminate information derived from the occupational education research projects conducted for the 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.

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

   Objective: (1) 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 articulation efforts throughout the

State; and (2) to develop proficiency tests 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.

3. Title: Student Communications and Occupationally Related Experiences (SCORE)

   Objective: To develop curriculum materials and a delivery system that foster positive attitudes toward occupations and occupational education for students in grades 7-10; to improve reading and communications skills by relating reading to occupational education.

4. Title: Curriculum Development in Occupational Exploration

   Objective: To develop, try out, and revise a system of individualized instruction for middle grades occupational exploration 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.

5. 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.

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 occupational educators in research methods and data collection and handling techniques.
4. Provided technical assistance to Part D - Commissioner Share Projects.
5. Conducted a statewide occupational research dissemination conference.
6. Provided data information service to local occupational education program planners.
7. Initiated three internal technical assistance projects in the areas of (a) developing a statewide needs assessment model for occupational education; (b) developing a LEA program planning handbook; and (c) assessing the impact of occupational research on occupational education programs in North Carolina.

VI. OCCUPATIONAL YOUTH ORGANIZATIONS

A. SECONDARY SCHOOLS

1. Career Exploration Clubs of North Carolina (CECNC)

Career Exploration Clubs of North Carolina is a youth organization for students enrolled in Occupational Exploration and Introduction to Vocations programs. The clubs provide an opportunity for students to gain experience in leadership roles, be with friends, be identified with a specific occupation of interest, gain recognition from teachers and peers, be of service, and gain a sense of identification.

Youth organizations for Occupational Exploration are designed to:

a. Begin as early as possible in the school setting and continue with a viable and well-planned program until youth have made satisfactory choices for themselves.

b. Serve as a guidance function, explore countless job families for 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 Occupational 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 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.

Since the state association was chartered January 10, 1974, 61 local chapters have been granted charters. These clubs recorded 3,232 boys and 3,066 girls as members during the 1975-76 school year.

The first Annual Convention was held in Raleigh on April 3, 1976 with 307 persons in attendance. At that time the membership voted to accept the

state constitution, an official dress code, the club creed, emblem, motto, and colors. State membership dues were approved at $1.00 per member. The first state officers were elected which included a President, Vice President, Secretary, Reporter, Treasurer, and Sentinel. All officers attended the Vocational Leadership Conference along with officers from each of the other vocational clubs. Glen Likens, President, was chosen to serve on the Vocational Youth Council as a CECNC representative.

At the CECNC Board of Directors Meeting in Greensboro, the board approved three state level competitive events; public speaking on an occupational topic--three to five minutes, talent--individual and group, and creed contest.

Projections are underway to provide the members with membership cards, develop a CECNC Handbook, publish a CECNC Newsletter, and provide leadership training for the officers. The 1977 convention is scheduled for April 2 in the Scott Pavilion at the North Carolina State Fairgrounds.

2. North Carolina Association of Distributive Education Clubs of America (DECA)

Distributive Education Clubs of America is the student organization for those students preparing for careers in the field of marketing and distribution. There were 8,928 dues-paying members in North Carolina DECA during fiscal year 1975-76, with 92% of our programs with chapters.

In order to ensure all students enrolled in the distribution education programs could have an opportunity for involvement in DECA activities, inservice activities were provided during eight district inservice meetings; and copies of the Chapter Management Aid Handbook were distributed to each program.

As the distributive education program becomes more competency-based, our student organization this year initiated competency-based competitive events at the state level for the first time. Teacher inservice was provided during the Annual Teachers Summer Conference, eight district inservice meetings; and a mock demonstration of these competitive events were conducted during a subdistrict rally. During our Annual State Leadership Conference, 469 students participated in competency-based competitive events in five instructional areas; and eighteen students participated in these activities during our National Career Development Conference in Chicago with six of these students receiving national recognition.

During the fall our state officers and staff participated in fourteen District Leadership Conferences, local officer training workshops and planned and conducted the 3rd Annual District Officer Training Workshop.

District Competitive Events were conducted in each of the fourteen subdistricts during January and February.

During the Annual State Leadership Conference held during March, NC-DECA had the largest number of student participants in its history with 1,369 and a total conference registration in excess of 1,500. More than 200 business and professional leaders participated in this two-day conference. During this conference, students and chapters were recognized for their accomplishments in NC-DECA's program of work. Three students were awarded T. Carl Brown Scholarships, and Hardee's Food Systems, Inc., initiated an annual scholarship for distributive education students. During this conference, NC-DECA had five young ladies elected as state officers. This marked the first time in the history of our organization that all officers were held by one sex; truly the New Pioneers Project has had an impact on distributive education.

During April a three-day Annual State Officer Training Workshop was conducted by the State Distributive Education Staff in an attempt to prepare our student leaders for the challenges of their term of office.

In May, 136 delegates represented North Carolina at the National Career Development Conference in Chicago. This marked the largest North Carolina delegation to ever attend a National DECA Conference. During this conference several students received national honors.

3. North Carolina Association of Future Business Leaders of America (FBLA)

Continuing Objective	Goals	Accomplishments
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.		
Student participation (membership)	5,735	5,544
Number of active chapters	163	167

Future Business Leaders of America is the national organization for all high school students participating in business and office programs. Phi Beta Lambda is the post-secondary division.

As an integral part of the instructional program, FBLA provides additional opportunities for secondary students in business and office education to develop vocational and career supportive competencies and to promote civic and personal responsibility. Members learn how to lead and participate in group discussions, preside at meetings and conferences, work effectively within committees, and engage in practical problem-solving and decision-making. They learn the value of competition on local, district, state, and national levels by experiencing the responsibility of success, as well as the challenge of defeat. Under the guidance and supervision of business and office education teachers and consultants, school administrators, and interested business people, FBLA members develop confidence in their own abilitie and learn that to develop these abilities to their fullest is a personal responsibility as well as an organizational goal.

In keeping with the American Bicentennial observance, the theme "Forward in the Spirit of '76" was adopted for the school year, 1975-76.

The Executive Council, composed of state officers, their local advisers, the State Adviser, and the State Chairman, met three times during the year. District Chairmen and District Advisers participated in one meeting of the Executive Council for the purpose of planning district activities for the year.

A workshop was held in each of the eight districts during the month of October. District contest meetings were held during the month of February. These district activities were planned and conducted by the District Chairmen with the supervision and assistance of the District Advisers.

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 graces, group dynamics, communications, parliamentary procedure, public speaking, courtesy, and interpersonal relationships.

The FBLA state officers prepared and manned a booth at the Summer Conference for occupational teachers. District Chairmen promoted FBLA within their respective districts through participation in business teacher district meetings.

FBLA was represented on the North Carolina Occupational Education Youth Council by Vice President Carol Gooding, D. H. Conley High School, Greenville, and by the State Chairman.

North Carolina FBLA-PBL was represented at the Southern Region Leadership Conference in Gatlinburg, Tennessee, November 13-15. The group participated in seminars on leadership development, duties and responsibilities of officers, and parliamentary procedure.

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

Chapter	Individual
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
March of Dimes Project	Senior Clerk-Typist
Bicentennail Project	Junior Stenographer
	Senior Stenographer
Team	Junior Accounting
	Data Processing
Parliamentary Procedure	Clerical Procedures

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

The National Leadership Conference in June was attended by approximately 60 members and advisers from North Carolina, including the State Adviser and the State Chairman. Tregg Brown from Parkwood High School was elected Southern Region Vice President. The following members and chapters received awards: Trinity High - March of Dimes, 1st in the Nation; North Mecklenburg High - Annual Activities Report, 4th; Patsy Huneycutt, East Rowan High - Senior Clerk-Typist, 5th; Gary Bowers, West Charlotte High - Data Processing, 8th.

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.

In this bicentennial year of our great nation, FBLA members have truly moved "Forward in the Spirit of '76."

4. North Carolina Association of Future Farmers of America (FFA)

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 1975-76, there were 292 active FFA Chapters in the North Carolina Association with 20,421 members.

Above the chapter level, the FFA Organizational structure consists of fifty (50) 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 the services were correspondence, information, publications, forms, and various aids and materials.

Programs and activities included: State Convention - A three-day convention was held to provide opportunities for leadership development, inspiration, and guidance; to recognize individuals and groups for outstanding achievement; to conduct state contest finals; and to transact State Association business. Approximately 1,300 members and advisers attended the 1976 Convention.

State FFA Officers - A team of six State officers is elected annually. They assisted chapter, federation, and district FFA groups throughout the year, speaking at meetings and banquets and helping judge contests and awards programs. These officers are extensively involved in 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 1,500 members and advisers participated in the camping program in 1976. 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. One hundred and eighty persons participated in the 1975 convention held 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 for all competitive activities. Organizations and businesses in North Carolina provide approximately $20,000 annually for awards and recognition. In addition, our State Association receives approximately $10,000 from 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.

The North Carolina FFA Foundation has been formally organized for the purpose of securing funds to improve FFA Camp facilities and programs and to provide the incentive awards referred to above.

5. North Carolina Association of Future Homemakers of America (FHA)/Home Economics Related Occupations (HERO)

The 1975-76 school year for FHA/HERO began with 41 delegates attending the National Meeting in Washington, D. C., July 12-16, 1976. The theme, "A Past to Honor--A Future to Mold," was used to help FHA/HERO chapters promote individual growth as well as organizational growth. Denise Juren, National Secretary from Pembroke Sr. High School, represented North Carolina well and attributes FHA to much of her personal growth. Dr. Hazel G. Tripp, State Adviser, served as chairwoman of the National Board of Directors of Future Homemakers.

Eight Fall District Rallies were held with a total of 9,448 participants.

The home economics staff has a continuing objective: "To ensure that youth enrolled in home economics education programs receive the benefits of Future Homemakers of America/Home Economics Related Occupations youth organization."

During Summer Conference, packets given to teachers had lists of publications and affiliation forms. They were also distributed at district meetings and as consultants made school visits during the year. Consultants also discussed FHA/HERO materials and gave suggestions for activities and programs during school visits, district rallies, local directors' meetings, and area directors' meetings. Support was also sought for the FHA/HERO organization from superintendents and principals through correspondence and local directors of occupational education.

Newsletters and magazines were sent to chapters that gave information and summaries of chapter activities. Several LEAs had inservice programs on youth organizations; e.g., Alamance County, Stanly, Iredell, Winston-Salem/Forsyth, Charlotte/Mecklenburg, and District V.

The State Adviser and other State staff consultants spoke to methods classes at the universities and worked with teacher educators to emphasize FHA/HERO advisers' competencies.

National FHA/HERO Week was held February 8-14 with Vocational Education Week with the theme, "Reaching Out Through Vocational Education."

The State Convention was held March 20, 1976 at the Charlotte Civic Center with approximately 3,000 attending. State officers, district advisers, and State staff assisted with leadership; and many chapter members participated in the day's activities. Program participants included President Ford, Governor Holshouser, Rep. Jim Martin, TV personality Betty Feezor, and former "Miss North Carolina" Jeannie Swanner Robertson.

19, 415 members were involved in 384 chapters in North Carolina during the 1975-76 school year.

Ann Cooper, State President, served as secretary of the coordinating council of youth organizations. She also presented a paper on reacting to the State Plan for Occupational Education at the Public Hearing.

A spring workshop (2 days) was held in Raleigh for new district advisers.

An Up-Membership campaign, along with a State Workshop, was held at Queen's College for inservice for 8 district chairmen. State officers and district advisers conducted workshops in selected counties in each district and developed 17 major ideas for projects. Up-Membership chairpersons were identified.

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 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 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, as well as a three-day intensive leadership workshop conducted specifically for HCCNC officers.

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.

A district adviser's meeting was held during the summer to develop competitive club events and guidelines for district adviser responsibilities.

State officers presented a session at the Health Occupations Education Teachers' Summer Conference in an effort to promote and stimulate interest in Health Careers Clubs of North Carolina.

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 (VICA)

Presented below are activities completed in order that youth enrolled in T & I programs would benefit from participation in the Vocational Industrial Clubs of America (VICA), as stated in Section 4.8-2 of the Occupational Education State Plan, FY 1976. The youth organization was a high priority for consultant activities during 1975-76. As a result of this emphasis, membership increased from 12,250 in 1974-75 to 13,000 in 1975-76. The number of chapters increased from 458 to 499 during the same year.

Continuing Objective No. 3: *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).*

Specific Objective(s)	Status and Accomplishments
1. By FY 1980, each school offering Trade and Industrial Education programs will have at least one active VICA Chapter organized and functioning. Year / Schools / Chapters 1975 FY / 242 / 460 1976 FY / 270 / 500 1977 FY / 300 / 550 1978 FY / 330 / 590 1979 FY / 359 / 650 1980 FY / 390 / 715	. T & I teachers having a VICA chapter in 1974-75 were mailed an organizational packet during 1975-76. . Directors and coordinators of the Extended School Day Program were also mailed an organizational packet and encouraged to organize a VICA chapter. . T & I teachers were mailed a survey form to determine their needs in establishing a VICA club. . Brochures were printed and disseminated depicting the benefits of the youth organization. . Slide presentations of the VICA State Conference for 1974-75 and the Achievement Program were made available to advisers, teachers, and students for public relations and recruitment purposes. . District and State level contest activities were held for students in T & I programs with approximately 7,000 people involved.

Specific Objective(s)	Status and Accomplishments
	. Three leadership conferences were held for VICA officers, advisers, and teachers involving approximately 2,800 people. . VICA youth organizations received major emphasis during the three inservice meetings per educational district. . Fifty-four district and state officers participated in State and National Leadership Conference. . VICA leadership workshops were held in eight educational districts with 1,460 students, advisers, and teachers participating. . A collegiate chapter of VICA was officially chartered at NCSU and James Sprunt Technical Institute. . Formal meetings were held with officials in the Community College System concerning the VICA Youth Organization. . Three VICA Executive Council meetings were held with 100 people involved. . Orientation meeting for VICA State officers was held with 10 people participating. . National VICA Conference with 150 students and advisers participating was held in Miami Beach, Florida on June 13-16, 1976. . North Carolina Occupational Education Youth Council met monthly to coordinate activities.

Specific Objective(s)	Status and Accomplishments
2. By FY 1980, student membership in VICA will be increased by 280%, and professional membership in VICA will be increased by 260%. Year / No. of Student Members / No. of Prof. Members 1975 / 12,000 / 560 1976 / 14,400 / 610 1977 / 18,280 / 800 1978 / 25,780 / 1,200 1979 / 35,000 / 1,600 1980 / 45,000 / 1,900	
3. By FY 1980, at least 50% of the high schools will have a Vocational Initiative and Club Achievement programs in the VICA chapter. The Vocational Initiative aspect will emphasize skill training and technical knowledge, and the Club Achievement will emphasize development of the individual as a citizen. 1976 FY - 10% 1977 FY - 20% 1978 FY - 30% 1979 FY - 40% 1980 FY - 50%	

B. POST-SECONDARY INSTITUTIONS

Student Organizations:

In the post-secondary system, a few of the traditional vocational youth organizations have been established. In addition, student chapters of national professional associations have been established. The intent of both of these student organizations is to provide the added training in leadership, organization, planning, and interaction among individuals.

VII. HIGHLIGHTS OF EXCEPTIONAL OR MODEL PROGRAMS

A. SECONDARY SCHOOLS

1. Educational District I

a. Washington County

Creswell High School initiated an environmental stewardship program that concentrated on school beautification and community involvement. Students enrolled in horticulture-forestry classes bulkheaded a canal running under the school, constructed an outdoor picnic area for school and community use, developed a nature trail and outdoor classroom for total school use, initiated a garden project to provide fresh vegetables for senior citizens, and expanded the horticulture program with the construction of a slat house. The concern generated for the appearance of the school and the community resulted in landscaping projects at the school and in the community.

b. Greenville City

A cosmetology program for a small group of high school juniors and seniors was conducted through a contractual agreement with a commercial hairstyling school. Students attend their regular high school program in the morning and attend the cosmetology classes in the afternoon. Students who begin the course in their junior year of high school will be able to complete the required hours and be ready to take the State Board examination upon completing their senior year.

A cooperative funding effort was instituted among occupational education, Exceptional Children, Pitt Technical Institute, the State, and the Greenville City unit in providing an extended school day program for approximately 120 regular, disadvantaged and handicapped students who for various reasons cannot participate in or cope with the traditional secondary school program. The major objective of the extended day program is to enlist dropouts back into the school program, working toward graduation and get them employed.

A program was implemented for 8th and 9th grade handicapped students cooperatively funded by occupational education and exceptional children and directed toward improving skills, attitudes, and behavior related to post-school employability. Activities are designed to improve both gross and fine motor development, and specific work tasks are related to semi-skilled and skilled jobs available in the community.

c. District

A District High School Occupational and Trades Fair was conducted in the Washington Square Mall by the high school occupational programs in conjunction with the Division of Occupational Education. The many occupational programs over a 15 county area brought into the mall examples of their programs, objects and designs of their craftmanship,

live demonstrations in cosmetology, health occupations, bricklaying, electronics, welding, drafting, graphics, etc., and products produced by students in their classes, laboratories, and shops. The fair depicted to the public what is happening in secondary occupational programs in Educational District I.

2. Educational District III

Durham City

The Youth Employment Service program in Durham City Schools in its third year of operation has reached a "model" status.

Over one thousand students have made application for employment through this program and over half have been placed in jobs.

Placement services are provided to all present Durham City Schools' students, 16 years of age and over, dropouts, and graduates. Students desiring part-time work while attending school are eligible for the services of the program.

Two occupational specialists and one secretary direct the operation from 8:30 - 5:00 daily in the central administrative offices.

Mini-clinics preparing students for "the job hunt" are provided in schools by the specialists.

From micro-fiche and print-out sheets received daily from the job service of the Employment Security Commission, lists of job opportunities in the area are prepared and sent to teachers, counselors, and principals.

An Occupational Placement Day is held in the spring for seniors to be interviewed by prospective employers. Prior to the Placement Day, interested seniors attend a two-day workshop to further prepare students for interviews with employers. Students qualifying for jobs being offered by participating employers are scheduled for actual interviews on Occupational Placement Day.

Follow-up of graduates are scheduled annually for five years.

3. Educational District VI

Cleveland County: Auto Mechanics

Burns High School students are carefully screened by the teacher before being admitted to the program; since there are three students who would like to enter for each one that can be accepted, only those students who appear to be genuinely interested are accepted. In Auto Mechanics I, the students are moved through a well organized instructional program with very little school time allowed for work on student cars, etc. Upon completion of this first year, students have acquired basic skills for repair of all major systems on a variety of automobiles.

Auto Mechanics II continues skill development, but students do more live work on their own or faculty automobiles. (Rates are set by the Advisory Committee.) During the second semester, students are placed in garages for several afternoons to observe working conditions, the variety o work done, etc. After this phase is completed, the students are allowed to seek part-time employment in the trade, and a cooperative training program is arranged; students are released from class time, and a full three units of credit are given for the course. Most students are placed before the end of school, and many who want full-time work are able to extend the working day after graduation.

The Automobile Mechanics program at Burns High School has existed for 10 years, and 130 students have completed the program. Today 73 are working as automobile mechanics, 30 in related industry, 14 in unrelated employment, 6 unemployed, and the remainder in school or Military Service. The only extra requirements for a program of this quality are additional travel expenses and a lot of dedication and work by the teachers.

4. Educational District VII

Caldwell County: Vocational Guidance

Career placement, as conducted by a single individual, was first introduced in two of Caldwell County's high schools during the 1972-73 school year. Two years later this student service was expanded to include all five secondary schools. Subsequent to employment on a county-wide basis, the following placement procedures were immediately implemented and are currently maintained in all high schools:

> In order to achieve equal distribution of the coordinator's time, one full day is spent in each high school. This service is open to all students, and individual conferences are held to determine career choices or type of employment preferred. Employer referrals are then made, if possible, according to student's choice rather than by chance.
>
> Employer contacts to local business and industry are made either in person or by telephone to determine the job availabilities in the area (Caldwell and Catawba Counties). The necessity of these continuous and frequent contacts strengthens the school's image in the community. Consequently, requests by businessmen and personnel officers for meetings and school visitations are numerous. Coordinating these activities is the responsibility of the placement coordinator.
>
> In following student employment referrals to various organizations, follow-up studies with employers are made to determine those who were employed and the reasons for those who were not. After determining the reasons why students failed to secure jobs, vocational guidance can then play an important role. Additional conferences are requested with these students to discuss the causes for not obtaining employment. They are referred to another organization and the cycle begins again.
>
> Record keeping is extremely vital. Periodically throughout the school year, statistical information, as it relates to actual job placements, student conferences, class visitations, and employer contacts, is requested by some department in the school system. This necessary activity keeps the coordinator up to date at all times. Strengths, weaknesses, and the meeting of stated objectives are clearly evident. This is the coordinator's self-evaluation of the placement program.

Future plans are to expand the job placement program even further. Upon completion of construction and the merger into three secondary schools, arrangements have been made with the North Carolina Employment Security Commission to receive weekly a film (microfiche) reflecting all job opportunities in the area. Plans are also made for the purchase and installation of a microfiche reader (viewer) in each of the three high schools. This will give students even greater access to job openings, both local and regional.

5. Educational District VIII

Rutherford County: Agricultural Production

Students in the agricultural production program at Chase High School in Rutherford County are involved in a wide range of activities designed to prepare them for careers in livestock production. The school farm, which includes 130 acres with an additional 20 rented acres provides students opportunities to engage in a variety of experiences related to the production of livestock. The 17 head of registered polled Hereford cattle and the breeder pig operation gives students firsthand experiences in managing and marketing techniques. The modern equipment used in the production and processing of feeds allows students to develop skills in the operation and maintenance of farm equipment.

The supervised occupational experience program enhanced by the students doing custom work, utilizes department equipment for farmers in the community.

Membership in the National Register polled Hereford Association provides students with information on the roles and benefits of agricultural organizations.

B. POST-SECONDARY INSTITUTIONS

1. Numerical Control Specialty

Durham Technical Institute developed a Numerical Control Specialty program to train individuals to program and operate production machines. Industry is converting to machines that are controlled by punched tapes, magnetic tapes, or mini-computers. Training must be provided to prepare individuals to write programs which can be used to control the machine in a manufacturing process.

2. Public Administration

Caldwell Community College and Technical Institute is offering a curriculum to train individuals for mid-management-level employment with public agencies or non-profit private agencies.

3. Physician's Assistant

Catawba Valley Technical Institute is offering a curriculum to train individuals to function as assistants to the general practitioner. This program is conducted with the aid of the Bowman-Gray School of Medicine.

4. Sanitary Landfill Technician
Sanitary Landfill Operator

Wilson County Technical Institute has developed two curriculums which complement their present Heavy Equipment Operatory curriculum. The Landfill Technician program has been developed to train individuals to function as landfill inspectors, planners, solid waste management coordinators, and to collect and dispose of solid waste materials.

The Landfill Operator curriculum is designed to train individuals in the proper management of landfill sites and equipment operation.

VIII. NEEDS OF OCCUPATIONAL EDUCATION WHICH ARE NOT BEING MET

A. SECONDARY SCHOOLS

1. Full Implementation of the Curriculum

Much effort has gone into the design and development of a competency-based occupational education curriculum for the past six years. The components of units of instruction, core content, development, validated competencies, and evaluation instruments have been devised, developed, field tested, and are in final stages of completion. A Program of Studies which is designed to assist local administrators in planning quality programs is ready for implementation. The greatest need left in this area is to concentrate on the staff development of principals, local directors, teachers, State staff, and teacher educators in the full utilization of what is now available. Areas in which work will continue to be done this year include further validation of competencies, development of teaching plans, and leadership activities for students.

2. Staff Development

In order to implement, the approved staff development of all individuals is required. The largest target group would be the teachers. This will be done through internships, staff development sessions organized and directed by State staff, and contracting with private industry and cooperative arrangements with teacher educators. Staff development will also concentrate on principals.

3. Placement and Follow-Up

This function needs to be improved in order to implement the Education Amendments of 1976 and more importantly to provide the necessary feedback for improving and redirecting curricula efforts.

4. Youth Clubs

Much work needs to be done to fully implement the competencies that youth clubs are an integral part of instruction. This will require a complete rethinking of all youth club activities and making sure that each activity contains instructional objectives.

5. Advisory Committees

Staff development needs to be provided local administrators to assist in the proper selection, utilization, and evaluation of activities conducted by local advisory committees.

B. POST-SECONDARY INSTITUTIONS

1. Resources to revise curriculums to reflect performance objectives.

2. The identification and development of curricula for new and emerging occupations.

3. Continued efforts to keep instructors abreast of technological advances in materials, equipment, manufacturing and servicing techniques.

4. Development of alternate sources of energy and the conservation of energy.