

# ANNUAL DESCRIPTIVE REPORT

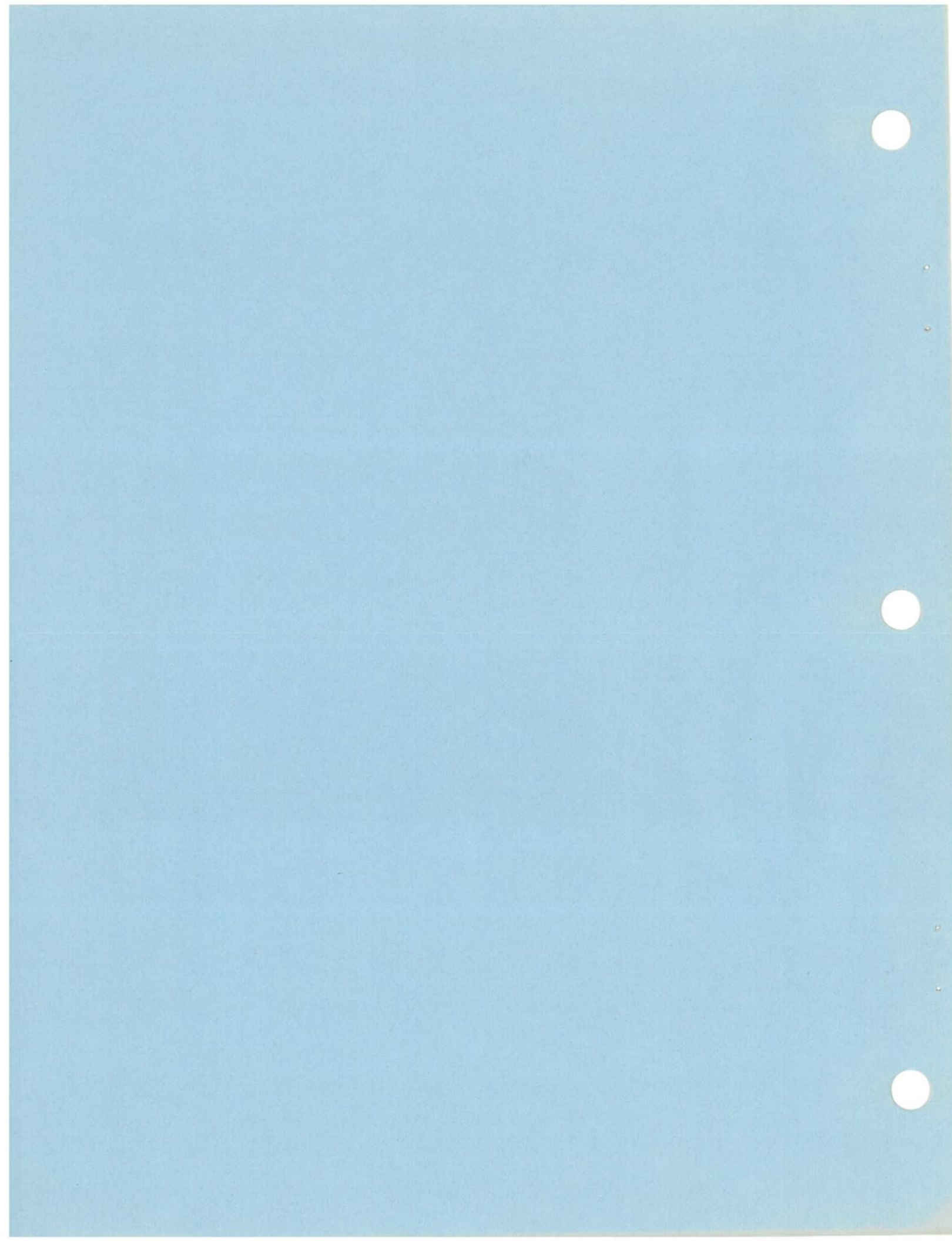
1976-77



## VOCATIONAL/TECHNICAL EDUCATION

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







VOCATIONAL/TECHNICAL EDUCATION  
IN NORTH CAROLINA  
1976-1977

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  
December, 1977







## FOREWORD

This Annual Descriptive Report of Occupational Education Program Activities has been prepared to show the extent of accomplishments as projected in the FY 1977 State Plan, Part II.

As part of the cooperative agreement between the States and the federal government, the U. S. Office of Education requires that a written report be submitted annually. This report is submitted to fulfill that requirement and has been prepared following guidelines provided by the U. S. Office of Education, OE Form 346-1, April 1977.

The Descriptive Report supplements the detailed fiscal and statistical reports also required by the U. S. Office of Education. In addition to fulfilling the federal requirement, it is hoped that this publication will be a useful source of information (1) for those agencies, organizations, and individuals interested in the occupational education program in North Carolina; and (2) for those who have responsibility for success of the program.

*Charles J. Law Jr.*

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







## TABLE OF CONTENTS

### PAGE

I.	INTRODUCTION	
II.	FISCAL AND STATISTICAL INFORMATION	
III.	OCCUPATIONAL EDUCATION PROGRAM ACCOMPLISHMENTS - REGULAR, PART B	
A.	<u>Secondary Schools</u>	
1.	<i>Introduction to Vocations and Middle Grades Occupational Exploration</i>	
2.	<i>Agricultural Education</i>	
3.	<i>Business and Office Education</i>	
4.	<i>Distributive Education</i>	
5.	<i>Health Occupations Education</i>	
6.	<i>Home Economics Occupational Education</i>	
7.	<i>Industrial Arts Education</i>	
8.	<i>Trade and Industrial Education</i>	
B.	<u>Post-Secondary Institutions</u>	
1.	<i>Programs for Those Who Have Completed or Left High School</i>	
2.	<i>Persons in the Labor Market Who are in Need of Training or Retraining</i>	
IV.	SUPPORT PROGRAMS	
A.	<u>Secondary Schools</u>	
1.	<i>Administration and Supervision</i>	
2.	<i>Vocational Guidance and Counseling</i>	
a.	<i>Career Guidance</i>	
b.	<i>Guidance Services in North Carolina Schools</i>	
c.	<i>Group Techniques</i>	
d.	<i>Involvement of Students, Parents, and the Community</i>	
e.	<i>Workshops and Institutes</i>	
f.	<i>Interaction with Schools, School Districts, Other Groups/Agencies</i>	
3.	<i>Curriculum Development</i>	
4.	<i>Evaluation</i>	
5.	<i>Personnel Development</i>	
B.	<u>Post-Secondary Institutions</u>	
1.	<i>Administration and Supervision</i>	
2.	<i>Vocational Guidance and Counseling</i>	
3.	<i>Curriculum Development</i>	

4. *Evaluation*
5. *Staff Development*

## V. CATEGORICAL PROGRAMS

### A. Secondary Schools

1. *Disadvantaged: Part B and Part A, 102(b)*
2. *Handicapped, Part B*
3. *Exemplary, Part D*
4. *Consumer and Homemaking, Part F*
5. *Cooperative Programs, Part G*
6. *Work-Study, Part H*
7. *Programs Under Contract*
8. *New Pioneers: Elimination of Sex Discrimination  
in Vocational Education*
9. *Extended School Day Programs*

### B. Post-Secondary Institutions

1. *Programs for the Disadvantaged, Part B & Part A, 102(b)*
2. *Programs for the Handicapped, Part B*
3. *Exemplary Programs, Part D*
4. *Consumer and Homemaking, Part F*
5. *Cooperative Education, Page G*
6. *Work-Study, Part H*
7. *Programs Under Contract*
8. *Human Resource Development, State*

### C. Multi-Level

1. *Research, Part C*

## VI. OCCUPATIONAL YOUTH ORGANIZATIONS

### A. Secondary Schools

1. *Career Exploration Clubs of North Carolina (CECNC)*
2. *Distributive Education Clubs of America (DECA)*
3. *Future Business Leaders of America (FBLA)*
4. *Future Farmers of America (FFA)*
5. *Future Homemakers of America (FHA)*
6. *Health Occupations Students of America (HOSA)*
7. *Vocational Industrial Clubs of America (VICA)*



B. Post-Secondary Institutions

1. *Student Organizations*

VII. HIGHLIGHTS OF EXCEPTIONAL OR MODEL PROGRAMS

A. Secondary Schools

B. Post-Secondary Institutions

VIII. NEEDS OF OCCUPATIONAL EDUCATION WHICH ARE NOT BEING MET

A. Secondary Schools

B. Post-Secondary Schools



# ANNUAL DESCRIPTIVE REPORT

FY 1977

## I. INTRODUCTION

This Annual Report for Occupational Education in North Carolina during Fiscal Year 1977 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 1977.

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

Reports for both secondary and post-secondary programs are included within the seven major categories above.

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, 1977, \$149,353,912 State, Federal, and local dollars were expended in North Carolina to serve secondary, post-secondary, and adult vocational education students in the following fund sources: Disadvantaged - \$514,756; Basic Grant - \$136,343,292; Research - \$140,498; Exemplary - \$149,096; Cooperative Education - \$375,066; Consumer and Homemaking - \$11,700,336; and Work Study - \$130,968. In FY-1977, \$7,138,609 more dollars were expended than in FY-1976. Every fund source showed increased expenditures in 1977 over FY-1976.

During Fiscal Year, 1977, a total of 13,195 teachers were employed in secondary and post-secondary institutions, with 898 of those teachers serving disadvantaged and handicapped students.

Total enrollment declined by 30,169 students in Fiscal Year 1977 as compared to FY-1976. Secondary, post-secondary, and Adult all lost enrollment, with Adult enrollment recording the largest loss. Only Distributive Education and Health Occupations reported an enrollment increase in Fiscal 1977 as compared to FY-1976. Disadvantaged enrollment decreased and handicapped enrollment increased in Fiscal 1977 as compared to Fiscal 1976.

The following table reflects an analysis of Vocational Education completions:

VOCATIONAL EDUCATION COMPLETIONS, FISCAL YEARS 1977, 1976 -  
(Secondary, Post-Secondary, Adult)

FISCAL YEAR	TOTAL COMPLETIONS	AGRIC. EDUC.	DISTRIBUTIVE EDUC.	H.O. EDUC.	OCCUP. HOME ECON. EDUC.	Business & Office EDUC.	TECHNICAL EDUC.	TRADES & INDUS. EDUC.
1977	94,134 (100.0%)	6,826 (7.2)	12,787 (13.6)	12,905 (13.7)	9,469 (10.1)	16,841 (17.9)	4,038 (4.3)	31,268 (33.2)
1976	98,670 (100.0%)	7,532 (7.6)	12,448 (12.6)	10,380 (10.5)	10,413 (10.5)	18,740 (19.1)	4,514 (4.6)	34,643 (35.1)



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

#### A. SECONDARY SCHOOLS

The FY 1977 State Plan for Occupational Education, Part II, projected programs, services and activities to serve the target groups through regular, support, categorical and innovative programs at secondary, post-secondary and adult levels.

This Section of the Report describes accomplishments attained through use of Regular, Part B funds.

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, Disadvantaged/Handicapped, the following areas have been spoken to in terms of objectives:

- . Program Availability - all projections for program availability were not met; however, the following reports by program areas will reveal that many activities occurred, and that much progress is being made toward making occupational education available to those who want, need and can benefit from such training.
- . 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 coordinated an extensive development activity involving the development of competency listings and competency-based test items for fifty-two separate vocational courses and a Vocational Education Program of Studies which describes and sets standards for



all of Vocational Education in North Carolina. In addition, work was initiated on specific program area planning guides and completed for curriculum guides in Business and Office Education, Health Occupations Education and research based supportive materials for Prevocational progress. This activity achieved all stated objectives in the State Plan.

- . Evaluation - FY77 was the third year of the state-directed Vocational Evaluation Field Test in which 96 school systems participated. The system involved the actual measurement of student progress and achievement through the use of cognitive and psychomotor proficiency tests and provided for a self-assessment of LEA program process by vocational personnel and administrators. Features of the student assessment component were competency listings, competency-based test item banks, progress charts, and individual student skill records.
- . Extended School Day Program - services have been rendered by each of the program areas in occupational education to Extended School Day programs. More programs have included Trades and Industries education than other areas. Sixty-one (61) school systems had operable programs during FY 1977 with an increase of approximately 1000 students and 12 additional programs.
- . Inservice Education - all projections for inservice education during FY 1977 were not met due to lack of funds; however, many activities were conducted with resources available. Program area reports which follow will reveal the activities completed.
- . Title IX - each program area has as one of its objectives the reduction and elimination of sex bias in staffing, curriculum and materials, and enrollment in programs. Progress is being made in all phases of elimination of sex bias.

The use of quarterly reviews of accomplishments of objectives by program areas, and subsequent reports to the State Board, proved to be an effective management strategy which pointed out the importance of establishing and progressing toward meeting goals.

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

In an effort to reduce the dropout rate, the 1963 General Assembly in North Carolina appropriated money under the provisions of an Act known as the "Clark-Long" Bill. One of the programs to emerge from this legislation was the course called Introduction to Vocations. It was designed as an elective for boys and girls, and its purpose was to provide occupational information and related exploratory experiences which would assist students in making tentative plans regarding their occupational and educational futures and thus encourage them to remain in school.

The Governor's Study Commission on the Public School System of North Carolina in 1969 made many recommendations concerning occupational education. One of the specific recommendations for exploratory programs is stated as follows: "It is recommended that suitable programs of occupational education be provided in the junior high school or middle schools with special attention to the planning of careers and the education required for them and a decided expansion of offerings in the practical arts (non-vocational Agriculture, Business, Home Economics, and Industrial Arts)."

The North Carolina Legislature appropriated three million dollars in 1969. The Act provides that "The State Board of Education shall develop, upon the recommendations of the State Superintendent of Public Instruction, pre-vocational and industrially-oriented practical arts programs for the middle grades of the public school system as funds appropriated for this purpose will permit. A program of instruction interwoven into the curriculum, providing a thorough introduction to the world of work, may also be developed for the lower grades."

Thus, in addition to the "Introduction to Vocations" courses already being offered, this legislation has resulted in the growth of a program known as occupational exploration. This program provides group guidance activities which enable students to appraise themselves in relation to the world of work and to their educational opportunities. In addition, students are provided "hands-on" experiences in laboratories designed to explore jobs in each of fifteen broad occupational clusters.

The middle grades occupational exploration and the Introduction to Vocations programs are designed to assist students in making decisions that are called for as they move toward their ultimate vocation. Both programs provide group guidance activities that enable students to appraise themselves in relation to the world of work and their educational opportunities.

The following is a status report on the objectives outlined in the 1977 State Plan for Occupational Exploration.

Continuing Objective No. 1: To ensure that all students in grades 6-9 who want and need exploratory experiences will have an opportunity to explore the goals of career development (i.e. planning, decision-making, self-clarification, value clarification).

Specific Objective 1: By 1977, all LEAs implementing a Middle Grades Occupational Exploration Program will meet the State Board guidelines.

All strategies were utilized to reach this objective; however, we only visited about 70% of the programs and cannot state definitely that all LEAs met the objective. In fact, not more than 80% of the programs visited completely met the objective. The objective was too broad and unattainable.



Specific Objective 2: By 1981, all students identified as disadvantaged and/or handicapped enrolled in Occupational Exploration will be provided appropriate Occupational Exploration instruction.

This objective was met. For some reason the number of programs for the disadvantaged and handicapped in Pre-Vocational Education was down considerably this year.

Specific Objective 3: By the 1981 school year, 15,500 students will be enrolled in Introduction to Vocations.

Figures used in this objective are too high and they have been adjusted accordingly. The strategies for this objective have been employed.

Continuing Objective No. 2: To ensure that State-level leadership is provided to local educational agencies for improving and expanding Occupational Exploration programs, education media, teacher education programs, and staff development opportunities.

Specific Objective 1: During the 1977 school year, Occupational Exploration consultants will provide services to each LEA, with priority given to new programs and/or teachers, and to units where the greatest needs exist.

This objective has been met. One of the problems has been getting a list of the new teachers early in the school year.

Specific Objective 2: By FY 1981, 80% of the teachers employed in Occupational Exploration will be fully certified under new certification requirements.

We are ahead of the projection on this objective. All strategies have been employed to reach this objective.

Specific Objective 3: By the end of 1978 school year, 100% of LEAs will be provided standards, evaluation instruments and procedures for annually assessing status and student achievement levels in exploratory programs.

Working with the Curriculum Design Staff, we have met this objective.

Specific Objective 4: By 1981, each Occupational Exploration consultant will have had opportunities to participate in local, State, and national professional meetings to become more knowledgeable of its implications for Occupational Exploration.

This objective has been met to the extent that all consultants in Pre-Vocational Education had an opportunity to participate in inservice programs both within the state and out of state through EPDA internships. For various reasons, not all staff members were able to use the EPDA grants.

Continuing Objective No. 3: To ensure that every student enrolled in Occupational Exploration has the opportunity to become a member of and participate in the activities of a CECNC chapter.

Specific Objective 1: By June 1981, Career Exploration Clubs will be chartered with the Department of Administration in the Secretary of State's office.



This objective has been met in terms of clubs with official charters. All strategies have been used. The number of clubs with dues paying members is as follows:

Educational Districts	No. Chartered Clubs	No. Clubs Paying Dues	Dues Paying Membership
1	11	6	384
2	14	11	351
3	19	9	513
4	16	10	412
5	5	4	140
6	5	3	151
7	3	1	21
8	1	0	0
Total	74	44	1,972

Continuing Objective No. 4: To ensure that Occupational Exploration in the Middle Grades is articulated with high schools 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 1: By 1977, the Occupational Exploration staff in cooperation with Occupational Education Management Staff and a representative from each occupational education program area at secondary level will:  
 (a) make a determination regarding grade levels for Occupational Exploration  
 (b) determine appropriate resources for Middle Grades Occupational Exploration program.

This objective was fulfilled but by employing different strategies. It was reached by input from the entire Pre-Vocational staff to the representative on the Curriculum Task Force.

Enrollment for 1977		
	Projected	Actual
Introduction to Vocations	15,000	11,038
Middle Grades Occupational Exploration	112,737	112,413

## 2. Agricultural Education

Agricultural Education in North Carolina is a program to train high school students and adults for entry and advancement in agriculture/agribusiness occupations. It contains group and individual instructional activities consisting of classroom instruction, agricultural mechanics, laboratory exercises, Future Farmers of America program activities, and supervised occupational experiences designed to develop competencies needed in these occupations.

The overall objectives for students enrolled in agricultural education programs 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 individual 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 1977, 306 secondary schools offered courses in vocational agriculture in North Carolina. Four hundred and sixty-one teachers provided instruction to 39,653\*students including 6,466 girls and 33,187 boys. This was an increase of 404 over 1976 with a 14 percent increase in female enrollment.

Instructional materials and curriculum guides developed or secured during the year include the following:

1. Fundamentals of Agriculture - description and course outline.
2. Soils Judging in North Carolina - 2 x 2 slide set developed by the North Carolina State University Extension Service.
3. Principles of Pesticide Use Handling and Application
4. Community Development FFA Style
5. Supervised Occupational Experiences in Agriculture

\*Duplicate Count

Agricultural Education consultants provided consultant services to 264 teachers, 21 superintendents, 86 local directors and 152 principals during the year. Individual orientation programs were held for 23 beginning teachers. Consultants participated in eight workshops for administrators on vocational education.

A total of 25 days was devoted to technical workshops for teachers of agriculture. These included topics on welding, greenhouse management, agricultural mechanics and outdoor recreation and applied ecology. Two hundred and ninety seven teachers attended a three day summer conference on the theme - "Instructional Quality In Vocational Education."

The state staff and teacher educators at North Carolina State University and A & T State University participated in joint conferences to coordinate curriculum planning and development and standards for vocational agriculture.

The State Advisory Committee for Agricultural Education and the State Advisory Committee for Pulpwood Production have been invaluable in their guidance and counsel during the year. Members of the committees have given generously of their time on matters of curriculum development, competency identification, and by participating in public hearings for vocational education and on the summer conference program.

An evaluation of specific objectives and strategies are as follows:

Continuing Objective No. 1: *To provide a high quality diversified agricultural education program for secondary students and adults designed to develop and/or upgrade skills needed to enter and/or advance in agriculture/agri-business occupations and/or to continue preparation in post-secondary institutions.*

Specific Objective(s)	Status and Accomplishments
1. By 1981 school year, a sufficient number of students will be enrolled in agriculture curriculums designed to develop entry level competencies to meet 50% of estimated labor force demands in agricultural occupations. 1976 FY Enrollment - 39,539 1977 FY Enrollment - 41,560 1981 FY Enrollment - 45,510	<ul style="list-style-type: none"> <li>Enrollment 1976-77: 7006 - Introduction to Ag - 10,851 7008 - Ag Science and Mechanics 5,920 Skill development courses 22,882 Total 39,653</li> <li>Module was developed to be used in administrative inservice workshops which explains mission of ag education, its objectives and inputs needed for a relevant program.</li> <li>A supply of curriculum guides was printed to meet requests of teachers.</li> </ul>

Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>Developed scope and sequence pattern for ag education. This pattern gives emphasis to changing the twenty-six "courses" now being offered to basic courses which leads into one of six clusters of occupations in agriculture/agribusiness.</li> </ul>
<p>2. Provide educational opportunities to prepare students for post-secondary education required for technical and/or professional careers in agriculture.</p>	<ul style="list-style-type: none"> <li>Community colleges and technical institutes personnel have provided teachers with entrance requirements and educational opportunities. Some personnel have met with teacher groups to discuss program.</li> <li>Information from NCSU and A&amp;T relative to requirements and programs was given to teachers during November group meetings.</li> </ul>
<p>3. By 1981 school year, 80% of teachers of agriculture will use diversified instructional techniques including individualized instruction to help students achieve their objectives in agricultural education.</p> <p>1976 FY - 20%</p> <p>1977 FY - 50%</p> <p>1981 FY - 80%</p>	<ul style="list-style-type: none"> <li>Teachers were observed using a variety of teaching techniques during evaluation visits. These techniques range from individualized instruction, lecture, lecture-demonstration, supervised study to student participation as instructors.</li> </ul>
<p>4. By 1981 school year, production agriculture, excluding general horticulture, will be included in 50% of all schools offering agricultural education.</p> <p>1976 FY - 90</p> <p>1977 FY - 110</p> <p>1981 FY - 175</p>	<ul style="list-style-type: none"> <li>This objective was not fully met. According to PPAR report, 78 schools (25%) out of 307 offering agricultural education courses in production agriculture.</li> <li>Steps that were taken to increase production agriculture programs. <ul style="list-style-type: none"> <li>-Production agriculture has been changed to a three level program to include crops, livestock, general horticulture, chemicals and mechanics related to production.</li> <li>-In inservice education meetings, teachers have been encouraged to survey production agriculture needs in the community.</li> </ul> </li> </ul>



Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>-Consultants are interpreting the program to administrators through individual and group conferences.</li> </ul>
<p>5. By 1981 school year, 100% of all students identified as severely disadvantaged and/or handicapped enrolled in agriculture programs will be provided specialized instruction.</p> <p>1976 FY - 70%</p> <p>1977 FY - 80%</p> <p>1981 FY - 100%</p>	<ul style="list-style-type: none"> <li>85% of teachers visited who are assigned disadvantaged man months have provided specialized instruction to students identified.</li> </ul>
<p>6. By 1981 school year, agriculture programs will be provided for all students residing in/or near major cities in the state who want, need and benefit from such programs.</p> <p>1976 FY - 15%</p> <p>1977 FY - 25%</p> <p>1981 FY - 100%</p>	<ul style="list-style-type: none"> <li>Three of the seven largest cities in North Carolina offer programs in agricultural education.</li> </ul>
<p>7. By 1981 school year, 5,000 students will be enrolled in skill development courses preparing for careers in areas of environment, ecology and recreation.</p> <p>1976 FY - 2,648</p> <p>1977 FY - 3,000</p> <p>1981 FY - 5,000</p>	<ul style="list-style-type: none"> <li>The objective was not fully met. The PPAR report indicates 2,638 students enrolled in Outdoor Recreation and Applied Ecology.</li> <li>Steps being taken to increase enrollment in agricultural resources are: <ul style="list-style-type: none"> <li>-Updating the description.</li> <li>-Changing the program to three levels with a definite scope and sequence to each level.</li> <li>-The identification of jobs related to agricultural resource along with competencies needed for each.</li> </ul> </li> </ul>
<p>8. By 1981 school year, approximately 2,000 students at senior level will be enrolled in skill development courses preparing for careers in Agricultural Products and Processing.</p> <p>1976 FY - 40</p> <p>1977 FY - 200</p> <p>1981 FY - 2000</p>	<ul style="list-style-type: none"> <li>The objective was not fully met. A few students were placed in jobs related to agricultural processing in an agricultural cooperative training program.</li> <li>Competencies have been developed and validated by teachers. Industry representative will be asked to validate competencies. The pro</li> </ul>



Specific Objective(s)	Status and Accomplishment
	will be developed into three levels and arranged in a proper scope and sequence.
<p>9. By 1981 school year, 100% of all students completing a course in agricultural education will have been engaged in a bonafide supervised occupational experience (SOE) program defined in Standards for Agricultural Programs provided by the Department of Public Instruction.</p> <p>1976 FY - N/A 1977 FY - 50% 1981 FY - 100%</p>	<ul style="list-style-type: none"> <li>Sixty percent of students enrolled in vocational agriculture programs were involved in supervised occupational activities.</li> </ul>
<p>10. By 1981 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.</p> <p>1976 FY - 60% 1977 FY - 100% 1981 FY - Continuous process to evaluate all students.</p>	<ul style="list-style-type: none"> <li>Tests were developed to evaluate students completing courses in vocational agriculture. All administrative units have participated in the field test evaluation within the past three years.</li> </ul>
<p>11. By 1981 school year, follow-up records will be available for each student completing an exit level program in agriculture education during the previous five year period.</p> <p>1976 FY - 20% 1977 FY - 30% 1981 FY - 100%</p>	<ul style="list-style-type: none"> <li>Follow-up forms were prepared and given to teachers with instructions in February. Forms will be completed on all seniors completing on exit level course in June 1977.</li> </ul>
<p>12. By 1977 school year, agricultural education will be included in all Extended Day curriculums for LEAs desiring to include it in their program.</p>	<ul style="list-style-type: none"> <li>Staff members visited various extended day programs.</li> <li>Curriculum guides were provided to programs upon request.</li> </ul>
<p>13. By 1981 school year, 80% of local education agencies offering agricultural education will make provisions to include adult education in their programs.</p> <p>1976 FY - 18% 1977 FY - 25% 1981 FY - 80%</p>	<ul style="list-style-type: none"> <li>Approximately 40% of the schools with vocational agriculture program provided some type of adult education.</li> </ul>

Specific Objective(s)	Status and Accomplishments
14. By 1981 school year, all schools with agricultural education programs will be in compliance with program, facility and equipment standards provided by Department of Public Instruction. 1976 FY - N/A 1977 FY - 50% 1981 FY - 100%	<ul style="list-style-type: none"> <li>The objective has not been full met. The Program of Studies carries some standards for programs in agricultural education. Other standards are being formulated from the evaluation field lists and from the national standards project. A full set of standards will be completed in 1977-78.</li> </ul>

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 1981 school year, all curriculum guides for existing courses will be evaluated, revised and/or updated and disseminated to teachers. 1976 FY - 2 courses 1977 FY - 2 courses 1981 FY - 2 courses	<ul style="list-style-type: none"> <li>Agricultural Production teaching units were field tested in 1975-76 and the new course guide - 7000 Fundamentals of Agriculture, will be completed by November 1977.</li> <li>The objective was not fully met because of the change in direct for courses in vocational agriculture. A decision was made to combine the twenty-two courses into six skill development programs related to the six clusters of occupations in agriculture identified by USOE. The six clusters are: Agricultural Production, Agricultural Mechanics, Ornamental Horticulture, Forestry, Agricultural Resources and Agricultural Products and Processing.</li> <li>A scope and sequence plan was developed for each cluster.</li> </ul>
2. By 1981 school year, curriculum materials appropriate for students identified as being severely disadvantaged and/or handicapped will be developed and disseminated to teachers for all courses in agricultural education. 1976 FY - 1 packet 1977 FY - 1 packet 1981 FY - 1 packet	<ul style="list-style-type: none"> <li>Several packets of teaching materials were distributed earlier in the year. Guidelines for their use with disadvantaged students will be prepared.</li> </ul>



Specific Objective(s)	Status and Accomplishments
3. By 1981 school year supportive instructional resources will be made available for each cluster of occupations in agriculture. 1976 FY - 35% 1977 FY - 70% 1981 FY - 100%	. Instructional materials were secured for Production Agriculture as follows: -Principles of Pesticides - Set of teaching units and transparency masters. -Soil Judging - 2 x 2 slide set.

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 a FFA chapter.*

Specific Objective(s)	Status and Accomplishments
1. By 1981 every school offering agricultural education will have an active FFA chapter organized and functioning with all students as members. <u>FY 1976</u> Chapters - 305 Membership - 21,900  <u>FY 1977</u> Chapters - 310 Membership - 22,500  <u>FY 1981</u> Chapters 325 Membership - 32,000	. The objective was not fully met. Two hundred and eighty four (284) chapters paid dues with a total of 20,280 members.
2. By 1981 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 1976 FY - 80% 1977 FY - 85% 1981 FY - 100%	. Approximately 86% of the 284 chapters participated in State level activities.

Continuing Objective No. 4: *To ensure that there are continuous research, developmental and evaluation activities to respond to the occupational education needs of youth and adults.*

Specific Objective(s)	Status and Accomplishments
<p>1. By 1981, 50% of schools offering vocational agriculture will be offering courses which will prepare students with competencies needed to enter several of occupations in agriculture and agribusiness at the mid-management and lower levels as outlined by the recently completed study compiled by U. S. Office of Education on the competencies needed by individuals to enter various occupations in agriculture and agri-business.</p> <p>1976 FY - 15%</p> <p>1977 FY - 25%</p> <p>1981 FY - 50%</p>	<p>. In the opinion of the agriculture education staff, the objective is fully met. Competencies for each cluster of occupations in agriculture are being developed by a group of states under the leadership of the U. S. Office of Education. These competencies will be checked with programs in North Carolina as soon as they are received.</p>
<p>2. By 1981, schools participating in pilot programs will be evaluated to determine degree of success of programs.</p> <p>1976 FY - 25%</p> <p>1977 FY - 35%</p> <p>1981 FY - 100%</p>	<p>. The third year of the evaluation field test was completed. Cognitive proficiency and performance proficiency tests were prepared to determine progress of students. Program input and output standards were prepared.</p>

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 persons.*

Specific Objective(s)	Status and Accomplishments
<p>1. By 1981, a sufficient number of students will be enrolled in approved teacher education program in agricultural education to meet 100% of replacement and expansion needs for agricultural education in the secondary schools.</p> <p>1976 FY - 60%</p> <p>1977 FY - 70%</p> <p>1981 FY - 100%</p>	<p>. 77% of the vacancies in vocational agricultural positions were filled with agricultural education graduates.</p> <p>. Freshmen enrollment and the number of transfer students increased at both North Carolina State University and A &amp; T State University.</p>
<p>2. By 1981, 100% of the agriculture teachers in the state will have been engaged in inservice education activities designed to improve their teaching competencies.</p>	<p>. Consultant aided in setting up extension class from NCSU in Asheville area to begin in January. Plans are being made for class in Wake County area.</p>



Specific Objective(s)	Status and Accomplishments																																								
1976 FY - 80% 1977 FY - 90% 1981 FY - 100%	<div><div>Inservice education workshops held during July and August:</div><table><tr><th>No.</th><th>Length</th><th>Title</th><th>No. Inv.</th></tr><tr><td>4</td><td>1 day</td><td>Pesticides</td><td>112</td></tr><tr><td>5</td><td>1 day</td><td>Land Judging</td><td>120</td></tr><tr><td>1</td><td>3 days</td><td>Ornamental Horticulture</td><td>20</td></tr><tr><td>1</td><td>3 days</td><td>Welding</td><td>14</td></tr><tr><td>1</td><td>1 day</td><td>Welding</td><td>23</td></tr><tr><td>1</td><td>2 days</td><td>OR &amp; AE</td><td>8</td></tr><tr><td>1</td><td>3 days</td><td>Summer Conference</td><td>297</td></tr><tr><td>1</td><td>3 days</td><td>Agricultural Mechanics</td><td>18</td></tr><tr><td>1</td><td>3 days</td><td>Greenhouse Management</td><td>16</td></tr></table></div>	No.	Length	Title	No. Inv.	4	1 day	Pesticides	112	5	1 day	Land Judging	120	1	3 days	Ornamental Horticulture	20	1	3 days	Welding	14	1	1 day	Welding	23	1	2 days	OR & AE	8	1	3 days	Summer Conference	297	1	3 days	Agricultural Mechanics	18	1	3 days	Greenhouse Management	16
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3. By 1981, 100% of all teachers receiving new course guides and teaching materials in Agricultural Education will be inserviced in their use. 1976 FY - 60% 1977 FY - 70% 1981 FY - 100%	<div><div>Ninety inservice education meetings were held where teaching materials were distributed and instructions given to their use.</div></div>																																								
4. By 1977, have in operation a coordinated state program of leadership and service to agricultural education involving state staff consultants and teacher education staffs.	<div><div>Two joint staff conferences were held. Topic of first one in November - Scope and Sequence in Agricultural Education. Topic in February - Competencies in Agricultural Education</div></div>																																								

Continuing Objective No. 6: *To ensure that all areas of sex bias are removed from programs in agricultural education.*

Specific Objective(s)	Status and Accomplishments
1. By 1977, all agricultural education programs will be designed and implemented for all students regardless of sex.	. Teaching materials have been reviewed for sex biased language.



Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>. Teaching materials and teaching units being prepared are reviewed carefully for any biased indications.</li> <li>. Time was provided on the summer conference program for a progress report on Title IX activities.</li> </ul>

### 3. Business and Office Education

At the secondary 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, economics, typewriting, and business law.

During 1976-77 school year, 1,442 business teachers provided instruction to 134,280 students. Of these, 2,562 were cooperative students. The following data summarizes enrollment in business occupational clusters and/or courses:

	<u>Enrollment in Reimbursed Courses</u>	<u>Total Enrollment</u>
Introduction to Business		7,851
Typewriting		71,945
Shorthand		8,908
Accounting		14,392
Recordkeeping		3,228
Clerical	5,816	10,850
Introduction to Data Processing	430	1,387
Data Processing	1,183	1,183
Business Mathematics		8,779
Business Communications		1,534
Business Law		3,293
Business Economics		510
Business Management		420
TOTAL	7,429	134,280

Major strategies used by three consultants in Business and Office Education to improve and expand business programs included the following during the 1976-77 Fiscal Year:

1. Final revision and dissemination of the Business and Office Education curriculum guide to all high school business departments
2. Development of competency listings for 23 business courses.
3. In-service business education meetings in eight educational districts.
4. Further articulation between secondary and post-secondary business programs.
5. Development of the Business and Office Education section of the PROGRAM OF STUDIES.
6. Field visits to local educational agencies to provide consultant services to business teachers and local administrators.
7. Development of test items for 1976-77 Program Evaluation Field Test.

8. Promotion of FBLA as an integral part and extension of the business classroom.
9. Planned and/or coordinated regional, state, national, and district FBLA conferences and workshops.
10. Promotion of an awareness and better understanding of our free enterprise system.
11. Increased communications between teacher education programs and Business and Office Education State staff.
12. Communications with business teachers through newsletters and other mailings.
13. Participation in EPDA internship programs for local directors/planners, principals and teacher educators.

Accomplishments of continuing and specific objectives identified in the Fiscal Year 1976 State Plan for Business and Office Education are indicated below.

*Continuing Objective No. 1: To ensure that an increasing number of students in the secondary schools of North Carolina 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 1981 school year, the number of reimbursed Business and Office Education programs will increase by 25%. 1976 FY - 250 1977 FY - 263 1981 FY - 300	<ul style="list-style-type: none"> <li>. Conducted inservice meetings for local administrators, counselors, and business teachers to promote and implement the revised Business and Office Education State curriculum guide.</li> <li>. Provided inservice activities to improve teacher competencies in the areas of management, word processing and economic education.</li> <li>. Provided consultant services to LEAs to promote a greater number of quality Business and Office Education programs as outlined in the revised Business and Office Education curriculum guide.</li> <li>. Assisted LEAs in developing local plans that reflect consideration of labor market needs and student interests.</li> <li>. Provided State-level leadership to encourage local directors to work with <u>all</u> business teachers, including non-reimbursed as well as reimbursed teachers, in order that they may view the funded courses as a portion of the total business program.</li> </ul>



Specific Objective(s)	Status Accomplishments
	<ul style="list-style-type: none"> <li>Conducted eight district inservice meetings with approximately 185 persons attending.</li> <li>Number of vocationally funded Business and Office Education programs increased to 272.</li> </ul>
<p>2. By 1981 school year, the number of students enrolled in Business and Office Education (funded) programs will increase by 35%.</p> <p>1976 FY - 7,868 students  1977 FY - 9,333 students  1981 FY - 10,605 students</p>	<ul style="list-style-type: none"> <li>Invited guidance counselors to participate in State-sponsored inservice activities with business teachers, designed to acquaint them with opportunities in business programs available to <u>all</u> high school students.</li> <li>Encouraged teachers to promote business programs through attractive brochures depicting sequential patterns for business career preparation.</li> <li>Assisted LEAs in using business advisory groups in planning to meet student needs, interests, and career objectives.</li> <li>Promoted sex bias awareness through the following: printed materials, workshops, and FBLA bulletins and programs.</li> <li>Worked with the State Prevocational staff in planning the business education component of occupational exploration programs.</li> <li>Student enrollment in vocational funded business courses was 7,845.</li> </ul>
<p>3. By 1981, all students enrolled in public secondary schools will have an equal opportunity and incentive to enroll in business education courses.</p>	<ul style="list-style-type: none"> <li>Assisted business teachers in adapting materials and in designing FBLA activities which would reduce sex bias in the instructional program.</li> </ul>

Specific Objective(s)	Status and Accomplishments
<p>4. By 1981 school year, the number of students completing Business and Office Education <u>reimbursed</u> programs will increase from 90 to 96% of senior level enrollment in those programs.</p> <p>1976 FY - <math>7,868 \times 90\% = 7,081</math>  1977 FY - <math>9,333 \times 92\% = 8,586</math>  1981 FY - <math>10,605 \times 96\% = 10,180</math></p>	<ul style="list-style-type: none"> <li>Provided opportunities for teachers to update teaching techniques and methods through business education professional organizations, conferences, and State-sponsored inservice activities.</li> <li>Promoted guidance and counseling services that will encourage students to plan and complete a sequential business career program and to secure employment in jobs for which they are prepared.</li> <li>Discussed accountability and evaluation with various classes at teacher educator institutions.</li> <li>Participated in professional activities of the North Carolina Business Education Association.</li> <li>Encouraged LEAs to conduct follow-up studies and disseminate findings to appropriate local personnel as a basis for planning and implementing new BOE career programs.</li> <li>Worked with the State Extended School Day staff in monitoring the business component of Extended School Day programs.</li> </ul>

*Continuing Objective No. 2: To ensure that a higher percentage of youth enrolled in Business and Office Education programs receive the benefits of participation in the activities of the Future Business Leaders of America organization.*

Specific Objective(s)	Status and Accomplishments
<p>1. By 1981 school year, the number of schools having an active FBLA organization will increase by 30%.</p> <p>1976 FY - 154 organizations  1977 FY - 163 organizations  1981 FY - 200 organizations</p>	<ul style="list-style-type: none"> <li>Provided Area Directors with list of active and inactive FBLA chapters.</li> <li>Answered requests for FBLA materials.</li> <li>FBLA District Chairman or District Adviser presented information about FBLA at business teachers' district meetings.</li> <li>Organized 10 new and/or reactivated chapters.</li> </ul>

Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>. 177 active FBLA chapters.</li> <li>. Distributed FBLA promotional materials at professional meetings for business teachers.</li> <li>. Completed revisions of FBLA section in BOE curriculum guide revision.</li> <li>. Worked with Phi Beta Lambda State Adviser in planning PBL activities.</li> <li>. Presented FBLA information at teacher educator meetings and to business education undergraduates and graduate students.</li> </ul>
<p>2. By 1981 school year, the membership in FBLA organizations will increase by 30%.</p> <p>1976 FY - 5,323 members  1977 FY - 5,735 members  1981 FY - 6,920 members</p>	<ul style="list-style-type: none"> <li>. Increased membership to 6,127.</li> <li>. Approximately 100 FBLA members and advisers from across the State participated in the FBLA Southern Regional Leadership Conference.</li> <li>. Provided information to local chapter advisers through news-letter-memos.</li> <li>. Conducted three meetings of FBLA Executive Council (state officers and their advisers) to plan district and state meetings.</li> <li>. A workshop for members and advisers was held in each of the 8 districts.</li> <li>. A district competitive events meeting was held in 7 districts.</li> <li>. The 2-day state leadership conference was attended by approximately 900 members and advisers.</li> <li>. Worked with representative of Burlington Industries in planning workshop for state officers and district chairmen.</li> </ul>



Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>Met with motel personnel regarding dates and sites for future state leadership conferences.</li> <li>Established Board of Directors to serve FBLA.</li> <li>Participated in joint leadership workshop at Valle Crusis.</li> </ul>

*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
2. By 1981, 100% of teachers employed to teach reimbursed business courses in secondary schools will be fully certified according to certification requirements.	<ul style="list-style-type: none"> <li>Participated in fifteen meetings for teacher education programs.</li> <li>Provided consultant services on a one-to-one basis to new BOE teacher coordinators.</li> <li>At Summer Conference and through individual school visits, encouraged teachers to enroll in courses for certification.</li> <li>At district meetings provided teachers information on requirements for vocational certification and availability of appropriate courses.</li> <li>Met with teacher educators at NCBEA to discuss certification guidelines.</li> <li>75% of vocational BOE teachers fully certified.</li> </ul>
1. By 1981, 100% of the business education classrooms and laboratories will meet facilities and equipment standards provided by the State Department of Public Instruction, including appropriate safety standards.	<ul style="list-style-type: none"> <li>Completed curriculum revisions on facilities and equipment standards.</li> <li>Discussed OSHA standards (electrical outlets and fluid) during individual school visits.</li> <li>Provided input standards relative to facilities and equipment to LEAs planning Career Centers.</li> </ul>

Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>Provided assistance to LEAs planning new facilities.</li> <li>Provided assistance to LEAs in improving existing facilities.</li> </ul>
<p>3. By 1981, 100% of the business teachers in the State will have had an opportunity to participate in inservice activities designed to update techniques, methods of instruction, and course content.</p> <p>1976 FY - 50%</p> <p>1977 FY - 60%</p> <p>1981 FY -100%</p>	<ul style="list-style-type: none"> <li>Distributed at Summer Conference and individual school visits, job simulations.</li> <li>Emphasized importance of individualizing instruction during school visits and meetings with approved teacher education institutions.</li> <li>Completed BOE curriculum revision relative to course offerings, content, planning, media, and methods and disseminated to business education departments.</li> <li>Provided assistance to LEAs in reviewing and improving BOE programs.</li> <li>Worked on a one-to-one basis with business teachers assigned disadvantaged/handicapped students.</li> <li>Reviewed materials relative to disadvantaged/handicapped students.</li> <li>Worked with principals, local directors, and teacher educators receiving EPDA (Educational Professional Development Act) internships.</li> <li>Invited speakers to Summer Conference to discuss up-to-date methods and techniques.</li> <li>Provided leadership on a one-to-one basis to new teacher coordinators in helping them prepare individual student plans of instruction.</li> <li>Encouraged articulation with secondary institutions through sessions at professional meetings, conferences, and workshops for developing BOE job competency listings.</li> </ul>

Specific Objective(s)	Status and Accomplishments
<p>4. By 1981, 100% of the Business Education programs (funded and non-funded) will be evaluated as to sequential course offerings; facilities, equipment, instructional materials and supplies; and teacher qualifications.</p> <p>1976 FY - 20%</p> <p>1977 FY - 40%</p> <p>1981 FY - 100%</p>	<ul style="list-style-type: none"> <li>. Participated in Evaluation Field Test inservice meetings for state staff.</li> <li>. Prepared BOE input and output standards and cognitive and performance tests for Evaluation Field Test project.</li> <li>. Developed competency listings for 23 business courses.</li> <li>. Participated in workshop for local directors/planners on Evaluation Field Test project.</li> <li>. Provided assistance to schools preparing for Southern Association review.</li> <li>. Served on two Southern Association review teams.</li> </ul>

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 occupations immediately after graduation or after further training in post-secondary institutions.

The 1976-77 data supplied by the Field Support Section of the Division of Vocational Education indicates that there are 15,456\* students enrolled in distributive education courses. 9,618 students were enrolled in courses which utilize the cooperative method of on-the-job training. 5,818 students were enrolled in preparatory courses in distributive education.

Because of the lack of out migration from North Carolina, the suburbanization of our marketing centers, and a more service-oriented economy, employment in distribution and marketing occupations is steadily increasing. Despite the fact that distribution is one of the more rapidly expanding areas of the economy, 130 high schools in North Carolina offer no distributive education training. Our latest one-year follow-up data (1975-1976) indicates that the 220 high schools in North Carolina offering distributive education provided 6,035 completors ready to enter the labor market or to continue their training before entering the labor market. 2,987 students entered the labor market in the field for which trained and 1,545 continued their training in institutions offering less than a Baccalaureate Degree program. Seventy-five percent of the students were either working in the area for which trained or continuing their marketing training in institutions offering less than a Baccalaureate Degree program.

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 Vocational 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.

Specific Objective(s)	Status and Accomplishments
1. By 1981, high school distributive education programs will be providing 55 percent of the qualified and trained personnel needed yearly for employment in marketing and distribution. 1976 FY - 25 percent 1977 FY - 30 percent 1981 FY - 55 percent	According to data from Table 1 of the State Plan, North Carolina DE is currently supplying eighteen percent of labor market needs. Priority should be placed on use of new vocational education monies for training in distributive education in order to more closely meet the labor market needs.

Specific Objective(s)	Status and Accomplishments
<p>2. By 1981, 100% of schools in North Carolina with distributive education programs will have an active DECA chapter.</p> <p>1976 FY - 91 percent 1977 FY - 95 percent 1981 FY - 100 percent</p>	<p>Ninety percent of schools have DECA chapters. The North Carolina DECA Advisor will again encourage each LEA, where distributive education exists without a DECA chapter, to have an active chapter.</p>
<p>3. By 1981, North Carolina students enrolled in vocational 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.</p> <p>1976 FY - 25 percent 1977 FY - 50 percent 1981 FY - 75 percent</p>	<p>Though this objective is hard to measure, the prevocational and distributive education staff feel that the objective has been met. With the distribution of the USOE curriculum materials, staff assistance on Tarboro Curriculum Development Project and article in "Tid Bits," we have made prevocational teachers aware of materials useful in providing information to students about marketing and distribution</p>

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
<p>1. By 1981, 95 percent 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.</p> <p>1976 - N/A fully trained and certified 1977 - 80 percent fully trained and certified 1981 - 95 percent fully trained and certified</p>	<p>This objective was met. Ninety-two percent of the distributive education teachers are fully trained and certified. On July 18, 1977, Appalachian State University began its distributive education teacher training program and should ensure that we have enough trained and certified teachers in the future.</p>



Specific Objective(s)	Status and Accomplishments
<p>2. By 1981, 30 percent of all schools with distributive education programs will have a classroom/laboratory which meets standards provided by the State Department of Public Instruction,</p> <p>1976 FY - 20 percent 1977 FY - 25 percent 1981 FY - 30 percent</p>	<p>This objective was not met this year. Administrator inservice and development of a program planning guide will assist schools in developing proper facilities.</p>
<p>3. By 1981, 65 percent 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.</p> <p>1976 FY - 15 percent 1977 FY - 25 percent 1981 FY - 65 percent</p>	<p>This objective was not met this year. With the development of the new coop policies which specified that a written cooperative agreement will be on file will cause teachers to give attention to the matter if they must file them with an administrator.</p>
<p>4. By 1981, 80 percent of the distributive education teachers in secondary schools will be actively using the youth organization as a teaching method.</p> <p>1976 FY - 50 percent 1977 FY - 65 percent 1981 FY - 80 percent</p>	<p>This objective has been met. North Carolina DFCA continues to align its program of activities more closely with competency-based instruction; therefore, increasing the use of DECA as a teaching method.</p>
<p>5. By 1977, a diverse program of staff development opportunities will be provided in cooperation with LEAs, teacher educators, and State Education Agency personnel for 100 percent of the distributive education teachers in North Carolina.</p>	<p>This objective has been met. The distributive education consultant staff working with distributive education teacher educators, local directors and area directors has provided a diverse program of staff activities for all distributive education teachers. New teachers are consulted with individually, and all other teachers were in some other type of either individual or group inservice. Each district and state meeting the staff participates in is utilized as a training opportunity.</p>

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
<p>1. By 1981, the distributive education consultant 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 all of the institutions which are offering a post-high school program in order to articulate instruction for students continuing preparation for marketing careers.</p> <p>1976 FY - 10 percent 1977 FY - 15 percent 1981 FY - 40 percent</p>	<p>Through involvement with curriculum development efforts of the Division of Community Colleges, the state staffs are continuing their efforts to articulate high school distributive education and the marketing and retailing programs of the community colleges and technical institutes. More emphasis at the local levels is needed.</p>

Continuing Objective No. 4: To provide statewide cooperation for consultant services, administrative services, and leadership to the State distributive education program.

Specific Objective(s)	Status and Accomplishments
<p>1. The total distributive education staff will provide planning, coordination and management services necessary to ensure sufficient and adequate state-level leadership for distributive education.</p>	<p>Staff continues to provide leadership for distributive education through participation on ad-hoc committees within the Division of Vocational Education, working with area directors, working with local directors, providing inservice for LEAs, maintaining contact with trade associations, working with advisory committee members, providing leadership for North Carolina DECA. In order to meet all expectations, additional staff is needed. The loss of a consultant position and one-half secretarial position during a time when operational expectations continue to grow causes a decline of services to schools.</p>

Specific Objective(s)	Status and Accomplishments
2. By 1981, 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.	This objective was met. Funding to allow continuous opportunities with national professional organizations is needed to ensure best possible State leadership.
3. The distributive education consultant staff will maintain contacts with trade organizations, marketing organizations and educational groups in order to promote a positive image of distributive education.	Staff continues contacts with marketing organizations. Printing funds are needed to allow materials to be developed to educate organizations regarding benefits of training distributive education students.

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 - SECONDARY

### *Rationale for Program*

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 changing role of the professional health team member, the changing concepts of the allied health team member, and the increasing use of the assistance are factors indicative of the need to emphasize and financially support secondary Health Occupations Education within the public school system of North Carolina.

The Health Resources Administration, Department of Health, Education and Welfare, has already begun implementing a new health planning and facilities development program following the enactment of the National Health Planning and Resources Development Act of 1974. This law establishes a new program of comprehensive health planning for the country and empowers a system of local planning agencies to oversee some Federal health funds flowing to their areas, including funds for new hospital construction. Although not explicitly stated in the law, the new program is intended to provide a framework to review the Federal spending for National health insurance, which is expected to pass in the next year or two. 1/

With the above Act facilitating the development of recommendations for a National health policy, augmenting areawide and Statewide planning for health services, manpower, and facilities, and authorizing financial assistance for the development of resources to further that policy, 2/ it behooves every educational agency, both secondary and post-secondary, to maintain quality on-going health preparatory programs and seek to increase programs in order to meet the future demands of the health care delivery system.

Concomitant to the above, the Employment Security Commission of North Carolina has projected for 1976 that the number of persons employed in jobs related to the health field will be 60,600. Among these are three examples to which secondary Health Occupations Education may contribute:

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1/ Science, January 15, 1975, Vol. 187, No. 4172

2/ National Health Policy, Planning and Resources Development Act of 1974. S. 2994 "Summary of Major Provisions."



## Health Occupations - Secondary

### CAREER

Dental Assistant	2,333
Nursing Assistant	18,260
Psychiatric Aide	606

The Secondary Health Occupations Education program in North Carolina is an attempt to assist in meeting the present and predicted needs for health team members within the diverse occupations in the health care industry. The program is designed to provide instructional and laboratory preparatory experiences which are aimed at concepts of consumer knowledge, of maintaining personal, family, and community health and disease control, of ethical and professional responsibilities, of communication based on utilization of medical vernacular, and of basic sciences as related to the diagnosing and treatment of diseases and disorders. A multiplicity of skills representing commonalities within the scope of various health occupations are also applied while affiliating with cooperating health agencies. Upon completion of Health Occupations Education, a student is prepared to make a career decision based on sound judgment to seek immediate employment on the assistant level (non-credentialing) and/or to further his/her education.

*Objectives and Strategies:*

Continuing Objective No. 1: To ensure that students in the 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	Status
<p>1. By FY 1981 school year, Health Occupations Education will increase enrollment by approximately 25% based on documented student interest, community need and cooperating health agencies.</p> <p>1976-77 FY - 7,314 students 134 programs</p>	<p>. Current account of programs as follows:</p> <p>134 programs 136 teachers 7669 students</p> <p><u>Status to Date:</u> Objective accomplished as projected</p> <p>. Assisted 54 LEAs with planning and/or expanding of HOE program, provided inservice education, and furnished program information materials.</p> <p>. Provided 31 teachers with consultant services including inservice education and ICARE assessments of teaching competencies.</p> <p><u>Status to Date</u></p> <p>224 contacts with local administrators through workshops.</p> <p>204 contacts through with local directors and teacher educators through workshops.</p> <p>17 contacts with local directors and principals through internships.</p> <p>210 contacts with local directors through individual contacts and/or area meetings.</p>

# Health Occupations - Secondary

Specific Objective	Status
	<p><u>Status to Date:</u></p> <p>5 LEAs have been provided consultant services</p> <p>Contacts made solely on basis of requests from LEAs or through consultants seeking information from LEA printout on HOE locations from Extended School Day Section unavailable.</p> <p>. Health Occupations Education has completed written section for Program of Studies</p> <p><u>Status to Date:</u></p> <ul style="list-style-type: none"> <li>- Chief Consultant has been active member of Curriculum Task Force and participated in all phases of planning, development, and revision.</li> <li>- Completed HOE program overview and course descriptions.</li> <li>- Completed planning, developing, and revision of 2 curriculum guides, 7930 Introduction to HOE and 7931 Health Occupations Education I.</li> </ul> <p><u>Status to Date:</u></p> <p>7930 - 300 copies printed ready for distribution at 1977 summer conference.</p> <p>7931 - 300 copies being printed for distribution at 1977 summer conference.</p> <p>. Participation as member of Articulation Task Force on Nursing Education with Community College.</p> <p><u>Status to Date:</u></p> <p>Competency categories have been identified and ranked in nursing assistant, practical nurse, and registered nurse careers.</p>

# Health Occupations - Secondary

Specific Objective	Status
	<p>A total of 601 local administrators/teacher educators have been provided consultant services regarding HOE. This represents a duplicated count in a few cases.</p> <p>. Participated in Area II Director's meeting of local directors.</p> <p><u>Status to Date:</u></p> <p>Participated in a total of 16 Area Directors sessions and 7 District planning sessions</p> <p>. Assisted in planning and conducting one of the biannual State Advisory Committee meetings.</p> <p><u>Status to Date:</u></p> <ul style="list-style-type: none"> <li>- Chairperson attended Public Hearing on Federal Legislation</li> <li>- Ad Hoc Committee on the State Plan 1978-82 approved Section 4.4</li> <li>- Chairperson attended Public Hearing on State Plan</li> <li>- 1 orientation meeting of all new members 100% attendance</li> <li>- 3 Ad Hoc Committee meetings</li> <li>- 2 Advisory Committee meetings</li> </ul> <p>Participated in HOE planning process with 2 LEAs for new program implementation that included superintendents, principals, guidance counselors, health team administrators, area directors, and local directors - Ashboro City and Caldwell County.</p> <p><u>Status to Date:</u></p> <p>9 requests acknowledged for new and/or expanded programs for FY 1977-78</p> <p>. Assisted one LEA with instructional planning for Extended School Day program Greenville City</p>



## Health Occupations - Secondary

Specific Objective	Status
	<ul style="list-style-type: none"> <li>- Tasks are being written with deadline completion October 27, 1977.</li> <li>. Final draft of Section 4.4 Health Occupations Education of FY 1978-82 State Plan For Vocational Education submitted for printing.</li> </ul> <p><u>End of the Fiscal Year Status of Continuing Objective</u></p> <p>It is the opinion of this Chief Consultant that this objective has been attained based on the strategies identified and executed.</p>

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

Specific Objective	Status
1. By FY 1981, an 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, will be established and maintained.	<ul style="list-style-type: none"> <li>. Refer to Continuing Objective No. 1, Specific Objective No. 1.</li> </ul> <p><u>Status to Date:</u></p> <p>Communication system utilized during and with</p> <p>224 contacts with local administrators through workshops.</p> <p>204 contacts with local directors and teacher educators through workshops.</p> <p>17 contacts with local directors and principals through internships.</p> <p>210 contacts with local directors through individual contacts and/or area meetings.</p>

## Health Occupations - Secondary

Specific Objective	Status
	<p>A total of 601 local administrators/ teacher educators have had communication regarding HOE. The results indicating more knowledgeable administrative personnel as justified by communication via telephone, individual conversation, and as demonstrated by local personnel during planning and inservicing sessions.</p> <ul style="list-style-type: none"> <li>. Conducted task force meetings as part of responsibility to the N. C. Health Manpower Council.</li> </ul> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>. N. C. Health Manpower Council has selected an additional task force to seek further information regarding HOE.</li> <li>. Communication to and cooperation with the Division of Teacher Certification.</li> </ul> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- A review of existing certification guidelines with recommendation to continue present certifying process.</li> <li>- Cooperation and support of staff consultant responsible for HOE certification has resulted in most effective means of interpreting individual application - an accountable system of double checking is existing.</li> <li>. Areas of concern regarding class enrollments communicated to LEAs visited.</li> </ul> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- LEAs knowledgeable of minimum and maximum enrollments per course and are seeking to implement state Program of Studies.</li> <li>. Conferences with Chief Consultant of Disadvantaged/Handicapped on current instructional materials.</li> </ul>

# Health Occupations - Secondary

Specific Objectives	Status
	<p data-bbox="776 394 1414 527">. Printed information and inservice regarding its use as applied to gifted and exceptional children provided on classroom visits.</p> <p data-bbox="776 554 997 590"><u>Status to Date</u></p> <ul data-bbox="776 617 1446 1003" style="list-style-type: none"> <li>- More knowledgeable requests from teachers for additional services.</li> <li>- Planning for 1977 Summer Conference to include teacher-led session on helps for the exceptional student.</li> <li>- Conferences with Chief Consultant of Disadvantaged/Handicapped resulted in updating of information and Federal requirements - to be communicated at 1977 Summer Conference.</li> <li>. Reviewed local plans for Vocational Education</li> </ul> <p data-bbox="776 1129 984 1165"><u>Status to Date</u></p> <ul data-bbox="776 1192 1425 1381" style="list-style-type: none"> <li>- Communicated questionable areas of concern.</li> <li>. Participated as presenter of HOE program information to university classes and career days.</li> </ul> <p data-bbox="776 1415 980 1451"><u>Status to Date</u></p> <ul data-bbox="776 1478 1273 1640" style="list-style-type: none"> <li>- 20 students - graduate class</li> <li>- 4 students - doctoral class</li> <li>- 20 students/teachers career day</li> </ul>
<p data-bbox="142 1654 623 1850">2. By FY 1981, all interested LEAs will have been given assistance in planning for new or renovated Health Occupations Education facilities.</p>	<p data-bbox="776 1667 1333 1738">. Refer to Continuing Objective No. 1 Specific Objective No. 1.</p> <p data-bbox="776 1766 971 1801"><u>Status to Date</u></p> <ul data-bbox="776 1829 1474 1927" style="list-style-type: none"> <li>- All program information includes facilities, layout designs, square footage, and unique requirements.</li> </ul>

# Health Occupations - Secondary

Specific Objectives	Status
	<p><u>Note:</u> LEAs frequently contact State HOE office for assistance in selecting equipment and supplies. The process established by Purchasing and Contract seems time consuming, confusing, and burdensome to administrators. This office still provides a suggested listing of equipment and supplies, but is prohibited from providing vendors and contract numbers.</p>
<p>3. By FY 1981 all HOE teachers will have been given assistance in utilizing available resources for selecting educational media appropriate to Health Occupations Education.</p>	<p>. Bibliographies for new course 7930 Introduction to Health Occupations Education and 7931 Health Occupations Education I have been completed. Distribution and inservice to occur at the 1977 Summer Conference. An abstract listing of approximately 100 HOE publications has been ordered for review through the Dissemination Project.</p> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- One staff member assigned to preview materials at Media Center once a month or as notification occurs.</li> <li>- Forty-one publications have been previewed and recommended to the State Advisory Listing.</li> <li>- Bibliography utilized during area workshops printed and disseminated at workshops.</li> <li>- Materials through Dissemination Project arriving and are being reviewed. Display and recommendations to be made through 1977 Dissemination Workshops in each Educational District.</li> </ul>



## Health Occupations - Secondary

Specific Objectives	Status
	<ul style="list-style-type: none"> <li>. Accumulation of articles regarding current instructional media to be placed in newsletter and disseminated at or by 1977 Summer Conference.</li> </ul> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- Inadequate monies for printing.</li> <li>- Included limited information in NCHOETA (professional teacher organization) newsletter.</li> <li>- Plan for FY 1977 to communicate brief amounts of information through flyers.</li> </ul>
<p>4. By FY 1981, a supportive annual program of staff development that will upgrade teaching competencies and skills will have been provided. 1976-77 - 3 area workshops 1 summer conference</p>	<ul style="list-style-type: none"> <li>. Completed plans, with assistance of 1977 Summer Conference Planning Committee, for HOE agenda.</li> </ul> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- Objective attained October, 1976</li> <li>- Planned, coordinated, and assisted in conducting one summer conference and three area workshops. In addition, a three day workshop for HOE teachers and Guidance Counselors sponsored by the Wake Area Health Education Center, the N. C. Hospital Association and SDPI were conducted. Summer Conference - 54 participants Area Workshops - 90 participants Teacher/Counselor Workshops - 35 participants</li> <li>. Participated as member of Evaluation Committee for the Teacher/Counselor Workshops.</li> </ul> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- Evaluation instrument indicated positive remarks concerning this type of inservice and a request for additional joint efforts.</li> </ul>

# Health Occupations - Secondary

Specific Objectives	Status
	<p data-bbox="781 401 1403 562">. Participated as member of overall summer conference planning committee. Assigned to Ad Hoc Committee on Joint Conference With Community College System.</p> <p data-bbox="781 594 1003 625"><u>Status to Date</u></p> <ul data-bbox="781 657 1451 1010" style="list-style-type: none"> <li>- Ad Hoc Committee meeting indicated positive attitude for joint conference by 1978.</li> <li>- Letter from Community College administrator to Deputy Director of Vocational Education documented attitude.</li> <li>. Assisted HOE "master teachers" in developing and executing EPDA internship plans for visiting teachers.</li> </ul> <p data-bbox="781 1041 1003 1073"><u>Status to Date</u></p> <ul data-bbox="781 1104 1463 1549" style="list-style-type: none"> <li>- Internship plans approved by interns.</li> <li>- 5 HOE teachers participated in internships.</li> <li>- Evaluations positive</li> <li>. Provided consultant services that included individualized inservice activities to 28 teachers. <ul data-bbox="824 1423 1398 1549" style="list-style-type: none"> <li>9 - ICARE assessments</li> <li>4 - Disadvantage</li> <li>14 - New teachers (less than 3 years)</li> <li>1 - Extended School Day</li> </ul> </li> </ul> <p data-bbox="781 1581 1003 1612"><u>Status to Date</u></p> <ul data-bbox="781 1644 1479 1902" style="list-style-type: none"> <li>- Oriented 39 new or prospective teachers</li> <li>- Assisted 2 Extended School Day teachers</li> <li>- Inserviced 10 "Disadvantaged" teachers</li> <li>- Provided 7 teachers with general inservice and consultant services</li> </ul>

# Health Occupations - Secondary

Specific Objectives	Status
	<ul style="list-style-type: none"> <li>- Field services plan as developed by staff implemented and worked effectively to be continued.</li> </ul>
<p>5. By FY 1981, leadership and inservice opportunities to Individualized Instruction teams will have been provided.</p>	<ul style="list-style-type: none"> <li>. Visitation to each individual team member and principal.</li> </ul> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- Team still demonstrating interest. Four new members have been added. Interest seems to be apparent without state staff monitoring as in previous years.</li> </ul>
<p>6. By FY 1981, a delivery system(s) within the Health Occupations Education teacher education program that will meet the needs of at least 50% of the total target population will have been implemented.</p> <p>1976 FY - Appalachian State University</p> <p>Western Carolina University</p> <p>1978 FY - North Carolina Central University</p>	<p><u>Appalachian State University</u></p> <ul style="list-style-type: none"> <li>. Contact with ASU teacher educator revealed 2 off-campus clusters progressing well with second year of program. Of interest is that students employed at Broughton Hospital, Morganton, have received salary increased based on continued education effort.</li> </ul> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- Second year completed</li> <li>- Attrition rate 4.6%</li> <li>- Success ratio, 100% of teacher participating</li> <li>- General Administration of the University System refuses to grant permission for ASU's delivery to other areas of state.</li> </ul> <p><u>Western Carolina University</u></p> <ul style="list-style-type: none"> <li>. Contact with WCU teacher educator indicates continuation of on-campus/off-campus course offerings to satisfy certification requirements. Staff inadequate at present to offer expanded full-curriculum offerings.</li> </ul>



# Health Occupations - Secondary

Specific Objectives	Status
	<p data-bbox="756 390 980 422"><u>Status to Date</u></p> <ul data-bbox="756 449 1442 583" style="list-style-type: none"> <li data-bbox="756 449 1442 520">- HOE teachers enroll in courses approved for certification.</li> <li data-bbox="756 541 1442 583">- Success ratio, 100% of teachers enrolled.</li> </ul> <p data-bbox="756 611 1256 646"><u>North Carolina State University</u></p> <ul data-bbox="756 674 1442 1289" style="list-style-type: none"> <li data-bbox="756 674 1442 779">- Meeting with Health Occupations Education Committee/ NCSU shows new interest in teacher education program.</li> <li data-bbox="756 800 1442 905">- Presentation of position paper and other data to chairperson, Dr. William Bryant.</li> <li data-bbox="756 926 1442 1031">- Letter of encouragement and support to Dr. Costa has yet to be acknowledged.</li> <li data-bbox="756 1052 1442 1192">- On-campus/off-campus course offerings in Industrial and Technical Education are still acceptable as a means to satisfying HOE certification.</li> <li data-bbox="756 1213 1442 1289">- Success ratio, 100% of teachers enrolled.</li> </ul> <p data-bbox="756 1318 1159 1354"><u>East Carolina University</u></p> <ul data-bbox="756 1381 1442 1633" style="list-style-type: none"> <li data-bbox="756 1381 1442 1507">- Discussions with teacher educators indicate greater need to expand on-going campus programs rather than pursue new teacher education program at present.</li> <li data-bbox="756 1528 1442 1633">- On-campus/off-campus course offerings are being utilized to satisfy certification requirements.</li> </ul> <p data-bbox="756 1661 1289 1738"><u>END OF THE FISCAL YEAR STATUS OF CONTINUING OBJECTIVE</u></p> <p data-bbox="756 1766 1442 1892">It is the opinion of this Chief Consultant that this objective has been attained in regards to the projected calendar of events. Negotiations to</p>

# Health Occupations - Secondary

Specific Objectives	Status
	<p>expand continue on as individual campus basis and not as a teacher education council effort.</p> <p>- Negotiations with Region IV Continuing Education Center, University of Georgia resulted in eliminating secondary HOE teachers from staff development resources. Funding of Community College Health Occupations Education personnel and personnel of higher education has been awarded by Region IV to North Carolina. This is the same grant applied for by the N. C. Teacher Education Council for Health Occupations Education in which secondary teachers were eliminated.</p>

Continuing Objective No. 3: To ensure that students enrolled in Health Occupations Education receive the benefits of participation in the activities of the Health Occupations Students of America.

Specific Objectives	Status																												
<p>1. By 1981, 97% of schools in North Carolina offering Health Occupations Education programs will have an active Health Occupations Students of America (HOSA).</p> <p>PROJECTED GROWTH OF HOSA</p> <table><tr><th>FY</th><th>HOE Programs</th><th>HOSA Clubs</th><th>%</th></tr><tr><td>1976</td><td>126</td><td>92</td><td>72</td></tr><tr><td>1977</td><td>134</td><td>103</td><td>77</td></tr><tr><td>1978</td><td>142</td><td>116</td><td>82</td></tr><tr><td>1979</td><td>150</td><td>130</td><td>87</td></tr><tr><td>1980</td><td>158</td><td>145</td><td>92</td></tr><tr><td>1981</td><td>166</td><td>161</td><td>97</td></tr></table> <p>(See attached sheet for breakdown)</p>	FY	HOE Programs	HOSA Clubs	%	1976	126	92	72	1977	134	103	77	1978	142	116	82	1979	150	130	87	1980	158	145	92	1981	166	161	97	<ul style="list-style-type: none"><li>• Total number chartered clubs to date 103 clubs 77%</li><li>• Refer to Continuing Objective No. 1, Specific Objective No. 1 - local administrators, teacher educators, and new teachers are provided inservice and materials regarding HOSA.</li><li>• HOSA newsletter #2 prepared and distributed.</li><li>• Completed requirements for bonding of State Advisor.</li><li>• Completed all follow-up activities to 1977 HOSA Congress.</li></ul>
FY	HOE Programs	HOSA Clubs	%																										
1976	126	92	72																										
1977	134	103	77																										
1978	142	116	82																										
1979	150	130	87																										
1980	158	145	92																										
1981	166	161	97																										

NC-HOSA

DISTRICT INFORMATION FOR  
1977 SUMMER CONFERENCE

	Total # of Clubs	1976-77 Clubs		Total # HOE Programs	Total # Club Members	Potential HOE Clubs	Advisors/ Teachers	Avg. # Club Members
		Chartered	Not Chartered					
DISTRICT 1	6	5	1	2	203	0	2	40
DISTRICT 2	15	14	1	15	692	3	13	49
DISTRICT 3	20	15	5	21	637	7	12	42
DISTRICT 4	17	17	0	16	657	3	13	39
DISTRICT 5	15	13	2	19	471	7	12	36
DISTRICT 6	17	12	5	24	380	13	11	32
DISTRICT 7	15	13	2	17	626	5	13	48
DISTRICT 8	15	14	1	17	506	3	13	36

at Duplin, Christene Defelici, Advisor, 196 - Largest Club



# Health Occupations - Secondary

Specific Objectives	Status
	<ul style="list-style-type: none"> <li>Conducted 1977 North Carolina Health Occupations Students of America (Newly adopted national affiliated name of organization) state officer leadership workshop.</li> <li>Conducted NC-HOSA district advisor's workshop.</li> <li>Presented slide presentation on NC-HOSA to North Carolina Health Occupations Education State Advisory Committee.</li> <li>Assisted in planning NCOEYC State Officers Leadership Workshop - July, 1977.</li> <li>Planned and conducted NC-HOSA Board of Director's meeting.</li> <li>Planned and conducted National HOSA Board of Director's meeting.</li> </ul> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>Number of chartered clubs as projected on calendar of State Plan.</li> <li>All 8 districts have conducted officer leadership workshops and/or rallies - reported as successful, overall good attendance.</li> <li>National student organization Health Occupations Students of America recognized and incorporated - North Carolina one of the six founding states.</li> <li>HOSA conducts constitutional convention - Constitution and By-Laws approved.</li> <li>State HOSA President 1976-77 elected first national president.</li> <li>N. C. State Advisor elected first national chairperson of HOSA Board of Directors.</li> </ul>

# Health Occupations - Secondary

Specific Objectives	Status
	<ul style="list-style-type: none"> <li>- HCCNC Congress voting delegates voted name change to N. C. - H. O. S. A. 752 in attendance.</li> <li>- 1977 statewide fund-raising project, American Cancer Society, raised \$3,100.</li> <li>- New district advisors identified and inserviced.</li> <li>- New state officers elected and inserviced.</li> <li>- Modification of competitive events approved.</li> </ul>
	<p><u>END OF THE FISCAL YEAR STATUS OF CONTINUING OBJECTIVE</u></p> <p>It is the opinion of this Chief Consultant that this objective has been attained according to the projected calendar.</p>

Continuing Objective No. 4: To evaluate the progress of Health Occupations Education programs on a qualitative and quantitative basis.

Specific Objectives	Status
<p>1. By FY 1981, teaching competencies of 75% of Health Occupations Education teachers will have been objectively evaluated utilizing the Instrument for a Comprehensive and Relevant Education (American Institute of Mental Studies).</p> <p>1976-77 - 25% 32 teachers</p> <p>1977-78 - 50% 64 teachers</p> <p>1980-81 - 75% 96 teachers</p>	<p>Twenty-seven teachers have been assessed utilizing the ICARE instrument.</p> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- A total of 63 teachers have been inserviced as to the use of and have been assessed.</li> <li>- Objective attained according to projected calendar.</li> </ul>

# Health Occupations - Secondary

Specific Objectives	Status
2. By FY 1981 both HOE I and HOE II curricula will have been evaluated by teachers.	<p>. Evaluation completed.</p> <p><u>Status to Date</u></p> <p>- Objective attained according to projected calendar (August, 1976)</p>
3. By FY 1981, input and output standards for Health Occupations Education will have been completed.	<p>. Standards completed for 7930, 7931, and 7932.</p> <p><u>Status to Date</u></p> <p>- Objective attained with the addition of 7930 Introduction to Health Occupations Education, a new course.</p>
<p>4. By FY 1981, 100% of the LEAs having Health Occupations Education will have participated in an evaluation as designed by the Curriculum Design Unit, Division of Occupational Education.</p> <p>1975 FY - 20% LEAs</p> <p>1976 FY - 40% LEAs</p> <p>1977 FY - 40% LEAs</p> <p>1981 FY -100% LEAs</p>	<p>. Field Test Evaluation completed.</p> <p>. Student Competency listing for 7931, 7932 completed. Competency listing for 7930 ready for teacher reaction.</p> <p>. Field test items for 7931, 7932 completed.</p> <p><u>Status to Date</u></p> <p>- Field Test Evaluation indicated higher percentage of correct answers to test items in HOE than other program areas - indicative of consistency in teaching curriculum across state.</p> <p>- Teachers to rank competencies of 7930, 7931, 7932 at 1977 summer conference.</p> <p><u>END OF YEAR STATUS OF CONTINUING OBJECTIVE</u></p> <p>It is the opinion of this Chief Consultant that this Continuing Objective has been attained as projected. The ICARE instrument is providing an excellent vehicle while inservicing individual teachers to the status of their own teaching competencies.</p>



## Health Occupations - Secondary

Specific Objectives	Status
	<p>The Field Test Evaluation effort has proven a most valuable means in measuring student competencies regarding course standards. It is extremely important that this approach be expanded and continued.</p>

Continuing Objective No. 5: To ensure sufficient and adequate State level leadership for Health Occupations Education.

Specific Objectives	Status
<p>1. By FY 1981, Health Occupations Education staff members will have participated in at least two efforts designed to broaden their knowledge of education, especially Occupational Education and Health Occupations Education.</p>	<p>. Chief Consultant participated in EPDA internship.</p> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- Both consultants participated in NCVA State Convention and assigned NCHOETA committees.</li> <li>- Chief Consultant served as member of Executive Committee to NHOESA (National Health Occupations Education Supervisors Association).</li> <li>- Chief Consultant selected to attend Southeastern Allied Health Instructional Personnel Conference.</li> <li>- Chief Consultant participated in EPDA Internship.</li> <li>- Chief Consultant completed one additional university course.</li> </ul>
<p>2. By FY 1981, Health Occupations Education professional and clerical staff will have participated in an annual evaluation as designed by the Division of Personnel.</p>	<p>. Personnel evaluation conducted.</p> <p><u>Status to Date</u></p> <ul style="list-style-type: none"> <li>- Evaluation of personnel completed.</li> <li>- Evaluation of office management procedures.</li> </ul>

# Health Occupations - Secondary

Specific Objectives	Status
	<ul style="list-style-type: none"> <li>- Implemented plan for improvement of office management procedures - a positive and working effort.</li> <li>- Files evaluated and purged.</li> </ul> <p><u>END OF THE YEAR STATUS OF CONTINUING OBJECTIVE</u></p> <p>It is the opinion of this Chief Consultant that this continuing objective has been attained based on projected calendar.</p>

## Divisional and Other Activities Not Included in State Plan

Activity	Status
1. EPDA Project Coordinator for Internship For Secondary Occupational Education Teachers/Counselors (Chief Consultant)	. EPDA Project completed.
2. Member of Curriculum Task Force - Division of Vocational Education (Chief Consultant)	. Program of Studies printed. Dissemination and inservice of teachers to occur at 1977 summer conference.
3. Member of Cooperative Education Committee (Chief Consultant)	<ul style="list-style-type: none"> <li>. Cooperative Education manual completed.</li> <li>. Printing and dissemination by September, 1977.</li> <li>. Pertinent elements to be shared and disseminated at 1977 summer conference.</li> </ul>

## EXTENDED DAY SCHOOL

Reported LEAs With HOE Programs	Services Rendered
Wilson County	Several contacts by both staff members have been made with this teacher to provide inservice on curriculum materials and application of concepts and skills in this modified situation. Daily membership varies to such a degree that student accomplishment is highly individualized.
Bladen County	Consultant services have been provided to both the Director and the Health Occupations Education teacher and included information regarding facilities, books, materials, and equipment. The class schedule is six hours of instruction per week and also involves counseling, individualized instruction and field trips to the nearest health agencies. There are eight students enrolled.
Greenville City	Previous contact with this LEA via correspondence and telephone revealed a scheduled Home Economics course, Child Care, with a registered nurse employed. Due to local error in the salary increment of this individual, the teacher resigned and the program discontinued. A May meeting revealed a likelihood of discontinuing this approach to HOE and a more concentrated effort towards implementing a regular program. Change in administration will determine this probability.



## 6. Home Economics Occupational Education

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
<p>1. To increase the number of local schools offering courses in one or more occupational home economics clusters.</p> <p>1976 FY - 83 LEAs 155 Schools 233 Teachers Involved 4,629 Students (12% male)</p> <p>1977 FY - 100 LEAs 180 Schools 258 Teachers Involved 5,800 Students (18% male)</p> <p>1981 FY - 130 LEAs 225 Schools 300 Teachers Involved 8,425 Students (25% male)</p>	<p>• Home Economics program consultants met with local administrators and teachers in at least 40 selected LEAs regarding their local plan for expanding home economics programs to include new occupational home economics offerings and improving or maintaining existing occupational home economics programs for 1977-78. The total number of LEAs offering Occupational Home Economics programs in 1976-77 was 83 (same as in 1975-76). However, the number of classes and student enrollment within these LEAs increased to 275 classes and 5430 students. A summary of the Occupational program data for 1976 by course offering and related factors was as follows:</p> <p>District I--5 LEAs, 8 Schools, 19 Teachers, 19 Courses, 314 enrolled</p> <p>District II--11 LEAs, 19 Schools, 28 Teachers, 36 Courses, 663 enrolled</p> <p>District III--14 LEAs, 26 Schools, 36 Teachers, 47 Courses, 774 enrolled</p> <p>District IV--12 LEAs, 28 Schools, 42 Teachers, 45 Courses, 938 enrolled</p> <p>District V--15 LEAs, 33 Schools, 51 Teachers, 54 Courses, 991 enrolled</p> <p>District VI--7 LEAs, 18 Schools, 26 Teachers, 28 Courses, 799 enrolled</p> <p>District VII--11 LEAs, 20 Schools, 25 Teachers, 31 Courses, 548 enrolled</p> <p>District VIII--8 LEAs, 8 Schools, 12 Teachers, 15 Courses, 403 enrolled</p>

Specific Objective(s)	Status and Accomplishments
<p>2. To provide appropriate educational experiences for disadvantaged/handicapped students enrolled in occupational home economics programs.</p> <p>1976 FY - Visited each school with disadvantaged man-months assigned to home economics.</p> <p>1977 FY - Visit each disadvantaged program per district; publish one curriculum aid for disadvantaged man-months teachers; publicize disadvantaged man-months programs in newsletter, magazines; visit each Extended Day program regarding disadvantaged man-months for home economics.</p> <p>1981 FY - (Same as for 1977)</p>	<ul style="list-style-type: none"> <li>Consultant services were provided for each LEA assigning disadvantaged man-months to Occupational Home Economics programs, primarily to review instructional programs for pertinent modifications to meet identified learning needs of enrolled disadvantaged students, and to describe curriculum materials and resources available to the teachers for instructional programs.</li> <li>Publicized successful home economics programs for disadvantaged/handicapped students thru Home Economics Newsletter, EPDA Teacher Internships and district level in-service education meetings.</li> <li>Advised local personnel in Extended Day Programs to consider pertinent Occupational Home Economics programs for disadvantaged/handicapped students during field visits; due to limited funding, few programs were initiated even when need was acknowledged; deserves more attention in 1977-78.</li> </ul>
<p>3. To provide pertinent curriculum materials for Occupational Home Economics programs through a multi-phased process of development and implementation during 1976-78.</p> <p>1976 - Developed course outlines for each Occupational Home Economics course.</p> <p>1977 - Revise course outlines for each Occupational Home Economics course; list minimum competencies with options per course. Secure and organize pertinent curriculum materials regarding Occupational Home Economics for use of teachers, teacher educators. Sponsor graduate study through two or more home economics education programs regarding Occupational Home Economics curriculum development.</p> <p>1981 - Revise curriculum materials for each course.</p>	<ul style="list-style-type: none"> <li>Participated in Division level system for curriculum activities which was coordinated by the Curriculum Design Unit; no new guides were developed in '76, and none revised due to limited funds, and plans to make a transition to a new system for curriculum development/revision. This increased the demand for individualized consultant services to any LEA initiating a new Occupational Home Economics program, and increased expense to LEAs who had to purchase curriculum materials from other states.</li> <li>Served on a Cooperative Vocational Education Committee to revise the policy/procedures manual for local personnel regarding cooperative type vocational programs; publication reached draft form by June 1976.</li> <li>Investigated other sources of ready-to-use curriculum materials for Occupational Home Economics from other states and a USOE curriculum project funded thru AHEA.</li> </ul>



Specific Objective(s)	Status and Accomplishments
<p>4. To increase the competencies of home economics teachers in eliminating sex bias in orientation, registration, or instructional practices per school.</p> <p>1977 - Publish one guide regarding eliminating sex-bias in home economics as supplement to planning guide. Include sex bias information in each district inservice education meeting and at summer conference; follow-up in 10% of LEAs with inservice on sex bias.</p>	<ul style="list-style-type: none"> <li>• Explored strategies for eliminating sex bias in preservice teacher education programs in joint meetings with home economics teacher educators, one state-level session, and supplemental with consultant visits to college/university campuses.</li> <li>• Included the topic of "Eliminating Sex Bias in Home Economics" as the district or local level in-service education program reaching 20% of the LEAs.</li> <li>• Publicized successful efforts of local home economics programs to eliminate sex bias in the Home Economics Newsletter including newspaper clippings from local communities.</li> <li>• Have not compiled in publication form the sample materials on eliminating sex bias as projected for state-level distribution; will give increased priority for 1977-78, especially for Program of Studies interpretation activities with students at all grade levels.</li> <li>• Student available data regarding enrollment and job-placement for Occupational Home Economics on state and district level to determine priorities for field services and staff development programs in 1977-78, especially in consulting with local directors regarding their 1978-79 local plans.</li> </ul>

*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
<p>1. To maintain the variety and quantity of home economics occupational course offerings in LEAs consistent with labor market demands and student aspirations to the extent that program completions are consistent with such needs.</p>	<ul style="list-style-type: none"> <li>• Provided as high priority consultant services to LEAs with new or projected Occupational Home Economics programs (approximately 30 LEAs) to review decisions regarding job cluster(s) closest to labor market demands, teacher competencies, student qualifications and aspirations, facility and equipment available, supporting curriculum offerings, and funds to facilitate laboratory experiences.</li> </ul>



Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>Facilitated coordination of local planning efforts with related agencies or community resources which contributed to the Occupational Home Economics program during field service visits; such as CETC, Social Services, Employment Security, related industries or potential employers, Child Day Care Licensing Board, and others.</li> <li>Secured agreement from approximately 15 LEAs to serve as models for Occupational Home Economics programs to other LEAs and teacher education programs, particularly for teacher internships.</li> </ul>

*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
<p>1. By 1981 school year, at least 80% of the home economics instructional programs will have an affiliated FHA or FHA/HERO Chapter.</p> <p>1976 - 65% affiliated 1977 - 75% to be affiliated 1981 - 80% to be affiliated</p>	<ul style="list-style-type: none"> <li>Increased consultant services per district to facilitate FHA chapter efforts to attract members primarily through contacts with local administrators and chapter advisors. All schools without affiliated chapters in FHA were contacted directly by a state consultant, their local director, and the district FHA adviser or state officer. The result was an increase in membership and in number of chapters affiliated in most districts--a total of 20,000 members. N. C. ranked sixth in the nation among FHA affiliations! Over 65% of the home economics programs in North Carolina had affiliated FHA chapters.</li> </ul>
<p>2. By 1976-77 school year, 90% of the home economics teachers will receive direction from the State office for organizing sub-chapters of FHA/HERO.</p>	<ul style="list-style-type: none"> <li>Furnished state-level direction in the form of publications, materials, and information to all home economics programs as projected for FHA in FY 1977, including two issues of the state FHA magazine to affiliated chapters, fall and spring newsletters, and related information through district level contacts at rallies and in-service education meetings.</li> </ul>
<p>3. By 1976-77 school year, 80% of the affiliated FHA/HERO chapters will participate in a district rally or FHA workshop.</p>	<ul style="list-style-type: none"> <li>Each of the eight FHA districts held fall rallies with six on weekdays. Attendance increased as a total, especially, in Districts II, III, and</li> </ul>

Specific Objective(s)	Status and Accomplishments
	VII, representing at least 80% of the affiliated chapters as projected. Several districts held leadership or encounter workshops for students, members, and chapter advisers on sub-district levels.
4. Prior to June 30, 1977 30% of the affiliated FHA/HERO chapters will participate in a State Convention and/or FHA/HERO workshop.	<ul style="list-style-type: none"> <li>The State FHA Convention held in Greensboro exceeded attendance projected--over 2,500 representing over 30% of the affiliated chapters; state officers participated in a state leadership workshop in July with other youth organizations.</li> </ul>
5. By June 30, 1977, annual reports for FHA/HERO affiliated chapters will be received from 80% of the chapter advisers to assist in evaluating FHA/HERO activities for FY 1976.	<ul style="list-style-type: none"> <li>Annual reports were submitted by 80% of the affiliated chapters, summarized by the State Adviser, and publicized or shared with appropriate parties. For example: N. C. was represented by a National Officer, Joyce Wilson, from Rutherford County, who served on the National FHA Board.</li> </ul>

*Continuing Objective No. 4: To maintain and develop needed competencies for each State staff member in Home Economics Education through appropriate staff development opportunities.*

1. By June 1977, plan and implement both individual and staff programs for professional growth.	<ul style="list-style-type: none"> <li>Participated as Home Economics Staff in Division staff development programs as scheduled; primarily--the January Staff Development Conference.</li> <li>Three staff members participated in EPDA Internships for State Staff, outlining specific objectives, strategies and time frames for professional growth experiences deemed most valuable.</li> <li>All Staff members belonged to and participated actively in several professional organizations including AVA, NCVA, AHEA, NCHEA (one was NCHEA State Treasurer, one a Counselor to the NCHEA State President), NEA, NCAE, and others; one staff member was elected to a local school board; one served as State Leader for a project to attract gifted and talented students to Vocational Education; three enrolled in graduate courses.</li> <li>Leadership assignments within the Division and DPI were shared among staff including the coordination of</li> </ul>
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Specific Objective(s)	Status and Accomplishments
	<p>EPDA Internships for Principals and Teachers, coordinating Curriculum Dissemination project activities and Teachers, coordinating Curriculum Dissemination project activities and PBTE efforts in N. C., and serving on a Curriculum Task Force to devise the Program of Studies.</p> <ul style="list-style-type: none"> <li>Attend both State and National meetings which contributed to professional growth, even at personal expense (three to AHEA in Boston, one to USOE meeting in Texas).</li> </ul>

*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 pre-vocational 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 1977.	<ul style="list-style-type: none"> <li>Initiated contacts and scheduled visits with approximately 50 LEAs to assist beginning teachers during their first three months of employment, or to assist teachers and administrators with implementation of new program offerings--particularly in Occupational Home Economics.</li> <li>Responded to LEA requests in at least 40 LEAs for specific consultative services, including planning for curriculum changes, new or renovated facilities, youth organization activities and staff development sessions.</li> <li>Contacted each LEA with an Extended Day Program to review the current and projected home economics component of the instructional offerings; offered curriculum materials and consultant services deemed most pertinent to each program visited; shared concerns regarding the poor quality of several programs with DPI and LEA administrators.</li> </ul>
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 1977.	<ul style="list-style-type: none"> <li>Recorded data gathered from LEA contacts on district and State level to determine effectiveness of current field services; then re-established priorities to deliver consultant services to LEAs on a more systematic basis (based on a ranking of LEAs for needed services such as beginning teachers, new</li> </ul>



Specific Objective(s)	Status and Accomplishments
	<p>program offerings, new/renovated facility, Program of Studies modification request, and Extended Day Programs).</p> <ul style="list-style-type: none"> <li>Served on approximately 20 designated teams from the Division to assist LEAs with planning, implementing, and/or evaluating their Vocational Education programs. For example: Caldwell County regarding new ARC facilities, new curriculum offering, and staff development needs of teachers; responded to special requests for assistance with regional education activities.</li> </ul>
<p>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, 1977.</p>	<ul style="list-style-type: none"> <li>In cooperation with others in DPI and DHR, Home Economics Education office drafter and submitted a Nutrition Education Proposal to the Regional Office of the National Foundation of the March of Dimes to begin negotiations for a state-level Nutrition Education Coordinator to develop a comprehensive K-12 Nutrition Education program in N. C.; action was postponed till 1977 due to change in MOD personnel and limited funds available.</li> <li>Endorsed and facilitated plans for ASU to seek a Consumer's Education grant from USOE which was designed to improve consumer education and economic education in N. C. public schools; proposal was not approved, but selected activities were initiated with modified approaches.</li> <li>Cooperated on local and state levels with the National Foundation March of Dimes, specifically through FHA activities to implement projects improving nutrition, family planning, and parenting skills of young teens. (Refer to Continuing Objective 2 regarding level of participation by youth in FHA).</li> <li>Vice-chairman of a local March of Dimes Chapter, another is on the board of a seven county chapter to express personal commitment to this cooperative effort.</li> <li>Three home economics staff members participated in EPDA Staff Development Internships which focused on</li> </ul>

Specific Objectives(s)	Status and Accomplishments
	<p>interaction with related State and professional groups to accomplish program goals, specifically regarding consumer education, metric education, parenting education, and nutrition education. Internship experiences involved contacts with curriculum laboratories, USOE, National FHA Headquarters, selected Community Colleges and Technical Institutes, J. C. Penney Staff, publishers, Employment Security Personnel, health educators and others.</p>
<p>4. To cooperate with the Task Force on Extended Day programs to ensure maximum involvement and use of home economics resources in selected LEAs. 1977 - Visit each approved Extended Day program at least once.</p>	<ul style="list-style-type: none"> <li>Each staff member in Home Economics Education visited selected Extended Day Programs in her assigned district to assist in planning and implementing the home economics component of their program; follow-up contacts were made by phone, letters, or second visits. The majority of contacts were initiated by this staff rather than depending on requests for services.</li> </ul>
<p>5. 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 1977. 1976 FY - One newsletter sent 1977 FY - Publish two newsletters regarding Home Economics Education for teachers, local directors, and teacher educators.</p>	<ul style="list-style-type: none"> <li>Home Economics consultants regularly attended the scheduled meetings for area directors, local directors, and occupational division staff, providing input for programs on requested basis.</li> <li>Home Economics consultants solicited contacts with principals, local supervisors of instruction, and superintendents to pursue conferences regarding program planning in home economics, and achieved goal in at least 75% of field visits to LEAs.</li> <li>Follow-up letters, phone calls and shared copies of correspondence with teachers were combined to keep local administrators informed of progress in home economics program activities as part of field services.</li> <li>Each home economics consultant encouraged articulation efforts between secondary home economics program and nearby technical institutes/community colleges within their assigned districts by visiting instructional personnel at technical institutes/community colleges and providing planning materials, curriculum guides and recommending cooperative activities.</li> </ul>



Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>Cooperated on a state-level task force with community colleges to develop a competency-based, sequential Teacher Aide/Child Care Services curriculum, including one State home economics consultant and eight home economics teachers.</li> </ul>

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.	<ul style="list-style-type: none"> <li>Secured and analyzed data from fiscal/statistical reports; summarized findings for selected groups including teachers, teacher educators, local directors, and State Advisory Committee. Shared pertinent data summaries with USOE personnel and upon request with other states.</li> </ul>
2. By January 1977, devise and field test a product evaluation approach for home economics exit level courses in remaining 40% LEAs. Cooperate by June 30, 1977 with 40% of LEAs in program evaluation projects as specified by Curriculum Design Unit.	<ul style="list-style-type: none"> <li>Developed or revised product evaluation instruments in cooperation with Division personnel, teacher educators, employers, and home economics teachers; field tested all instruments in the selected 40% of LEAs during spring of 1977.</li> <li>Analyzed data from 1975-76 field test as basis for revisions to product evaluation instruments, and proposed changes in the process.</li> </ul>



## 7. Industrial Arts Education

The quality of progress made in the area of Industrial Arts Education within Vocational Education is deemed significant in that six major achievements were accomplished:

1. The completion of the Industrial Arts Education section of the Program of Studies defining and describing Industrial Arts in North Carolina
2. Development of a "unified" single Industrial Arts Education program that is based on Division functions, objectives, and strategies for meeting those functions and objectives
3. Identification of 13 courses of instruction to serve as the means for developing competencies enabling students to satisfy a variety of personal objectives
4. Identification and listing of competencies within the 13 courses of instruction in Industrial Arts
5. Completion of a 12 member State Advisory Committee to provide input toward improving the quality of Industrial Arts across North Carolina
6. The delivery of field services (approximately 54% in field) to all LEAs through Summer Conference in Greensboro, EPDA Projects (Local Administrators, Local Directors, Master Teacher/Interns), individual field visits, and through district inservice sessions, whereby program guidelines, curriculum efforts and program standards were shared

State level services and assistance was provided for the 278 full-time Industrial Arts teachers, 275 part-time teachers of Industrial Arts (Industrial Labs of Prevocational) who taught 16,000+ students during the school year.

The following account outlines specific objectives and accomplishments as recorded in fiscal 1977 State Plan.

Continuing Objective No. 1: *To ensure that State level leadership is provided to local educational agencies for establishing, improving, and expanding Industrial Arts Education programs and physical facilities.*

Specific Objective(s)	Status and Accomplishments
<p>1. By 1977, all LEAs will be provided guidelines regarding Industrial Arts Education program scope and sequence, course offerings, physical facilities.</p>	<ul style="list-style-type: none"> <li>Completed. All LEAs having Industrial Arts education were provided copies of scope and sequence, course offerings, etc. Direct field visitation with administrators was highlighted through contact with 150 principals in the EPDA Workshops.</li> <li>Teachers were provided guidelines, scope and sequence through State Industrial Arts Association meetings, district inservice meetings, direct teacher visitation</li> </ul>
<p>2. By June, 1977 LEAs having Industrial Arts education will be provided assistance in organizing the lab and implementing cluster experiences</p>	<ul style="list-style-type: none"> <li>Completed. Assistance was provided on a request basis from Prevocational Education</li> </ul>
<p>3. By June, 1978 all LEAs will be provided specific guidelines for establishing and implementing tech-oriented Industrial Arts experiences in grades 7-12</p>	<ul style="list-style-type: none"> <li>Redirection and unification of Industrial Arts instruction makes this objective <u>incomplete</u>: however, with the direction set forth in the <u>Program of Studies</u>, specific scope and sequence, direction, etc. is already outlined. Local Education Agencies were given assistance in implementing program as set forth in the <u>Program of Studies</u>.</li> </ul>

Specific Objective(s)	Status and Accomplishments
4. By the end of 1978 school year, 100% of the LEAs will be provided standards, evaluation instruments and procedures for annually assessing status and student achievement in Industrial Arts programs	<ul style="list-style-type: none"> <li>Competencies for all Industrial Arts courses were developed. These are undergoing verification process</li> <li>Refinement conducted on <u>Catalog of Standards</u></li> </ul>

*Continuing Objective No. 2: To ensure that all boys and girls in grades 7-12 who want, need, and can profit from Prevocational Industrial Arts education experiences are provided the opportunity through the appropriate courses of study.*

Specific Objective(s)	Status and Accomplishments
1. By June 1981 all students identified with special needs enrolled in Industrial Arts Education programs will be provided appropriate modified instruction	<ul style="list-style-type: none"> <li>Complete to date. Worked with Chief Consultant, Disadvantaged/Handicapped to achieve this objective by assisting in workshops, and in individual field visits.</li> </ul>
2. By June 1977 all LEAs having Extended Day Programs incorporating Industrial Arts education program experiences will be given assistance in program development	<ul style="list-style-type: none"> <li>No Industrial Arts Education courses were identified in Extended Day programs</li> </ul>
3. By June 1977 all LEAs with Industrial Arts Education programs will be given assistance in eliminating sex-bias	<ul style="list-style-type: none"> <li>Complete - Provided information at inservice meetings and through individual contacts</li> </ul>



Continuing Objective No. 3: *To ensure that every student enrolled in Industrial Arts Education has the opportunity to become a member of and participate in activities of the AIASA (American Industrial Arts Student Association).*

Specific Objective(s)	Status and Accomplishments
1. By June 1978 fifteen AIASA clubs will be established through the North Carolina Industrial Arts Association	. Incomplete - 5 new clubs were affiliated with AIASA this past school year. Our records indicate 6 national affiliated with 30+ having locally initiated clubs

## 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 1976-77, there were over seventy-seven (77) Trade and Industrial Education subject areas available to students in the secondary schools of North Carolina. Three hundred sixty-eight (368) secondary schools in North Carolina offered one or more subjects in Trade and Industrial Education. There were approximately seventeen hundred (1,700) teachers employed either in a full-time or part-time instructional capacity. Over seventy-six thousand (76,418)\* students were enrolled in one of three major programs in Trade and Industrial Education: Introduction to Industrial Education (IIE - 17,687), Industrial Cooperative Training (ICT - 10,261) and Trade Preparatory Training (TPT - 48,468). Sixteen thousand four hundred seventy-five (16,475) students completed Trade and Industrial Education programs and were available for placement and employment purposes at the end of school year 1976-77. Ten thousand two hundred sixty-one (10,261) students were involved in cooperative training programs and earned \$17,545,615 during the 1976-77 school year.

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

Program offerings by LEAs for 1976-77 have been analyzed according to the Program of Studies developed by the Division of Vocational 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 Vocational Education State Plan for 1976-77.

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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
<p>1. By FY 1981 school year, enrollment in Trade and Industrial Education curriculums will increase dependent upon the specific subject areas from 20% to 40%.</p>	<ol style="list-style-type: none"> <li>1. Local plans submitted by LEAs for Vocational Education were reviewed by T &amp; I consultants for the continuation and expansion of programs.</li> <li>2. A Program of Studies booklet was developed for T &amp; I giving a more indepth interpretation of programs and recommended organizational pattern of programs.</li> <li>3. Local Director meetings were held to interpret Program of Studies and trends in Trade &amp; Industrial Education.</li> <li>4. Priority consultant services were provided to LEAs not having a recommended organizational pattern for programs.</li> <li>5. Scope and sequence charts were developed for course offerings in Trade and Industrial Education.</li> <li>6. All requests for consultants' services were fulfilled.</li> </ol>
<p>2. By FY 1981, redirect existing programs and implement new programs consistent with the projected labor force requirements.</p> <p>1976 FY - 0%</p> <p>1977 FY - 40%</p> <p>1978 FY - 60%</p> <p>1979 FY - 80%</p> <p>1980 FY - 100%</p>	<ol style="list-style-type: none"> <li>1. All programs were reviewed for redirection.</li> <li>2. T &amp; I program offerings per educational district have been reviewed by consultants relative to manpower projection needs for possible modification or conversion of programs.</li> <li>3. Local Directors and Area Directors were provided with Employment Security Commission data for redirecting programs.</li> </ol>



Specific Objective(s)	Status and Accomplishments
	<ol style="list-style-type: none"> <li>4. Guidelines for implementing new programs were provided to Local Directors, Area Directors and Administrators.</li> <li>5. EPDA Module for Administrators and a workshop in each district was held to explain the new scope and sequence.</li> <li>6. A T &amp; I Directory was developed for teachers, teacher educators, industrial representatives, and state consultants.</li> <li>7. Curriculum and Planning guides were made available to teachers and administrators.</li> <li>8. Plan of work was developed by consultants in T &amp; I in order to achieve the goals and objectives of the Division and Section.</li> </ol>
<ol style="list-style-type: none"> <li>3. Annually, consultative services will be provided to LEAs in the following areas: interpret program objectives, interpret organizational patterns of programs, aid in developing input and output standards, recommend recruitment and job placement procedures.</li> </ol>	<ol style="list-style-type: none"> <li>1. All requests for consultant services and review of programs not having proper scope and sequence were completed.</li> </ol>
<ol style="list-style-type: none"> <li>4. Annually, the following consultative services will be provided for individual T &amp; I teachers: teacher visitation (25% of the experienced teachers per educational district will be visited during 1976-77); other teacher visitation will be made upon request from teachers, local directors and planners and other administrative personnel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consultants were requested to provide consultant services to at least 50% of the teachers within their educational 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.</li> </ol>

Specific Objective(s)	Status and Accomplishments
	2. Consultants were provided with packets of materials for teachers and other information in the delivery of consultant services.
5. Annually, the following consultative services will be provided to an LEA on a group basis: program orientation, curriculum development (Course of Study), development of behavioral objectives, shop organization and management procedures (OSHA), development of input and output standards, and program evaluation.	1. Consultants served on accreditation committees for the public schools. 2. Consultants met on a monthly basis with local directors/planners for orientation purposes, dissemination of materials and to plan for delivery of services. 3. All requests for consultant services to LEAs have been fulfilled. 4. Consultants reorganized their educational district for one major leadership and skill contest activity as opposed to subdistrict contest activities.

Continuing Objective No. 2: To ensure that youth enrolled in Trade and Industrial Education programs benefit from participation in the activities of the Vocational Industrial Clubs of America (VICA).

Specific Objective(s)	Status and Accomplishments
1. By FY 1981, each school offering Trade and Industrial Education programs will have at least one active VICA chapter organized and functioning. 1976 FY - 270 schools 500 chapters 1977 FY - 300 schools 550 chapters 1978 FY - 330 schools 590 chapters 1979 FY - 350 schools 650 chapters 1980 FY - 390 schools 715 chapters 1981 FY - 395 schools 725 chapters	1. The 1977 FY goal was only partially completed. Only 248 schools and 496 chapters were in operation that year which was an increase over 1976 FY. 2. T & I teachers having a VICA chapter in 1976-77 were mailed an organizational packet during 1976-77 membership year. 3. Directors and coordinators of the Extended School Day program were encouraged to organize a VICA chapter.

Specific Objective(s)	Status and Accomplishments
	<ol style="list-style-type: none"> <li>4. T &amp; I teachers were mailed a survey form to determine their needs in establishing a VICA club.</li> <li>5. Slide presentations of the VICA State Conference for 1975-76 and the Achievement Program were made available to advisors, teachers, and students for public relations and recruitment purposes.</li> <li>6. EPDA Module (slide and tape presentation) for administrators contained a VICA presentation and was presented across the state at various meetings.</li> <li>7. Six issues of the NC-VICA Newsletter were widely distributed to vocational educators to encourage VICA participation at all levels.</li> <li>8. The State VICA Director, State and District Officers, District Advisors, as well as Local Advisors and Officers, visited approximately 100 other schools to expand and improve the VICA activities in those schools.</li> <li>9. The State VICA Office responded to approximately 500 written and telephone requests for additional information on various topics such as organizing a chapter, Achievement Program, VICA supplies and materials, competitive events, as well as other topics.</li> </ol>
<ol style="list-style-type: none"> <li>2. By FY 1981, student membership in VICA will be increased by 300% and professional membership in VICA will be increased by 280%.  1976 FY - 14,400 student members  610 Prof. members  1977 FY - 18,280 student members  800 Prof. members</li> </ol>	<ol style="list-style-type: none"> <li>1. In 1977 FY, 72% of the student membership goal was reached; 78% of the professional membership.</li> <li>2. District and State level contest activities were held for students in T &amp; I programs with approximately 8,000 people involved.</li> </ol>



Specific Objective(s)	Status and Accomplishments
<p>1978 FY - 25,730 student members 1,200 prof. members</p> <p>1979 FY - 35,000 student members 1,600 prof. members</p> <p>1980 FY - 45,000 student members 1,900 prof. members</p> <p>1981 FY - 57,600 student members 2,320 prof. members</p>	<p>3. Three leadership conferences were held for VICA officers, advisors, and teachers, involving approximately 3,000 people.</p> <p>4. VICA youth organizations received major emphasis during the inservice meetings in each educational district.</p>
<p>3. By FY 1981, at least 60% 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.</p> <p>1976 FY - 3%</p> <p>1977 FY - 20%</p> <p>1978 FY - 30%</p> <p>1979 FY - 40%</p> <p>1980 FY - 50%</p> <p>1981 FY - 60%</p>	<p>1. Seventy-two District and State Officers and Advisors participated in State and National Leadership Conferences.</p> <p>2. VICA Leadership Workshops were held in eight educational districts with 1,800 students, advisors, and teachers participating.</p> <p>3. Twenty high schools implemented a Vocational Initiative and Club Achievement program.</p> <p>4. Four VICA Executive Council meetings were held with 225 people involved.</p> <p>5. Orientation meeting for VICA State Officers was held with 10 people participating.</p> <p>6. Several orientation meetings were held on the Achievement Program with approximately 500 participants.</p> <p>7. One hundred and thirty contestants, delegates, advisors and others attended the National Leadership and Skill Conference in Cincinnati, Ohio.</p> <p>8. North Carolina Vocational Education Youth Council met monthly to coordinate activities.</p>

Specific Objective(s)	Status and Accomplishments
	<p>9. All teacher training institutions were encouraged to implement a collegiate chapter within their institution.</p> <p>10. Information pertaining to the VICA Achievement Program was made available to all VICA advisors.</p>

Continuing Objective No. 3: 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
<p>1. By FY 1980, each curriculum will have input standards developed.</p> <p>1976 FY - 10%</p> <p>1977 FY - 30%</p> <p>1978 FY - 50%</p> <p>1979 FY - 70%</p> <p>1980 FY - 100%</p>	<p>1. 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:</p> <p>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.</p> <p>2. Each course was analyzed as to resources needed in order to teach competencies identified.</p> <p>3. Teachers, administrators and association members were involved in developing those standards.</p> <p>4. Completed as of January 1977 with input from teachers, business and industry representatives, teacher educators, etc.</p>

Specific Objective(s)	Status and Accomplishments
<p>2. By FY 1980, 100% of the curricula in T &amp; I will have output standards (competencies) developed.</p> <p>1976 FY - 5%</p> <p>1977 FY - 40%</p> <p>1978 FY - 60%</p> <p>1979 FY - 80%</p> <p>1980 FY - 100%</p>	<p>1. Completed as of January 1977 with input from teachers, business and industry representatives, teacher educators, etc.</p>
<p>3. By FY 1980, students completing a program will be evaluated relative to output standards.</p> <p>1976 FY - 5%</p> <p>1977 FY - 30%</p> <p>1978 FY - 50%</p> <p>1979 FY - 75%</p> <p>1980 FY - 100%</p>	<p>1. Partially completed - The field test efforts by the Curriculum Design Section was met as of June, 1977.</p> <p>2. Consultants were requested to work with institutions in the Community College System and LEAs for articulation of programs.</p> <p>3. Materials were provided to consultants illustrating how articulation can be achieved, e.g. James Sprunt Institute and Duplin County.</p> <p>4. Student competencies were identified for each subject area in Trade and Industrial Education.</p>

Continuing Objective No. 4: To develop evaluating tests and evaluate each program in Trade and Industrial Education.

Specific Objective(s)	Status and Accomplishments
<p>1. By FY 1978, develop evaluation tests for each program in Trade and Industrial Education relative to output standards.</p> <p>1976 FY - 40%</p> <p>1977 FY - 40%</p> <p>1978 FY - 20%</p>	<p>1. Forty percent of evaluation tests completed as of January 1977.</p> <p>2. Consultants received inservice training for development of tests.</p>



Specific Objective(s)	Status and Accomplishments
	<p>3. Consultants worked with teachers in the field in developing competencies identified in the tests.</p> <p>4. Consultants provided inservice training to teachers administering tests at the LEA.</p> <p>5. Consultants developed cognitive and performance proficiency tests for the following subject areas during 1975-76:</p> <p>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, Photography, Bricklaying Carpentry.</p> <p>6. Consultants worked with Curriculum Design Section in program evaluation.</p>
<p>2. By FY 1978, evaluate each program in Trade and Industrial Education.</p> <p>1976 FY - 40%</p> <p>1977 FY - 40%</p> <p>1978 FY - 20%</p>	<p>1. Partially completed - The objective was met totally by June 1977 as a result of the efforts of the Curriculum Design Section.</p>

Continuing Objective No. 5: To provide consultative services to those LEAs who have T & I components in the Extended School Day.

Specific Objective(s)	Status and Accomplishments
<p>1. By FY 1977, provide consultative services to each LEA having an Extended School Day program.</p>	<p>1. T &amp; I consultants provided services to Extended Day teachers as a part of their routine duties.</p> <p>2. T &amp; I consultants were given an orientation by the Coordinator of Extended School Programs.</p>

Specific Objective(s)	Status and Accomplishments
	<ol style="list-style-type: none"> <li>3. Consultant services were provided to organize and prepare a presentation for the Extended Day Conference held in Greensboro during the school year.</li> <li>4. Youth organization materials were mailed to Extended School Day coordinators and directors.</li> <li>5. Extended School Day students were encouraged to participate in the VICA Youth Organization and its contest activities.</li> <li>6. Specific LEAs were contacted concerning development of a VICA Youth Club, e.g. Goldsboro City Schools, Charlotte, etc.</li> <li>7. Extended School Day teachers, coordinators and directors were certified through T &amp; I certification guidelines.</li> </ol>

Continuing Objective No. 6: To provide consultative services to Trade and Industrial Education programs having disadvantaged and handicapped components.

Specific Objective(s)	Status and Accomplishments
<ol style="list-style-type: none"> <li>1. By FY 1977, provide consultative services to LEAs upon request. <ul style="list-style-type: none"> <li>1976 FY - 3%</li> <li>1977 FY - 20%</li> <li>1978 FY - 40%</li> <li>1979 FY - 60%</li> <li>1980 FY - 80%</li> <li>1981 FY - 100%</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. T &amp; I consultants provide services to Disadvantaged/Handicapped teachers as a part of their routine duties.</li> </ol>

Continuing Objective No. 7: To provide consultative services to individualized instruction teams assigned to T & I consultants.

Specific Objective(s)	Status and Accomplishments
<ol style="list-style-type: none"> <li>1. By FY 1977, provide consultative services to Individualized Instruction teams.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed as of January 1977.</li> </ol>

Continuing Objective No. 8: 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
<p>1. By FY 1979 all T &amp; I Education programs will be in compliance with OSHA.</p> <p>1976 FY - 10%</p> <p>1977 FY - 50%</p> <p>1978 FY - 100%</p>	<p>1. Partially completed - LEAs visited by consultants have been provided with OSHA materials during consultant visits and inservice meetings.</p> <p>2. T &amp; I teachers attending summer conference in August, 1976, participated in an OSHA seminar. Film slide presentations and other materials were presented by representatives from the OSHA Division in the Department of Labor.</p> <p>3. OSHA Handbooks were made available to teachers participating in district inservice meetings.</p> <p>4. 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.</p> <p>5. Apprenticeship booklets and materials were distributed to teachers at inservice meetings.</p> <p>6. All materials developed for district inservice meetings were made available at summer conference.</p>

Continuing Objective No. 9: To provide consultative services to eliminate race and sex bias in T & I Education programs.

Specific Objective(s)	Status and Accomplishments
<p>1. By FY 1976, provide consultative services to LEAs upon request.</p>	<p>1. Partially completed - All requests for consultant services have been fulfilled.</p>



Continuing Objective No. 10: 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
<p>1. By June 1977, ascertain the long range teacher needs for Trade and Industrial Education.</p>	<p>1. Partially completed - A request has been made to NCSU to direct research efforts in the area of teacher needs.</p> <p>2. EPDA Teacher Education Intern Program was made available to determine needs of T &amp; I teachers.</p>
<p>2. By FY 1979, increase the number of approved teacher education institutions for funding from the State Board's financial resources to a minimum of five, and to increase the annual supply of qualified teachers by 30%.</p> <p>1976 FY - 1 institution 1977 FY - 3 institutions 1978 FY - 4 institutions 1979 FY - 5 institutions</p>	<p>1. Appalachian State, A &amp; T State, East Carolina, North Carolina State, and Western Carolina Universities in the university system were contacted concerning the following topics or items:</p> <p>a. Feasibility of offering additional courses for T &amp; I certification in both undergraduate and graduate level programs.</p> <p>b. Acceptance of two-year degree students from institutions in the Community College System.</p> <p>2. A proposal was written in conjunction with Western Carolina University for teacher training.</p> <p>3. Teacher education conferences were held for teacher training institutions.</p> <p>4. Teacher training institutions were encouraged and requested to allow graduate students to participate in an intern program at the state level.</p> <p>5. The Community College System was apprised of the need for trades workers or crafts workers to be given college credit for work experience.</p>

Specific Objective(s)	Status and Accomplishments
	<p>6. The two systems were asked to offer more extension courses for trades workers and to work with this office in the development of competency examinations.</p>
<p>3. All teachers coming into T &amp; I after July 1, 1976, who are not graduates of an approved teacher training program must complete a three semester hour course entitled "<u>Introduction to Trade and Industrial Education.</u>" The course must be completed either before teaching duties begin or during the first year.</p>	<p>1. Partially completed - A course outline for Introduction to Trade and Industrial Education has been proposed to teacher training institutions.</p>
<p>4. By FY 1976, secure one additional month of employment for first year beginning T &amp; I teachers in order to complete a three semester hour course before teaching duties begin or during the first semester of the first year.</p>	<p>1. Unable to complete due to unavailability of funds.</p>
<p>5. By FY 1981, T &amp; I consultants will provide inservice education activities for 100% of the T &amp; I teachers to improve their teaching competencies.</p> <p>1976 FY - 30%  1977 FY - 50%  1978 FY - 70%  1979 FY - 80%  1980 FY - 90%  1981 FY - 100%</p>	<p>1. Completed as of June 1977.</p>
<p>6. By FY 1981, a sufficient number of students will be enrolled in approved teacher education degree programs to supply 60% of the expansion and replacement needed for T &amp; I education programs.</p>	<p>1. Partially completed as of June 1977.</p>

Specific Objective(s)	Status and Accomplishments
<p>7. By FY 1979, the ratio of T &amp; I consultants to teachers will be one to one hundred and forty.</p> <p>1976 FY - add 2 consultants 1:143</p> <p>1977 FY - add 2 consultants 1:142</p> <p>1978 FY - add 2 consultants 1:141</p> <p>1979 FY - add 2 consultants 1:140</p>	<p>1. Partially completed as of November 1977.</p>

Continuing Objective No. 11: To ensure that state level leadership will be provided through consultative services to LEAs which will result in curriculums with input and output standards, effective teaching techniques and learning strategies.

Specific Objective(s)	Status and Accomplishments
<p>1. By FY 1977, each LEA requesting consultative services will obtain such services within four weeks following receipt of request.</p> <p>1976 FY - 100%</p> <p>1977 FY - 100%</p>	<p>1. Completed as of June 1977.</p>
<p>2. Annually, new teachers will be oriented to Trade and Industrial Education by a T &amp; I consultant.</p>	<p>1. Completed as of June 1977.</p>
<p>3. Annually, consultant services will be provided to 25% of the experienced T &amp; I teachers per educational district.</p>	<p>1. Completed - over 50% received consultant services.</p>
<p>4. Annually, provide conferences for teacher upgrading.</p>	<p>1. All T &amp; I teachers were provided the following opportunities or activities in which to upgrade their instructional skills or programs:</p> <p>a. Annual summer conference for vocational teachers,</p>



Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>b. Three inservice meetings per educational district - 24 meetings total.</li> <li>c. Summer Workshops - Textile, Auto, Aerospace, Graphics, and Cosmetology.</li> <li>d. Courses through institutions in the University System.</li> <li>e. Work experience in the institutional area during summer months for renewal credit.</li> <li>f. Contest activities (local, state, national and international) State Fair Exhibits, Plymouth Trouble Shooting Contest, and Occupational Education Fairs.</li> </ul> <ul style="list-style-type: none"> <li>2. Fifty-five percent of teachers were engaged in inservice education activities.</li> <li>3. EPDA Intern programs for T &amp; I teachers.</li> </ul>

Continuing Objective No. 12: Advisory committees shall be established both at the State and LEA levels for Trade and Industrial Education programs.

Specific Objective(s)	Status and Accomplishments
1. By FY 1977, each LEA will be encouraged to establish an advisory committee for Trade and Industrial Education programs.	1. LEAs visited by T & I consultants were encouraged to establish an advisory committee for T & I programs.

## 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 in the areas of agriculture, distributive, health, home economics, business, technical, trade and industrial and remedial education. State statutes require that each post-secondary institution provide technical, vocational and adult education programs. There were 121 two-year technical and 74 vocational curricula offered within the system and range of curricula offered varied from 8 to 50 per institution. The average number of curricula offered per institution is 23.2. Labor market needs and student needs determine the curricula offered by each institution. A few curricula, such as marine technology, heavy equipment operator, saw mill operation, funeral service education and dental laboratory technician are offered in one location and serve the needs of the state.

There was a 4.9 percent decline in enrollment from the previous year. The largest decline occurred in the two-year associate degree program enrollment. Enrollment of veterans declined from a high of 39,831 to 20,723--a decline of 52 percent. The decline in veteran enrollment was partially offset by the additional enrollment of high school graduates and young adults. In the spring quarter of 1976, 44.2 percent of those enrolled were part-time students. This percentage declined to 38.7 percent during the spring quarter of 1977. The associate degree students attended an average of 15 hours per week and the vocational students, 22 hours per week.

## AGRICULTURE EDUCATION

Continuing Objective No. 1: *To ensure that adults who are interested in employment and/or advancement in agriculture occupations have the opportunity to enroll in programs designed to prepare them for such employment and/or advancement.*

Specific Objective(s)	Status and Accomplishments
1. Plan and implement curricula that will prepare individuals to enter agriculture occupations where employment opportunities justify a need.	<ol style="list-style-type: none"><li>1. Met with one State Advisory Committee and three local advisory committees in planning and developing new curricula for four institutions.</li><li>2. Assisted in the planning, development and implementation of a total of seven agriculture curricula during FY 1977.</li></ol>
2. Revise and update current agriculture curricula and materials in four areas.	<ol style="list-style-type: none"><li>1. Agriculture curricula update and materials revision is currently being pursued in three programs.</li></ol>



Continuing Objective No. 2: *To ensure that agriculture instructors and administrators who have responsibility for agriculture programs have opportunities for professional development.*

Specific Objective(s)	Status and Accomplishments
1. In FY 1977, conduct two inservice workshops for all agriculture instructors	1. Inservice workshops for all agriculture instructors were provided at the annual Community College Conference.  2. One additional inservice workshop was held for horticulture instructors.
2. Assist University personnel in informing instructors about available inservice courses and workshops.	1. Sent memoranda to all agriculture instructors on two occasions concerning University-sponsored inservice courses and workshops.
3. Disseminate information to instructors concerning professional organizations.	1. Sent one memorandum to all agriculture instructors informing them of the National Association of Colleges and Teachers of Agriculture.  2. Consulted with various instructors about the advantages of being a member of NCVA and AVA.
4. Continually evaluate current curricula to ensure that graduates are prepared to meet employment requirements.	1. Assisted seven institutions in reviewing and revising current agriculture curricula in order to more adequately meet employment requirements.

Continuing Objective No. 3: *To ensure improved articulation between secondary and post-secondary agriculture programs in order to eliminate duplicated curricular requirements.*

Specific Objective(s)	Status and Accomplishments
1. To develop standards for secondary and post-secondary horticulture programs defining the curriculum requirements for each program area.	1. Horticulture program standards were developed for post-secondary horticulture programs and the information was distributed to horticulture instructors and administrators.



Specific Objective(s)	Status and Accomplishments
1. (Continued)	2. Post-secondary institutions in North Carolina were represented at a National Agriculture Standards meeting held in Washington, DC, in May, 1977.
2. To provide information at all advisory committee and inservice education meetings and conferences concerning the curricular requirements of all agriculture education programs.	<p>1. Secondary agriculture representatives participated in inservice education workshops at the annual Community College Conference to inform post-secondary agriculture instructors of agriculture education programs in secondary schools.</p> <p>2. State Department staff in agricultural education in the Departments of Public Instruction and Community Colleges met four times to discuss agriculture programs statewide in both systems.</p> <p>3. Department of Community Colleges staff, secondary agriculture teachers and post-secondary agriculture teachers have met jointly at three different local advisory committee meetings to plan and develop new agriculture programs at the post-secondary institutions.</p>

Continuing Objective No. 4: *To ensure that students enrolled in agriculture programs have the opportunity to enroll in related youth organizations that will perhaps improve them culturally and socially.*

Specific Objective(s)	Status and Accomplishments
1. By 1978, 90% of institutions having agriculture programs have related youth organizations.	<p>1. Approximately 55% of institutions offering agriculture programs have related youth organizations.</p> <p>2. Agriculture instructors participated in a national survey to determine the interest and need for related youth organizations.</p>

Specific Objective(s)	Status and Accomplishment
1. (Continued)	3. Discussion on problems and advantages of youth organizations was part of the program at the Community College Conference held in May, 1977.

#### DISTRIBUTIVE EDUCATION

Continuing Objective No. 1: *To ensure that individuals interested in employment and/or advancement in Distributive Education have an opportunity to enroll in and pursue a program of instruction designed to prepare them for a career and/or advancement in distributive and marketing occupations.*

Specific Objective(s)	Status and Accomplishment
<p>1. By FY 1981, increase enrollment in Distributive Education programs.</p> <p>FY 1976 56% - Conduct two workshops</p> <p>FY 1980 72%</p> <p>FY 1981 75%</p>	<p>1. Enrollment increased by 12.1% from 1976 to 1977.</p>
<p>2. By 1981, 75% of the Distributive Education students in post-secondary schools will have an individual progression plan developed for assisting them to achieve their objective in the field of marketing and distribution.</p> <p>FY 1976 15%</p> <p>FY 1980 70%</p> <p>FY 1981 75%</p>	<p>1. Fifteen percent of the students have an individual plan for meeting their objectives. Success is evaluated by job placement.</p>
<p>3. By FY 1981, provide supervised occupational experience for students enrolled in Distributive Education.</p> <p>FY 1976 15%</p> <p>FY 1980 30%</p> <p>FY 1981 50%</p>	<p>1. The 15% goal has been reached through cooperative education and simulated occupational experiences.</p>

Continuing Objective No. 2: *To ensure that individuals enrolled in Distributive Education be provided with the opportunity to participate in professional organizations as an integral part of their education.*

Specific Objective(s)	Status and Accomplishments
<p>1. By 1981, 75% of all students enrolled in Distributive Education will be actively involved members of local, state and national distributive education clubs, with emphasis on strengthening a statewide organization for business and office students.</p> <p>FY 1976 25% FY 1980 50% FY 1981 75%</p>	<p>1. There has been no increase in the number of clubs.</p> <p>2. Several institutions have requested information on establishing clubs. Clubs are being encouraged at our various conferences.</p>

Continuing Objective No. 3: *To encourage that adequate facilities and faculty and staff are provided for maintaining high quality teaching and learning environment for individuals enrolled in Distributive Education.*

Specific Objective(s)	Status and Accomplishments
<p>1. By 1981, provide guidelines for the development of a classroom/laboratory which will meet the needs for Distributive Education programs.</p>	<p>1. Guidelines have been developed and distributed (in the marketing and retailing manual.)</p>
<p>2. By 1981, 95% of the new instructors employed in community colleges and technical institutes to teach Distributive Education will have been exposed to on-the-job training in marketing or distribution.</p> <p>FY 1976 30% FY 1980 50% FY 1981 95%</p>	<p>2. Twenty percent of this goal has been accomplished.</p>

Continuing Objective No. 4: *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
<p>1. By 1981, the Community College representatives, in cooperation with representatives from the Department of Public Instruction, 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 all of the institutions which are offering a high school program in order to articulate instruction for students continuing preparation for marketing and distribution careers.</p> <p>FY 1976 10% FY 1977 15% FY 1981 40%</p>	<p>1. The completion and distribution of the Marketing and Retailing competency-based project to local educational agencies, teacher education institutions, community colleges/technical institutes and marketing and distribution businesses and industries has accomplished this objective.</p>

#### HEALTH OCCUPATIONS

Continuing Objective No. 1: *To provide adults who want and need health education an opportunity to enroll in programs designed to prepare for occupations in nursing or allied health occupations.*

Specific Objective(s)	Status and Accomplishments
<p>1. To develop new curricula and revise existing curricula and instructional materials that will enable a prescribed period of study, to perform a skill or series of skills on the appropriate level consistent with employment opportunities in the state labor force.</p> <p>1977 - 1 workshop</p>	<p>1. One workshop held involving faculty from allied health programs.</p>
<p>2. To upgrade teaching competencies and skills of employed Health Occupations teachers.</p> <p>1977 - 4 workshops</p>	<p>1. Six joint workshops held for nursing and allied health faculty in the community college system, university system and public and private health agencies.</p>

Continuing Objective No. 2: *To provide leadership that will stimulate and encourage efforts between various educational, professional, service and governmental agencies to cooperate in the development and accreditation of health education programs.*

Specific Objective(s)	Status and Accomplishments
1. Seek advice and assistance from National accrediting programs. 1977 - 1 workshop	1. One workshop in accreditation of Radiologic Technology program.
2. Planning for advisory committee meetings with various professional groups. 1977 - 4 meetings	1. Four meetings held with professional health groups.

Continuing Objective No. 3: *To encourage the development of an adequate supply of qualified personnel to teach health education programs at local levels.*

Specific Objective(s)	Status and Accomplishments
1. Conduct a study to ascertain the number of faculty desiring advanced education in their major area of education.	1. One survey has been completed to determine number of nurses desiring advanced education courses, and one survey has been completed to determine staff development needs.

Continuing Objective No. 4: *To ensure that opportunities are provided for career mobility in health occupations education.*

Specific Objective(s)	Status and Accomplishments
1. Develop a career ladder curriculum in Medical Laboratory Assistant, Medical Laboratory Technician, Respiratory Therapy and Respiratory Technician.	1. Career ladder curriculum concept and competency-based curriculum design is under development.

## HOME ECONOMICS

Continuing Objective No. 1: *To ensure that individuals interested in employment and/or advancement in any area of Home Economics Education receive the appropriate learning experiences sufficient to develop skills for satisfactory job performance.*

Specific Objective(s)	Status and Accomplishments
1. By 1981, increase enrollment by 35%.	1. There was a 6.96% increase in enrollment in FY 1977.
2. By 1981, provide additional educational opportunities for occupational entry in Home Economics Education through the development of new curricular offerings. FY 1976 Survey the need for new curriculums. FY 1978 Develop programs, teaching materials, etc., determined by 1976 curriculum survey.	1. Special Education Associate has been developed and implemented at Vance-Granville Community College. 2. Teacher Associate and Teacher Aide programs have been implemented at 15 institutions (1976-77) to meet the upgrading and employment needs of local public school systems. 3. Curriculum materials have been developed in reading. 4. Curriculum updating for Teacher Aide and Child Care Worker programs is in progress.

Continuing Objective No. 2: *To encourage that adequate facilities and faculty and staff are provided for maintaining high-quality teaching and learning environment for individuals enrolled in Home Economics Education programs.*

Specific Objective(s)	Status and Accomplishments
1. By 1981, 60% of all institutions with Home Economics Education programs requiring classroom/laboratories will meet the guidelines provided by the state. FY 1976 Develop guidelines and disseminate information. FY 1978 Assist teacher education institutions in developing model for practical learning experiences.	1. Guidelines have not been developed; however, the Department and the Child Care Learning Board have provided assistance to individual institutions in establishing child care classroom/laboratories. 2. Teacher education institutions have been involved in articulation and competency-based workshops and advisory committees.



Specific Objective(s)	Status and Accomplishments
2. By 1981, assist local institutions in using available resources for selecting and organizing appropriate educational media for all home economics programs.	1. Progress is being made in this area through the competency-based project.
3. By 1981, provide a program of staff development opportunities for instructors in Home Economics programs. FY 1977 50% FY 1981 85%	1. The 50% goal has been reached through: a. Institutional staff development plans are being developed through the Staff Development Division. b. Conference/workshops in Spring, 1977. c. Formation of Paraprofessional Association, Spring, 1977.

Continuing Objective No. 3: *To improve articulation between community colleges/technical institutes and secondary and four-year institutions and employees.*

Specific Objective(s)	Status and Accomplishments
1. To articulate curriculum development and program planning for Home Economics Education at the community college and technical institute level with related efforts in the Occupational Home Economics programs at the secondary level and with programs and/or centers, organizations and agencies concerned with Home Economics Education.	1. Through the competency-based project which is jointly coordinated by the Department and Home Economics and the Division of Kindergarten-Childhood Education, Department of Public Instruction, this objective is being accomplished. (in progress)

Continuing Objective No. 4: *To ensure adequate state-level and local-level leadership for Home Economics Education programs.*

Specific Objective(s)	Status and Accomplishments
1. To determine status of home economics programs staffing, enrollment, course offerings and job entry for FY 1981.	1. This status can be determined through the competency-based project.

Specific Objective(s)	Status and Accomplishments
<p>2. To evaluate progress of Home Economics Education programs on a qualitative basis.</p> <p>FY 1976 Survey types of programs and evaluate effectiveness.</p> <p>FY 1977 Summarize findings, evaluate and make recommendations based on 1976 survey (type of programs and effectiveness.)</p>	<p>1. Progress has been evaluated on a one-to-one basis on the institutional level. Effectiveness has been determined by job placement.</p>

#### BUSINESS AND OFFICE EDUCATION

Continuing Objective No. 1: *To ensure that individuals interested in employment, advancement and/or personal benefits in Business and Office Education have an opportunity to enroll in and pursue a program of instruction designed to prepare them for a career and/or advancement in business and office occupations.*

Specific Objective(s)	Status and Accomplishments
<p>1. By FY 1981, increase enrollment in Business and Office Education programs by 68%.</p>	<p>1. Enrollment decline by 5.97% from 1976 to 1977.</p>
<p>2. By FY 1981, increase the number of students completing Business and Office Education programs with valuable skills.</p>	<p>1. The number completing Business and Office programs increased by 21.3%.</p>
<p>3. By FY 1981, provide supervised occupational experience in Business and Office Education for students needing this experience.</p> <p>FY 1976 Conduct one workshop</p> <p>FY 1977 Conduct one workshop</p>	<p>1. Two workshops conducted for the Western Carolina Community College Associate of Business Chairman and Department Heads.</p> <p>2. Personal finance and insurance workshop for credit and noncredit was held by the NC Insurance Foundation, Inc., UNC-Greensboro, and the Department of Community Colleges.</p>

Specific Objective(s)	Status and Accomplishments
3. (Continued)	3. One conference held for business instructors.

*Continuing Objective No. 2: To ensure that individuals enrolled in Business and Office Education programs be provided with the opportunity to participate in professional business and office organizations as an integral part of their education.*

Specific Objective(s)	Status and Accomplishments
<p>1. By FY 1981, the number of institutions having active business and office organizations such as Phi Beta Lambda, Future Secretaries, Student Association of Management, Student Association of Accountants, etc., will increase, with emphasis on strengthening a statewide organization for business and office students.</p> <p>FY 1976 10 student clubs  FY 1977 15 student clubs  FY 1980 40 student clubs  FY 1981 45 student clubs</p>	<p>1. There have been 13 Phi Beta Lambda and 9 Future Secretaries clubs established.</p>

*Continuing Objective No. 3: To encourage that adequate facilities and faculty and staff are provided for maintaining high-quality teaching and learning environment for individuals in Business and Office Education.*

Specific Objective(s)	Status and Accomplishments
<p>1. By FY 1981, provide guidelines for the development of a classroom/laboratory which will meet the needs of business and office education programs.</p>	<p>1. Laboratory lists and classroom guidelines are in the process of being revised and developed.</p>
<p>2. By 1981, 95% of the new instructors employed in community colleges and technical institutes to teach Business and Office Education will have been exposed to on-the-job training in business or office occupations.</p>	<p>1. Many new instructors are being hired from business and industry or are being employed during the summer months in local businesses and industries. Our 50% projective for 1977 was not met, but progress is being made in this direction--approximately 35%</p>



Specific Objective(s)	Status and Accomplishments
2. FY 1976 40% FY 1977 50% FY 1981 95%	1. (Continued)
3. By FY 1981, provide guidelines whereby presently employed instructors can obtain on-the-job training and upgrading skills and knowledge in business and office occupations.	1. Workshops have been held in personal finance and insurance to upgrade skills in these areas. 2. Guidelines have not been developed by the state; however, several local institutions have made provisions through a cooperative effort with local businesses and industries to provide on-the-job training.
4. By FY 1980, complete a study of the long-range needs for Business and Office Education instructors. Target Date--April 1, 1980	1. A model has been developed for determining short- and long-range needs at the local level.
5. By FY 1981, develop and implement a long-range plan for ensuring that Business and Office Education instructors employed by local institutions are kept up to date on new methods and techniques of providing quality instruction. FY 1976 Assess inservice training needs of instructors. FY 1977 Provide needed inservice training as determined in 1976.	1. A business newsletter is distributed three times a year. 2. Inservice training needs have been and are being assessed through Staff Development Division. 3. A staff development model has been developed and distributed by Staff Development Division.

Continuing Objective No. 4: *To ensure that Business and Office 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 FY 1981, representatives from the Department of Community	

Specific Objective(s)	Status and Accomplishments
1. Colleges, in cooperation with the Business and Office Education staff, Department of Public Instruction and other educational representatives will (1) work cooperatively to determine business and office programs needed; (2) work with businesses and industries to determine occupational needs and (3) work with students and instructors to determine articulation and transfer problems in business and office education.	<p>1. Progress is being made in this area through the development of competency-based materials for the Secretarial Science program. Materials have been and are being developed. This project has been a cooperative effort to determine program needs, occupational needs, and means of articulation and transferability.</p> <p>2. Two projects are in process:</p> <ul style="list-style-type: none"> <li>a. Program Development Division Department of Community Colleges</li> <li>b. James Sprunt Institute, Kenansville, Project Director: Dr. Carl Woelfer.</li> </ul>

#### TECHNICAL EDUCATION

Continuing Objective No. 1: *To ensure that persons desiring to enter the labor force in technical occupations have the opportunity to prepare themselves for such occupations.*

Specific Objective(s)	Status and Accomplishments
<p>1. By FY 1979, plan and implement curricula that will prepare persons to enter technical occupations where employment opportunities justify a need.</p> <p>FY 1977 Conduct assessment of new curriculum needs from Local Plans.</p>	<p>1. Assisted in planning, development and implementation of six new curriculums at the local level.</p>
<p>2. Continually evaluate existing curricula to ensure that graduates are prepared to meet employment requirements.</p> <p>FY 1977 Identify curriculum which have not been revised during last five years. Develop plans for revising where appropriate.</p>	<p>1. Established priorities for review and revision of programs and initiated a plan for revision of programs.</p>

Specific Objective(s)	Status and Accomplishments
<p>3. Provide curriculum materials that ensure quality educational programs.</p> <p>FY 1977 Assess needs in ten curricular areas and prepare needed materials.</p>	<p>1. Worked with institutions to prepare needed materials for four curriculums.</p> <p>2. Prepared supplementary materials to support quality in twenty-two curriculums.</p> <p>3. Reviewed seven curriculums to determine additional needs to ensure quality programs.</p>

*Continuing Objective No. 2: To provide the most effective means of matriculation between secondary education and post-secondary education.*

Specific Objective(s)	Status and Accomplishments
<p>1. Provide a means of informing secondary school personnel of entrance requirements of all technical education programs.</p> <p>FY 1977 Provide state secondary staff with information on technical curricula.</p> <p>FY 1977 Disseminate "Educational Guides" to all secondary schools.</p>	<p>1. Hold regular information meetings with secondary education staff to discuss progress on projects of mutual concern related to articulation between two types of programs.</p> <p>2. Educational Guide disseminated to all secondary schools in the state as well as to all public post-secondary institutions.</p>
<p>2. Provide a means of articulating with collegiate-level education personnel concerning competencies of graduates of technical education programs.</p> <p>FY 1977 Provide information on technical curriculums to appropriate university personnel.</p>	<p>1. Involved with university personnel in developing information and programs that will promote articulation of technical curriculums at the university level.</p>

*Continuing Objective No. 3: To ensure adequate supply of qualified personnel to staff existing and new programs.*



Specific Objective(s)	Status and Accomplishments
<p>1. Ascertain the long-range staff needs for projected programs.</p> <p>FY 1977 Identify instructional personnel types needed for new curricula.</p>	<p>1. Worked with institutions beginning six new curricula to help establish manpower needs.</p>
<p>2. Develop inservice education workshops to assist all teaching personnel in developing their teaching skills and improving their knowledge.</p> <p>FY 1977 Conduct one workshop for each curriculum area where there are ten or more instructors.</p>	<p>1. Planned and coordinated activities for 8 instructor groups involved with technical curriculums at the annual Community College Conference.</p>

Continuing Objective No. 4: *To ensure that persons enrolled in technical education have the opportunity to improve themselves professionally and socially.*

Specific Objective(s)	Status and Accomplishments
<p>1. Expand the number of student organizations in the institutions to provide group and individual participation in professional and social activities.</p> <p>FY 1977 Provide guidelines for developing student chapters to each institution.</p>	<p>1. In contact with two representatives of national associations sponsoring student chapters to promote dissemination of their information to our institutions.</p>

## TRADE AND INDUSTRIAL EDUCATION

Continuing Objective No. 1: *To ensure that enrollees in the North Carolina Community College System who want and need to prepare for jobs in the Trade and Industrial sectors of the state's labor force have an opportunity to enroll in a variety of curriculums designed to prepare them for such occupations or for continuing their education.*

Specific Objective(s)	Status and Accomplishments
1. By 1985, enrollment in Trade and Industrial programs will be increased by 34%.	1. The enrollment in 1977 showed a decline of approximately 5%, primarily due to a decrease in funding.
2. By 1980, redirect existing programs and implement new programs consistent with the projected labor force requirements.	1. The results of a community occupational survey accompanied all program applications in 1977. All programs approved but not operational for a two-year period were terminated.

Continuing Objective No. 2: *To ensure that state-level leadership will be provided for institutions which need consultative service and which will result in appropriate curriculums and effective teaching and learning.*

Specific Objective(s)	Status and Accomplishments
1. Staff will be organized for quick response from institutions and a documented report file will be maintained.	1. Responded to all institutional requests within one week.
2. Review all available materials now available from publishers and other sources.	1. Reviewed materials periodically throughout the year from about 23 publishers and other sources.

Continuing Objective No. 3: *To ensure that instructors and administrators in the community college system have opportunities for professional development.*

Specific Objective(s)	Status and Accomplishments
1. By 1980, each institution will have a majority of their staff and faculty participating in the annual Community College Conference.	1. The 1977 North Carolina Community College Conference had 22% less instructors participating than in 1975. This was due primarily to a decrease in funds available for travel.
2. By 1980, have workshops for the various trade and industrial instructors that will meet specific needs and assure their keeping up to date in their respective subject areas.	1. A majority of trade and industrial program areas have had opportunities to participate in workshops to meet specific needs.



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

A variety of programs are offered to assist adults in becoming trained or retrained. General educational achievement courses are provided by adult basic education, high school completion or study leading to the successful completion of the General Educational Development test.

Preparatory and supplemental vocational and technical courses are offered at each institution. Courses were offered to meet the needs of the unemployed, underemployed and employed adults. There was a reduction of 12.7 percent in the number of adults receiving training as compared to the previous year. It appears that with a reduction of the unemployed, there were fewer adults in need of retraining in order to become employed.

### ADULT

Continuing Objective No. 1: *To provide the variety of occupational courses to meet the needs of adults through preparatory, supplemental, apprenticeship related instruction and correctional education.*

Specific Objective(s)	Status and Accomplishments
1. Encourage the development of additional occupational courses to meet the needs of adults.	1. Hundreds of courses were provided to meet the needs of 211,839 adults.

Continuing Objective No. 2: *To ensure effective administration and supervision of adult occupational programs.*

Specific Objective(s)	Status and Accomplishments
1. Provide staff to administer and supervise evening programs and to assist the instructor of evening adult classes.	1. There were 352 individuals responsible for administering and supervising adult programs.

Continuing Objective No. 3: *To ensure that workers are trained for jobs that result from a new or expanding business or industry.*

Specific Objective(s)	Status and Accomplishments
1. Provide training for individuals to fill new production jobs created by new or expanding industry.	1. There were 2,824 individuals trained to fill jobs in new and expanding industry.

#### IV. SUPPORT PROGRAMS

##### A. SECONDARY SCHOOLS

###### 1. Administration and Supervision

The State Board of Education maintained a vocational education staff adequate to provide administration and supervision of vocational education programs in the State.

Through organizational structure, an area director is assigned to each of the eight education regions in the State. Each of the 145 local education agencies in the State employs either a full time or part time local director/planner.

- ° Current number of State consultant staff was maintained in each program area and at the administrative level.
- ° Internships were provided for 15 staff members to improve their delivery services to LEAs.
- ° Staff development internships were provided for 15 percent of local directors/planners.
- ° One day workshops were conducted by State staff in each of the eight educational districts for local director/planners on the following topics: fiscal matters, fiscal/statistical and descriptive reporting, development of local plan, equipment, facilities and occupational safety.
- ° A State staff member in vocational education is assigned to help local personnel in recruiting, selecting and upgrading instructors. This staff member coordinates development of certification guidelines, certification procedures and interpreting these to local personnel.
- ° Goals for curriculum design and development have been met.
- ° Evaluation objectives and strategies for FY 1977 were met.
- ° Communication/dissemination objectives were met. Eight hundred (800) copies of the FY 1977 State Plan were printed and distributed. Eight thousand (8,000) copies of the State Mini-Plan were distributed. Fiscal/Statistical Guide for Administrators was updated and distributed.

## NEW AND EXPANDING INDUSTRY

Workers trained for new and expanding industry declined by 30 percent from the previous year. Funds to support this training program have not been increased in several years. Because of increased costs, a smaller number of individuals were trained.

## FIREFIGHTING TRAINING

Volunteer firefighters provide fire protection for most of the small towns and rural areas of the state. Individual courses and area fire schools are conducted to provide training in specialized firefighting techniques. There was a 6.8 percent reduction in the number trained as compared to the previous year.

## CORRECTIONAL EDUCATION

The post-secondary system provides courses to assist in the rehabilitation of inmates of the correctional system. State funds are used to support vocational education programs and Federal funds are used to support adult basic education courses.

Some prisoners are given educational release time and are transported to a post-secondary institution for training. In other instances, vocational, technical, adult extension and adult basic education courses are conducted within a prison unit. There were 52 inmates enrolled in technical-level curricula and 453 enrolled in vocational-level curricula. There were 1,660 inmates enrolled in adult vocational extension courses, 2,309 inmates enrolled in adult basic education courses, and 1,220 inmates enrolled in the human resource development program.



## 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 1,203,329 students enrolled in North Carolina schools for the school year 1976-77. Guidance personnel who served these students were as follows:

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

Elementary school guidance continues to expand. The major focus is on coordination, counseling, and consulting. A major portion of the elementary school counselor's time is spent in working with parents, teachers, and significant others.

This unique program of services is 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 1977-78.

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 Council was organized in 1974 and developed a position paper on a plan for the delivery of human support services. This Council initiated pilot programs in twelve selected counties in North Carolina. At the present time, seven of those counties have continued with the program and have fully implemented a systematic method of delivering human support services.

School counselors are involving business, industry and labor personnel in their school programs. Cooperation and collaboration of efforts are encouraged by both the school and the business community.

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.

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 1976-77 school year was a year for continuing the implementing and testing of the career development units.

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 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 program continued through 1976-77 and operated under the leadership of the local guidance director with consultation from the State level as often as requested.

The Division of Pupil Personnel Services cooperated with the Division for Exceptional Children in sponsoring a workshop for counselors and psychologists. The purpose of the workshop was to discuss legislation and legal issues which may impact upon the counselor's work especially as it relates to exceptional children. Other issues discussed included legal issues in assessment, placement of students, individualized programs, student/parent rights, liability of school personnel, psychologists' role in special education hearings.

The Division of Pupil Personnel Services sponsored a one-week institute for 75 counselors. The institute was divided into several workshops as follows:

- . Life/Career Development Practices - This workshop introduced participants to Life Career Development practices. It took participants through skill building sessions.
- . Interpersonal Communication Skills - This workshop dealt specifically with a thorough involvement of Interpersonal Communication skills training for teachers and counselors. This workshop trained persons to be local unit trainers for other interested persons. There was total involvement individually and in groups with skills development in attending, perceiving, responding, and extended responding with emphasis on practical application for the home and school as it relates to human relations.

- . Decision Making - This workshop was designed for school counselors (K-12) who desired training in the decision-making process and its application at the kindergarten through the secondary levels, and whose ultimate goal was to implement a decision-making program in the school.
- . Values Clarification: From Here to Now - This workshop dealt specifically with "hands on" activities which will help counselors and teachers develop those classroom skills to clarify self and other value systems.
- . Human Sexuality - The purpose of this workshop was to increase the awareness and understanding in the area of human sexuality as it relates to counseling and contemporary societies.
- . Do You See What I See: Self Awareness - This workshop assisted counselors in skill development in the process of assisting students in developing positive self concept. Lectures and exercise were fully experimental and explored.

In cooperation with the Division for Exceptional Children, the Division of Pupil Personnel Services sponsored a three-day workshop for counselors and other pupil personnel workers. This institute focused on the use of tests in the assessment of children's intelligence, the interpretation of tests for educational programming, and non-discriminatory assessment of intelligence. The following tests and issues were discussed:

- . The Wechsler Intelligence Scale for Children - Revised
- . The Stanford-Binet Intelligence Scale
- . The Peabody Picture Vocabulary Test
- . The McCarthy Scales
- . Identification of Learning Disabled Students
- . Non-Discriminatory Assessment

The Division of Pupil Personnel Services sponsored a workshop for directors of guidance and directors of pupil personnel services. The purposes of the workshop were as follows:

- . To inform the leaders in guidance of current issues and concerns which affect school counselors. For example:
  - a. Career guidance and counseling
  - b. Providing more effective vocational guidance
  - c. Planning to meet the needs of all students

- . To inform the participants of recent legislation as it effects guidance and counseling. For example:
  - a. Education Amendments of 1976
  - b. Public Law 94-142 (children with exceptionalities)
  - c. House Bill 456 (concerning youthful offenders)

A portion of the meeting was devoted to developing methods for providing more effective guidance services to all students, focusing on incorporating strategies for implementing methods that respond to legislative mandates.

The Division of Pupil Personnel Services conducted a one-day workshop for guidance personnel, teachers, principals and military personnel from throughout the state to assist in the planning for pilot programs of career development in a selected number of schools. The purposes of the planning session were as follows:

- . To present to the group a tentative plan for implementation of career development programs.
- . To receive feedback from the group relative to the tentative plan.
- . To have the groups organize into work sessions in order to define and revise the plan prepared by the division.

In cooperation with the North Carolina Personnel and Guidance Association, the Division of Pupil Personnel Services sponsored a workshop for 150 counselors in order to focus on the needs of disadvantaged children and those children who are culturally different. The workshop provided an in-depth study of children with varying life styles, and from different environments. The workshop was designed to help pupil personnel workers, coordinators and counselors to gain new or improved knowledge and skills which can be applied to particular learning and assessment problems in their local situations. Modular presentations during the workshop included:

- . Cultural Diversity - Its Implications in Counseling, Assessing, and Evaluating Exceptional and Disadvantaged Students
- . Non-Test Indicators
- . Test Bias and Other Assessment Issues
- . Ethnological Characteristics of Linguistics (Ebonics)
- . School-Community Essentials



In cooperation with the North Carolina School Nurses Association, the Division of Pupil Personnel Services conducted eight regional workshops for the purpose of enhancing the skills of counselors and other support services personnel. A workshop was held in each of the eight education districts; the participants included counselors, school psychologists, school social workers, nurses and support service personnel from other child-serving agencies. Instructors for the workshops were guidance and other support service personnel working in schools and agencies in North Carolina.

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 Vocational 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 workshop 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 co-sponsored the activity with the Regional Centers for 1976-77.

### 3. Curriculum Development

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

Development and diffusion of curricula was accomplished under the direction of program area content specialists and through the leadership and coordination of a special service unit; i.e., the Curriculum Design and Evaluation Unit. Selected curriculum materials were developed using advisory committees (consisting of local teachers, teacher educators, consultants from business and industry, and employer/employee representatives from selected trade associations) specially trained teachers, content specialists and contracted curriculum writers. FY77 curriculum efforts also included the expertise and technical assistance of research specialists from the Occupational Research Unit for specific development and diffusion activities.

Priorities for curriculum activities are determined by each of the eight program areas and the Division's administrative planning group. Working from the priorities established, curricular materials were initiated and/or completed of several types including:

- a. A Vocational Education Program of Studies.
- b. A fifteen minute slide/tape presentation interpreting Vocational Education in North Carolina for use by state and local planning groups.
- c. Field-test drafts of core competencies in one hundred fifty-one specialized courses (i.e., seventy-five program sequences).
- d. Vocational skill records for each of the preceding programs.
- e. Field-test drafts of student assessment test item banks with test items keyed to core competencies for the respective programs.
- f. Three course guides for use in Health Occupations Education programs.
- g. A curriculum guide for use with Disadvantaged & Handicapped students.
- h. A series of in-service modules for use by teachers working with Disadvantaged & Handicapped students.

- i. A series of one hundred forty-four instructional units (including fifty games and other supplemental audio-visual aids) encompassing the fifteen career clusters.
- j. A series of visually emphatic magazines devoted to specialized occupations for use in vocational exploratory programs.

Curriculum priorities continued during FY77 were

- a. the preliminary revision of input/output standards and drafting or components of program area planning guides in each of the eight vocational program areas.
- b. the review of curricula and curriculum guides for selected skill areas.
- c. the continuation of curriculum planning and diffusion workshops for vocational teachers and local curriculum specialists.

Additional areas assuming priority for curriculum activities during FY77 were:

- a. The development of a model and a process for vocational curriculum planning, development and delivery.
- b. The identification and/or provision of supplementary and supportive instructional materials for use by teachers and students as "back-up" for curriculum and planning guides.
- c. The establishment and preliminary stocking of regional dissemination centers for vocational curriculum materials.
- d. The continuing attempt to systematically identify, locate, review, access and avoid duplication of 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 been developed as have data gathering procedures and instruments, and each has been made available for use in the local agencies. Program area consultants have continuously made on-the-site field observations to review local programs making subsequent reports of each visit. In-service activities for local directors and teachers have been provided focusing on evaluation responsibilities.

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



Specially-funded projects and programs have received regular evaluative observations as specified in project proposals. In addition, an annual management review by the Field Support Section to ascertain compliance with state and federal rules and regulations was conducted with selected local education agencies in each educational district during FY77.

Furthermore, 96 local school systems 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 involved the actual measurement of student learnings through the use of cognitive and performance proficiency tests and a self-assessment of the LEA in terms of standards specified for local vocational programs. The actual number of individuals participating in the evaluation during 76-77 is shown below by group.

Central Office Administrators in Local Units	131
Principals of Secondary Schools	288
Guidance Counselors	383
Pre-Vocational Education teachers	413
Agricultural Education teachers	187
Business and Office Education teachers	232
Distributive Education teachers	145
Health Occupations Education teachers	71
Home Economics Education teachers	453
Industrial Arts Education teachers	94
Trade and Industrial Education teachers	646
Vocational Education students	20,000

Data collected during the evaluation are to be summarized by the state office and returned individually to the LEAs for use in the planning cycle.

## 5. Personnel Development (Secondary Level)

All staff development activities as projected in the FY 1977 State Plan were not met due basically to lack of funds. Many activities in the staff development did occur however, using resources available, including use of State Staff, EPDA funds and local resources.

Inservice activities included the following:

<u>Activity</u>	<u>Approx. No. of Participants</u>
Summer Conference for Occupational Education Personnel	1,959
District Inservice Meetings for Occupational Education Teachers	5,952*
Internship for State Staff	18
Internship for Local Directors	12
Internship for Teacher Educators	10
Workshop for Local School Administrators on Individualized Instruction	203
Internship for Teachers of Handicapped	28
Workshop for Youth Club Leadership	47
Workshops for State Staff (Conference held in January)	60
Four Workshops on Pesticides	112
Five Land Judging Workshops	120
Ornamental Horticulture Workshop	20
Welding Workshop	14
Outdoor Recreation and Applied Ecology	8
Agricultural Mechanics	18
Greenhouse Management	16
Ford Automotive Workshop	16
General Motors Workshop	45
Cosmetology Workshop	69
VICA Advisors Workshop - Laurinburg	48
VICA Advisors Workshop - Per Educational District	150

\*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, 360 fulltime and 95 part-time 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 development 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 1977 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 55 institutions accredited by the State Board and 54 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.

An annual conference was held at the end of May. Approximately 1,110 teachers and administrators attended.

#### ANCILLARY AND PROGRAM SERVICES

Continuing Objective No. 1: *To ensure effective administration and supervision at the state and local levels.*

Specific Objective(s)	Status and Accomplishments
1. Maintain effective and efficient administration of occupational education.	1. 630 full-time and 120 part-time post-secondary administrators employed. 2. 242 full-time and 110 part-time adult administrators employed. 3. 55 full-time staff.
2. Increase program effectiveness through increased emphasis upon curriculum development and program evaluation.  FY 1977 Revise 10 curriculums FY 1977 Ten institutions will seek accreditation or reaffirmation FY 1977 Conduct three workshops for Deans and Directors FY 1977 Conduct 30 workshops for development of state and local staff	1. Eleven curriculums were revised. 2. Three workshops were held for Deans and Directors. 3. Twenty-five workshops were held for staff development.

Continuing Objective No. 2: *To provide assistance and advice in the planning, designing and constructing of facilities.*

Specific Objective(s)	Status and Accomplishments
1. Maintain staff assistance and expertise in building construction.  FY 1977 Assist in the development of 13 construction projects.	1. Assistance was provided for 13 building construction projects.

Continuing Objective No. 3: *To ensure that an adequate number of qualified instructors of related subjects and guidance counselors are employed.*

Specific Objective(s)	Status and Accomplishments
1. Provide instructors of related subjects to develop with students a better general educational background.  FY 1977 Conduct annual conference	1. Annual 3-day conference was held in May. Approximately 1,100 administrators and instructors attended.
2. Provide one director of student personnel services per institution.  FY 1977 Conduct two workshops	1. Three workshops were conducted for directors.
3. Provide guidance counselors to assist students in identifying interests and aptitudes and in the selection of an occupational goal.  FY 1977 Conduct two workshops	1. Three workshops were held for counselors.

## V. CATEGORICAL PROGRAMS

### A. SECONDARY SCHOOLS

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

During fiscal year 1976-77, approximately 2,000 man-months were used to serve about 11,538 students identified as having socio-economic, cultural, and/or educational deficiencies that prevented them from succeeding in the regular vocational education program. Also, \$500,489 was expended to serve disadvantaged 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 vocational 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 vocational education program (special programs or supportive services).
- c. To provide learning experiences which will enable severely disadvantaged youth to gain skills in his/her chosen career cluster at a level of competency which will qualify him/her 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 in-service programs were provided to assist teachers and supportive personnel in their work with the disadvantaged.

Also, cooperative vocational 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. In-service sessions serving about 250 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 30 teachers of special needs students.



## 2. Handicapped: Part B

During fiscal year 1977, \$1,402,188, of which \$924,617 were federal funds, were expended for Vocational Education programs to serve 3,496 handicapped students. These projects provided various services to the following numbers of students by category:

Trainable Mentally Retarded	373
Educable Mentally Retarded	2,251
Hard of Hearing	15
Deaf	173
Speech Impaired	26
Visually Handicapped	27
Emotionally Disturbed	51
Crippled	222
Learning Disabilities	328
Other Health Impaired	30
Total	3,496

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. 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 in-service training programs were provided for vocational teachers and special supportive personnel who were working with the handicapped. Teachers of the handicapped participated in three (3) state-sponsored in-service workshops, as well as participation in two, two-day Internship Programs in Vocational Evaluation at Thoms Rehabilitation 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 vocational 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)	Major Accomplishments
<p>1. By 1981, 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 vocational education programs.</p> <p>1977 FY - 55% administrators 1979 FY - 85% administrators 1981 FY - 100% administrators</p>	<ul style="list-style-type: none"> <li>Expansion of interagency and inter departmental cooperation relative to special vocational program efforts.</li> <li>Development of co-operative education planning guide for special/vocational education programs.</li> <li>Completion of one, two-week summer institute jointly sponsored with the Division of Exceptional Children that involved <u>28</u> teachers.</li> </ul>
<p>2. By 1981, 33% of all vocational 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.</p> <p>1977 FY - 15% of teachers 1979 FY - 25% of teachers 1981 FY - 33% of teachers</p>	<ul style="list-style-type: none"> <li>Completion of three, one-week summer institutes involving <u>47</u> teachers.</li> <li>Successful completion of two, two-day internship programs in vocational evaluation involving <u>30</u> teachers.</li> <li>Completion of eight, one-day district meetings involving <u>124</u> teachers.</li> </ul>
<p>3. By 1981, <u>all</u> vocational program areas will have developed curriculum experiences that will provide effective occupational instruction for the disadvantaged/handicapped in selected priority areas.</p> <p>1977 FY - 33% of program areas 1979 FY - 66% of program areas 1981 FY 100% of program areas</p>	<ul style="list-style-type: none"> <li>Completion of one, three-day summer conference involving <u>33</u> teachers.</li> <li>Publication and distribution of a new core curriculum guide entitled, <u>Instructional Components for Students with Special Needs in Vocational Education.</u></li> <li>Program reviews conducted in <u>24</u> LEAs.</li> </ul>



Specific Objective(s)	Major Accomplishments
<p>4. By 1981, a comprehensive identification and diagnostic process will be implemented in all special occupational programs for the disadvantaged/handicapped.</p> <p>1977 FY - 35% of programs 1979 FY - 65% of programs 1981 FY - 100% of programs</p>	<ul style="list-style-type: none"> <li>• Visitation to <u>21</u> other LEA special programs.</li> <li>• Development and implementation of a Staff Development Module Series for Disadvantaged/Handicapped Programs. This includes placing <u>13</u> individualized staff development modules with back-up materials in each of the State's eight educational districts.</li> </ul>
<p>5. By 1981, Statewide "model" occupational programs will be established in educational district to provide a comprehensive approach to serving students with special needs in vocational education programs. These "alternative approaches" will serve as teacher in-service demonstration centers as well as "instructional models" for delivery of educational services to the disadvantaged/handicapped</p> <p>1977 FY - 2 model programs 1979 FY - 4 model programs 1981 FY - 8 model programs</p>	<ul style="list-style-type: none"> <li>• Provision of in-service planning sessions for all of the State's local directors/planners relative to disadvantaged/handicapped programs.</li> <li>• Expanded cooperative efforts with teacher education programs.</li> <li>• Participated in EPDA Local Administrator Orientation Workshops.</li> <li>• Instituted EPDA Teacher Internship program for teachers of the disadvantaged/handicapped.</li> </ul>
<p>6. By 1981, 50% of identified disadvantaged/handicapped students will be receiving effective occupational instruction necessary to meet with success in pursuing their occupational objectives.</p> <p>1977 FY - 25% of students 1979 FY - 35% of students 1981 FY - 50% of students</p>	<ul style="list-style-type: none"> <li>• Participation in Vocational Education Curriculum Task Force efforts on behalf of Programs for the Disadvantaged/Handicapped which resulted in the completion of an overall curriculum (and program) design for special vocational programs.</li> </ul>
<p>7. By 1977, and each year thereafter, 100% of the Extended School Day programs utilizing special occupational resources (Part B, disadvantaged months, handicapped, Part A 102(b) will be provided appropriate consultant services necessary for development of effective occupational program components.</p>	



Specific Objective(s)	Major Accomplishments
<p>8. By 1981, 80% of all special occupational programs will be in compliance with the "full educational programs and services" mandate of the Equal Education Opportunities Act.  1977 FY - 33% of programs  1979 FY - 50% of programs  1981 FY - 80% of programs</p>	
<p>9. By June 1977, a special Task Force will be formed to conduct a comprehensive evaluation of secondary occupational programs for the disadvantaged/handicapped.</p>	
<p>10. By 1981, at least <u>eight</u> teacher education institutions will be offering courses specially designed to train personnel in occupational programs for the disadvantaged/handicapped.  1977 FY - 3 programs  1979 FY - 6 programs  1981 FY - 8 programs</p>	
<p>11. By 1981, <u>all</u> LEAs will be provided appropriate processes and instruments necessary for evaluating the effectiveness of special vocational education programs and services.  1977 FY - 33% of LEAs  1979 FY - 66% of LEAs  1981 FY - 100% of LEAs</p>	

### 3. Exemplary: Part D

Six new projects were funded for 1974-75. These projects were continued for 1975-76 and 1976-77. The six projects were as follows:

#### Brunswick County Schools

Marine Occupations - The major objective of the project was to design and implement a program to develop competencies in commercial fishing, charter and headboat operations, marine sales and services, marine life and marine ecology. Sixty-four students participated in the program during 1976-77.

#### Edenton/Chowan Schools

Occupational Preparation of High School Students as Teacher Aides - The major purpose of this project was to prepare junior and senior level secondary school students for employment as teacher aides. Fifty students participated in the project during 1976-77.

#### Fayetteville City Schools

A New Horizon Model in Occupational Education Planning - The major purpose of the project was to develop and implement an exemplary program of occupational education. Major emphasis in 1976-77 was (1) continuation of the development of LAPs and other materials, and (2) implementation of the program activities which have been developed.

#### Durham City Schools

Youth Employment Service - The major purpose of this project was 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 857 students were involved in the project during 1976-77.

#### 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 were (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 was to provide an occupational exploration experience for students to actually see and experience a work situation so they could make a more realistic choice of occupational goals and ways to achieve those goals.

One hundred and two (102) students participated in the program during 1976-77.

#### 4. Consumer and Homemaking, Part F

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
<p>1. By 1981, increase the number of LEAs which provide a sequential home economics program, grades 7-12, as suggested in the <u>Home Economics Planning Guide (1975-76)</u> open to any student desiring to enroll (male or female).  1977 FY - 50%  1978 FY - 55%  1981 FY - 70%</p>	<ul style="list-style-type: none"> <li>Interpreted the <u>Home Economics Education Planning Guide</u> to 396 home economics teachers who attended the 1976 Summer Conference, emphasizing the scope and sequence of program offerings.</li> <li>Scheduled and conducted ten in-service education meetings at district and sub-district level to interpret the <u>Home Economics Education Planning Guide</u> to those home economics teachers who did not attend summer conference (approximately 550).</li> <li>Initiated and responded to requests for consultant services to home economics programs in 290 schools (approximately 60%) throughout the state, working directly with teachers, principals and guidance personnel in reviewing program strengths and weaknesses. Follow thru contacts were made as deemed necessary.</li> <li>Initiated and responded to requests from local directors/planners in each district for assistance in devising the FY 78 local plans to include sequential home economics program offerings, requiring at least 10% of field service contacts made in FY 77 by home economics consultant staff.</li> <li>Published one issue of the Home Economics Education Newsletter (Winter) describing the state level goals and program emphases on sequential home economics programs, distributed to all home economics teachers, local directors, superintendents, and area and regional directors.</li> </ul>



Specific Objective(s)	Status and Accomplishments
<p>2. Determine and eliminate or minimize barriers which restrict student access to sequential home economics programs.  1976 FY - Review 10% of LEAs  1977 FY - Review 25% of LEAs  1981 FY - Report form for all LEAs regarding enrollment practices for home economics.</p>	<ul style="list-style-type: none"> <li>Analyzed enrollment data for FY 77 to determine the status of male enrollment per program offerings and per level of instruction (introductory, advanced). Increased male enrollment was determined for all offerings and all levels with an average of 19% males per program; including 35% at exploratory level, 23% at introductory level and 8% at advanced level.</li> <li>During program reviews in LEAs visited in FY 77, each consultant determined the status of co-ed enrollments, orientation and registration practices which limited or contributed to increased co-ed enrollments, and identified instructional methods or procedures which needed improvements to eliminate sex stereotyping.</li> <li>Encouraged home economics teachers to participate in workshops sponsored by the Division of Equal Education to acquire skills in eliminating sex-bias; approximately 25 enrolled.</li> <li>Reviewed selected textbooks and instructional materials for sex bias in content; alerted publishers to strengths and weaknesses identified and recommended materials needed; notified teachers of findings in newsletter, in-service education meetings, and school visits.</li> <li>Applied findings from data on sex-bias in home economics programs to the Curriculum Task Force decisions regarding development and revision of the Home Economics Program of Studies, particularly for the introductory level.</li> </ul>
<p>3. By 1981, modify home economics curriculum offerings sufficiently to meet the needs of selected target groups; low-income families, male, students, school-age parents, college bound, potential dropout students, and adults.  1976 FY - Materials distributed regarding Parenting, Nutrition Education, Consumer Education, and Metrics.  1977 FY - Distribute items to all LEAs regarding H. E. in Extended Day, Eliminating Sex Bias and Needs of Low-Income Families.</p>	<ul style="list-style-type: none"> <li>State staff cooperated with related professional groups, including health and social service agencies, to focus home economics curriculum and instruction on needs of selected target groups: school-age parents, male students, low-income families, and potential dropouts. Cooperative efforts included visits to Extended Day Programs with home economics components per district, district level in-service education meetings on "Teenage Pregnancies", "Nutrition Education", and "Consumer/Economic Education".</li> </ul>

Specific Objective(s)	Status and Accomplishments
<p>1981 FY - Distribute curriculum modules for school-age parents, young adults, elderly adults.</p>	<p>participating in groups meetings with March of Dimes, N. C. Council on Economic Education, NCHEA, N. C. Council on Women's Organizations, and others.</p>
<p>4. By 1981, devise the variations for home economics curriculum organization at junior high school level (grades 7-9) which are compatible with other occupational education programs and home economics objectives.  1976 FY - Plans for Program of Studies dealt grades 7-9 in general for all programs.  1977 FY - Continue specific plans to publicize joint statements from Occ. Exploration and H. E. office regarding curriculum and program objectives to all LEAs.  1981 FY - Review local plans from all LEAs regarding grades 7-9 with H. E. to determine status of scope and sequence planning with other occupational education programs.</p>	<p>. As a part of the Curriculum Task Force effort, devise a series of compatible options for organizing home economics program offerings with pre-vocational offerings at grades 7-9; solicited reactions from local personnel regarding the variations and clarified the Program of Studies publication as needed.</p>
<p>5. By June 1977, increase the number of home economics programs including a summer instructional component (11 or 12 month employment) for students and adults not reached during the regular school year.  1976 FY - 10% of LEAs with 11 month contracts for H. E.; none with 12 months.  1977 FY - 20% of LEAs with 11 month contracts for H. E.; 5% with 12 months.  1981 FY - 40% of LEAs with 11 month contracts; 5% with 12 month contracts.</p>	<p>. Publicized the home economics program activities appropriate for summer employment (11 or 12 month contracts) to home economics teachers and local directors in the Home Economics Newsletter and through school visits; due to limited resources (MM allotments), very few LEAs chose to extend the terms of employment for home economics teachers; needs more attention in FY 78.</p>
<p>6. By June 1977, implement and evaluate a series of action plans to eliminate sex bias in home economics education programs.  1976 FY - Review descriptive data from 10% of LEAs.  1977 FY - Furnish sample curriculum materials and annotated bibliographies regarding "Sex Bias in H. E." to each LEA</p>	<p>. Did not develop a separate sample curriculum material regarding "Sex Bias in Home Economics" due to priorities on the Program of Studies publication, the competency verification process, and the evaluation field test; all these efforts incorporated efforts to deal with sex bias in the home economics curriculum. For example: the 7160 course titled "Independent</p>



Specific Objective(s)	Status and Accomplishments
<p>through use of advisory committee. Review enrollment data regarding male/female ratios per LEA.</p> <p>1981 FY - Review enrollment data per LEA; schedule on-site visits in each LEA with less than 20% male enrollment in H. E. to plan for changes with teachers and administrators.</p>	<p>Living" was re-examined for concepts to be meshed into either 7110 or 7170 as co-ed course offerings.</p>

*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
<p>1. By 1981, at least 75% of the home economics programs will have an affiliated FHA or FHA/HERO Chapter.</p> <p>1976 FY - 60%</p> <p>1977 FY - 65%</p> <p>1981 FY - 75%</p>	<ul style="list-style-type: none"> <li>Increased consultant services per district to facilitate FHA chapter efforts to attract members primarily through contacts with local administrators and chapter advisors. All schools without affiliated chapters in FHA were contacted directly by a state consultant, their local director, and the district FHA adviser or state officer. The result was an increase in membership and in number of chapters affiliated in most districts--a total of 20,000 members. N. C. ranked sixth in the nation among FHA affiliations! Over 65% of the home economics programs in North Carolina had affiliated FHA chapters.</li> </ul>
<p>2. By 1976-77 school year, 90% of the home economics teachers will receive direction from the state office for organizing sub-chapters of FHA/HERO.</p>	<ul style="list-style-type: none"> <li>Furnished state-level direction in the form of publications, materials, and information to all home economics programs as projected for FHA in FY 1977, including two issues of the state FHA magazine to affiliated chapters, fall and spring newsletters, and related information through district level contacts at rallies and in-service education meetings.</li> </ul>
<p>3. By 1976-77 school year, 80% of the affiliated FHA/HERO chapters will participate in a district rally or FHA workshop.</p>	<ul style="list-style-type: none"> <li>Each of the eight FHA districts held fall rallies with six on weekdays. Attendance increased as a total, especially, in Districts II, III, and VII, representing at least 80% of the affiliated chapters as projected. Several districts held leadership or encounter workshops for students, members, and chapter advisers on sub-district levels.</li> </ul>



Specific Objective(s)	Status and Accomplishments
1. Prior to June 30, 1977, 30% of the affiliated FHA chapters will participate in a State Convention and/or FHA workshop.	. The State FHA Convention held in Greensboro exceeded attendance projected--over 2,500 representing over 30% of the affiliated chapters; state officers participated in a state leadership workshop in July with other youth organizations.
5. By June 30, 1977, 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 1977.	. Annual reports were submitted by 80% of the affiliated chapters, summarized by the State Adviser, and summarized by the State Adviser, and publicized or shared with appropriate parties. For example: N. C. was represented by a National Officer, Joyce Wilson, from Rutherford County, who served on the National FHA Board.

*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
<p>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.</p> <p>1976 FY - Staff attended two or more local directors' meetings per district; conferred with area directors once per month regarding programs; mailed one newsletter and several memos to local directors.</p> <p>1977 FY - Attend regular meetings of local directors, area directors, one of superintendents' council, one of principals' conference, one of guidance counselors. Publish quarterly "briefing" to local directors, one to area directors and one to superintendents.</p> <p>1981 FY - Publish quarterly briefing for local administrators (including principals). Visit 25% of principals per district.</p>	<p>. State staff initiated or responded to requests to attend meetings with local directors/planners on a regular basis in their assigned districts; scheduled district in-service meetings in regional centers when possible, and coordinated field services to LEAs in conjunction with priorities recommended by Area Directors. For example: a pattern of communication with state and local personnel in their assigned districts was established to include joint conferences, written contacts (newsletters, briefings, copies of LEA correspondence) and other contacts in phone calls, meetings or LEA visits.</p>

Specific Objective(s)	Status and Accomplishments
<p>2. By June 30, 1977, advise and assist LEAs in planning for new or renovated home economics facilities.</p> <p>1976 FY - Assist 15 LEAs 1977 FY - Assist 15 LEAs 1980 FY - Assist 25 LEAs</p>	<ul style="list-style-type: none"> <li>Assisted approximately 20 LEAs in planning for new or renovated home economics facilities, especially related to ARC commitments.</li> <li>Reference material was prepared, distributed and interpreted in consultant visits to LEAs, including the <u>Home Economics Planning Guide</u> sketches of typical facilities, and a slide presentation.</li> </ul>
<p>3. By June 1977, assist all LEAs in using available resources for selecting and organizing appropriate educational media for any given home economics program.</p> <p>1976 FY - Distributed 3 bibliographies regarding occupational home economics 1977 FY - Distribute bibliography regarding occupational home economics for Housing/Home Furnishing (7146) and for Health/Home Mgt. Services (7142); distribute reading skills information in district meetings (80% of teachers) 1981 FY - One newsletter</p>	<ul style="list-style-type: none"> <li>Continuously reviewed an annotated educational media for the advisory listings from the DPI to LEAs; listed new and useful instructional resources in home economics newsletters, and in bibliographies distributed at summer conference and district in-service education meetings. Recommended purchases of materials for home economics in regional centers and in selected LEAs.</li> <li>Facilitated one summer workshop on "Selecting and Using Educational Media for Home Economics Education" at UNC-G--attended by 25 home economics teachers.</li> </ul>
<p>4. By 1977, provide a diverse program of staff development opportunities for 85% of the home economics teachers in cooperation with LEA personnel, teacher educators, professional organizations, and other State Agency personnel.</p> <p>1976 FY - Two district level meetings. 1977 FY - One LEA inservice meeting with home economics teachers and local directors in 50% of LEAs. One memo to all LEAs regarding individualized renewal credit programs for home economics teachers. Three district level meetings (or multi-unit). 1981 FY - Three district level meetings. Series of local inservice program plans (options for LEAs).</p>	<ul style="list-style-type: none"> <li>Sponsored home economics program segment of the 1976 Vocational Education Conference attended by 396 home economics teachers (at their own expense during August). Emphasized program planning skills, department management, greater use of community resources, and updating program content and procedures for target groups of school-age parents, male students, and potential dropouts.</li> <li>Co-sponsored with NCHEA a three-day workshop on "Meeting the Needs of Pregnant Teens" attended by approximately 75 home economics teachers and related professional personnel.</li> <li>Planned, conducted, and evaluated, two district level in-service education meetings for home economics teachers--one in the fall, and one in the spring per district--reaching approximately 600 home economics teachers. These</li> </ul>



Specific Objective(s)	Status and Accomplishments
	<p>were supplemented in two districts with additional opportunities for in-service education with the J. C. Penney Educational Forum at Meredith, and the Child Care Workshop in Charlotte.</p> <ul style="list-style-type: none"> <li>Local in-service education meetings were scheduled in approximately 10% of the LEAs as a supplement to the state and district level staff development programs; state staff assisted in planning, conducting or facilitating these meetings, especially, in District VIII where several multi-unit groups earned renewal credit for a series of in-service meetings.</li> <li>Home Economics Teacher Educators assessed needs of home economics teachers and offered appropriate summer courses at ECU, UNC-G, and ASU.</li> </ul>
<p>5. To cooperate with home economics teacher educators through <u>joint</u> conferences, exchange of information on mutual concerns, co-sponsored efforts for home economics teachers or others, and campus visitation as deemed feasible for FY 1977.  1976 FY - Two joint meetings  1977 FY - Quarterly meetings of representatives plus two joint sessions with State staff.</p>	<ul style="list-style-type: none"> <li>Met jointly on two occasions with the home economics teacher educators to exchange information and concerns, and to plan for joint efforts in district or state level activities such as staff development, curriculum development, evaluation field test, Program of Studies, and FHA.</li> <li>Assisted teacher educators in implementing competency-based programs, and to expand certification programs to include a component of the pre-vocational program.</li> <li>Supported pre-service program efforts by visits to campuses for methods classes, contacts with student teachers, or evaluations of programs.</li> </ul>
<p>6. To solicit support for home economics education through contacts with professional organizations and agencies, public and private groups, and advisory groups.  1977 FY - Attend regional, State and national meetings of major organizations. Hold two State Advisory Committee meetings annually.</p>	<ul style="list-style-type: none"> <li>Cooperated with the NCHEA project to publicize Home Economics Education in N. C. with eight thirty-second audiotapes distributed as public service announcements, to radio stations across the State, emphasizing the changes and benefits for today's youth.</li> <li>Met once with the Home Economics State Advisory Committee.</li> <li>Solicited support from public and private groups for legislative efforts in Washington, D. C. and N. C. in cooperation with NCVA, NCHEA, and interested professionals.</li> </ul>



Specific Objective(s)	Status and Accomplishments
7. To secure adequate funding for improving and expanding Consumer and Homemaking programs. (See Section 4.4-4)	<ul style="list-style-type: none"> <li>Supported the efforts of DPI and interested local personnel in seeking additional funding for Vocational Education, or in coordinating efforts with related educational programs (ARC, CETA, Vocational Rehabilitation, Division of Exceptional Children, and others).</li> <li>Conferred with local personnel (administrators and teachers regarding needed resources to support home economics programs during school visits; made specific recommendations regarding needs and possible resources, including management techniques for the departments.</li> </ul>

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 Vocational Education for FY 1977.	<ul style="list-style-type: none"> <li>Initiated contacts and scheduled visits with approximately 50 LEAs to assist beginning teachers during their first three months of employment, or to assist teachers and administrators with implementation of new program offerings--particularly in Occupational Home Economics.</li> <li>Responded to LEA requests in at least 40 LEAs for specific consultative services, including planning for curriculum changes, new or renovated facilities, youth organization activities and staff development sessions.</li> <li>Contacted each LEA with an Extended Day Program to review the current and projected home economics component of the instructional offerings; offered curriculum materials and consultant services deemed most pertinent to each program visited; shared concerns regarding the poor quality of several programs with DPI and LEA administrators.</li> </ul>

Specific Objective(s)	Status and Accomplishments
<p>2. To participate effectively in the management system used in the Division of Vocational Education to provide comprehensive consultative help to LEAs who need, want, and can benefit from such services during FY 1977.</p>	<ul style="list-style-type: none"> <li>Recorded data gathered from LEA contacts on district and State level to determine effectiveness of current field services; then re-established priorities to deliver consultant services to LEAs on a more systematic basis (based on a ranking of LEAs for needed services such as beginning teachers, new program offerings, new/renovated facility, Program of Studies modification request, and Extended Day Programs).</li> <li>Served on approximately 20 designated teams from the Division to assist LEAs with planning, implementing, and/or evaluating their Vocational Education programs. For example: Caldwell County regarding new ARC facilities, new curriculum offering, and staff development needs of teachers); responded to special requests for assistance with regional education activities.</li> </ul>
<p>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, 1977. 1976 FY - Attended regular sessions of major committees and council groups (quarterly or semi-annually) 1977 FY - Same</p>	<ul style="list-style-type: none"> <li>In cooperation with others in DPI and DHR, Home Economics Education office drafted and submitted a Nutrition Education Proposal to the Regional Office of the National Foundation of the March of Dimes to begin negotiations for a state-level Nutrition Education Coordinator to develop a comprehensive K-12 Nutrition Education program in N. C.; action was postponed till 1977 due to change in MOD personnel and limited funds available.</li> <li>Endorsed and facilitated plans for ASU to seek a Consumer's Education grant from USOE which was designed to improve consumer education and economics education in N. C. public schools; proposal was not approved, but selected activities were initiated with modified approaches.</li> <li>Cooperated on local and state levels with the National Foundation March of Dimes, specifically through FHA activities to implement projects improving nutrition, family planning, and parenting skills of young teens. (Refer to Continuing Objective 2 regarding level of participation by youth in FHA).</li> </ul>



Specific Objective(s)	Status and Accomplishments
	<ul style="list-style-type: none"> <li>• vice-chairman of a local March of Dimes Chapter, another is on the board of a seven county chapter to express personal commitment to this cooperative effort.</li> <li>• Three home economics staff members participated in EPDA Staff Development Internships which focused on interaction with related State and professional groups to accomplish program goals, specifically regarding consumer education, metric education, parenting education, and nutrition education. Internship experiences involved contacts with curriculum laboratories, USOE, National FHA Headquarters, selected Community Colleges and Technical Institutes, J. C. Penney Staff, publishers, Employment Security Personnel, health educators and others.</li> <li>• Each staff member in Home Economics Education visited selected Extended Day Programs in her assigned district to assist in planning and implementing the home economics component of their program; follow-up contacts were made by phone, letters, or second visits. The majority of contacts were initiated by this staff rather than depending on requests for services.</li> </ul>

*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.	<ul style="list-style-type: none"> <li>• Secured and analyzed data from fiscal/statistical reports; summarized findings for selected groups including teachers, teacher educators, local directors, and State Advisory Committee. Shared pertinent data summaries with USOE personnel and upon request with other states.</li> </ul>
2. By January 1977, devise and field test a product evaluation approach for home economics exit level courses in remaining 40% LEAs.	<ul style="list-style-type: none"> <li>• Developed or revised product evaluation instruments in cooperation with Division personnel, teacher educators, employers, and home economics teachers field tested all instruments in the</li> </ul>



Specific Objective(s)	Status and Accomplishments
Cooperate by June 30, 1977, with 40% of LEAs in program evaluation projects as specified by Curriculum Design Unit.	<p>selected 40% of LEAs during spring of 1977.</p> <ul style="list-style-type: none"> <li>Analyzed data from 1975-76 field test as basis for revisions to product evaluation instruments, and proposed changes in the process.</li> </ul>

*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 1977, plan and implement both individual and staff programs for professional growth.	<ul style="list-style-type: none"> <li>Participated as Home Economics Staff in Division staff development programs as scheduled; primarily-- the January Staff Development Conference.</li> <li>Three staff members participated in EPDA Internships for State Staff, outlining specific objectives, strategies and time frames for professional growth experiences deemed most valuable.</li> <li>All Staff members belonged to and participated actively in several professional organizations including AVA, NCVA, AHEA, NCHEA (one was NCHEA State Treasurer, one a Counselor to the NCHEA State President), NEA, NCAE, and others; one staff member was elected to a local school board; one served as State Leader for a project to attract gifted and talented students to Vocational Education; three enrolled in graduate courses.</li> <li>Leadership assignments within the Division and DPI were shared among staff including the coordination of EPDA Internships for Principals and Teachers, coordinating Curriculum Dissemination project activities and PBTE efforts in N. C., and serving on a Curriculum Task Force to devise the Program of Studies.</li> <li>Attend both State and National meetings which contributed to professional growth, even at personal expense (three to AHEA in Boston, one to USOE meeting in Texas).</li> </ul>

5. Cooperative Programs: Part G

Part G funds were allotted to twenty-nine (29) local administrative units during fiscal year 1977 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 1977 were distributed to the following LEAs:

LEA	Enrollment	LEA	Enrollment
Bertie County	17	Hoke County	5
Bladen County	32	Jones County	12
Camden County	10	Madison County	17
Carteret County	38	Pender County	36
Columbus County	30	Perquimans County	65
Currituck County	45	Pitt County	34
Tarboro City	17	Robeson County	20
Franklin County	63	Lumberton City	36
Franklinton City	40	Maxton City	14
Graham County	12	Saint Pauls City	73
Granville County	61	Swain County	20
Greene County	20	Warren County	40
Halifax County	44	Washington County	16
Roanoke Rapids City	30	Wilson County	<u>56</u>
Weldon City	74	Total for FY 1977	977

6. Work Study: Part H

During the 1976-77 fiscal year, 119 of the 145 local educational agencies in North Carolina chose to participate in the Work-Study program. Those local educational agencies participating in the program indicated that approximately 1,228 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, 1976 - June 30, 1977

Agency: Governor Morehead School

No. Involved: 100

- b. Project: N. C. School for the Deaf - Part B, Handicapped

Purpose: To implement an electronics assembly program for hard of hearing and deaf students, age 15-21, and to provide supportive assistance to students through a teacher aide.

Dates: July 1, 1976 - June 30, 1977

Agency: N. C. School for the Deaf

No. Involved: 38

- c. Project: Vocational Evaluation of Handicapped Children Part B Handicapped

Purpose: To implement an internship for 32 vocational teachers of the handicapped in vocational evaluation; and refine the fifteen inservice training modules in vocational evaluation previously developed for statewide use by special vocational education personnel.

Dates: October 7, 1976 - June 30, 1977

Agency: Thoms Rehabilitation Hospital  
Vocational Evaluation Unit

No. Involved: 32 teachers and 32 students



## 8. New Pioneers: Elimination of Sex Discrimination in Vocational Education

As an outgrowth of the New Pioneers Project to eliminate Sex Bias in Vocational Education, the Division of Equal Education was formed with the mandate of eliminating sex bias in grades K-12. Three services have been rendered:

1. Information - various handouts, a filmstrip "I'm Glad I'm a She, I'm Glad I'm a He", and the Division's ability to give informational talks, workshops and conferences.
2. Training - each June a summer Training Institute has been held. LEAs send a representative to the week-long session and agree to support these people in awareness activities in the LEA. The June, 1977 Training Institute trained 34 people representing 33 LEAs and the Department of Community Colleges.
3. Planning - a planning workshop model has been developed whereby the Division of Equal Education holds one day planning meetings in the regions.

During Fiscal 1977 seven workshops in four regions were held. The workshops involved these LEAs:

Transylvania County  
Catawba County  
Halifax County  
Durham County  
Northampton County

Granville County  
Nash County  
Wilson County  
Johnston County  
Rocky Mount City

## 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, Media and Occupational Education. During the 1976-77 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 1977, a total of 61 school systems had operable Extended School Day Programs. This included 12 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.

A handbook establishing general operational procedures and guidelines was disseminated for local use. Local education agencies 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.

Types and/or titles of publications which were provided to local school agencies during the 1976-77 year include:

- . Excerpt from "A Base Study of the Optional Secondary Public Schools in North Carolina"
- . "Bulletin Board Ideas"
- . "Estimated Annual High School Drop/Out Rates"
- . "North Carolina Program of Studies"
- . "Night School - New Hanover County Schools"
- . "CETA Contract Excerpts"
- . "Diversified Cooperative Training Handbook"
- . "Description of Unique Programs for Dropouts"
- . Learning Activity Packages (Vocational and Academic)

Instruction had 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. Policies which were established placed public school funds in local education agencies on a matching basis with occupational education funds. 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. Students who are enrolled generate "average daily membership" credits which are used as the base for formula allotments of academic and vocational funds. Thirty (30) dropouts who return to school and maintain an average daily membership of "30" will earn the equivalent of one academic teacher and one vocational instructor for the following year. Materials, supplies, textbooks and other related services are earned through formulas which have been designed with an "ADM" base.

Due to a concentration with individuals and small groups at the local level, enrollment in programs across the state expanded from approximately 4,000 to 5,500.



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 listed 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 - Extended School Day Program

##### Number

- 145. . . LEAs served
- 127. . . On-site visits to LEAs (Total A and B below)
- 101. . . A. Consultation, planning sessions, etc.
- 23. . . B. Workshops, seminars, institutes conducted
- 975. . . Approximate number people involved in A and B above
- 53. . . Conferences, planning sessions, etc., with LEA personnel held in SDPI office
- 4. . . Accreditation teams (State Accreditation, Southern Association)
- 12. . . Regional meetings, workshops, etc., planned and conducted
- 195. . . People attending regional meetings, workshops
- 3. . . Statewide conferences planned and conducted
- 285. . . People attending statewide conferences
- 4. . . Curriculum publications developed and distributed
- 2. . . Newsletters, bulletings, etc., sent to each LEA
- 5. . . Colleges/universities served
- 17. . . Total contacts with colleges/universities
- 90. . . Agencies, organizations, committees, associations worked with outside SDPI
- 26. . . Total contacts, meetings, etc., with agencies outside SDPI
- 11. . . Special projects, models, programs

## B. POST-SECONDARY - ADULT

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

Program services for the disadvantaged were provided by each of the 57 post-secondary institutions. Curriculum students received tutorial assistance, thereby reducing attrition rates. Remedial classes were provided to students who needed educational assistance in preparing to enter the vocational training of their choice. Program services for adults included remedial education, consumer education, guidance, motivational training, job orientation and job placement.

### 2. Programs for the Handicapped: Part B:

Program services for the handicapped include counseling, remedial classes, tutorial assistance, reader services, interpreters for the deaf, work evaluation, skill training, consumer education, job orientation, motivational training and job placement. Several institutions have developed working relationships with nearby sheltered workshops and provide assistance to the clients in developing an educational background and skill development.

### 3. Exemplary Programs: Part D:

There were four exemplary projects approved by the State Board of Education.

### 4. Consumer and Homemaking: Part F:

Consumer and homemaking courses are provided for adults from state funds. These courses are often coupled with adult basic education courses. To meet the needs of a greater number of individuals, these courses are often offered away from the institutional campus.

### 5. Cooperative Education: Part G:

There were twenty institutions which received Part G cooperative education funds and 820 students were involved in cooperative education programs.

### 6. Work-Study: Part H:

There was an average of 618 students who participated in work-study for the fall, winter and spring quarters. Of this number, 490 may have received some support for work-study funded from Higher Education funds.

7. Programs Under Contract:

Contractual agreements between institutions and private schools and agencies are allowed for instructional services. Seven institutions contracted with eight private cosmetology schools.

8. Human Resource Development:

An eight-week cycle of human resource development was offered by 47 institutions. This program provides eight weeks of training and then on-the-job placement for additional training and employment. A 21-percent increase in enrollment occurred compared to last year.

SPECIAL PROGRAMS

Continuing Objective No. 1: *To ensure that special programs and services are provided for disadvantaged and handicapped adults, 18 years or older, who need assistance in developing and progressing toward an occupational goal.*

Specific Objective(s)	Status and Accomplishments
<p>1. Recruit or seek individuals through referrals who want, need, and can benefit from the program and services.</p> <ul style="list-style-type: none"><li>◦ Disadvantaged</li><li>◦ Handicapped</li><li>◦ Special Needs</li></ul> <p>FY 1977 Disadvantaged and Special Needs - 4% increase</p> <p>Handicapped - 5% Increase</p>	<p>1. There was an increase in enrollment of the disadvantaged and special needs by 37.3%. There was an increase in the enrollment of the handicapped by 200%.</p>

Continuing Objective No. 2: *To develop innovative and exemplary programs which will give new direction to teaching and learning.*

Specific Objective(s)	Status and Accomplishments
<p>1. Selected programs will be designed, funded and completed.</p> <p>FY 1977 10 programs</p>	<p>1. There were four exemplary projects funded.</p>



Continuing Objective No. 3: *To ensure that disadvantaged students have an opportunity for on-the-job learning experience through work-study or cooperative education.*

Specific Objective(s)	Status and Accomplishments
1. Provide work-study experiences for qualified disadvantaged.  FY 1977 675 participants	1. Work-study experiences were provided for 618 students.
2. Provide cooperative education work experience.  FY 1977 400 participants	1. There were 820 enrolled in cooperative education programs.

Continuing Objective No. 4: *To provide instruction, primarily for the disadvantaged, in areas of instruction which would not be provided except by contract.*

Specific Objective(s)	Status and Accomplishments
1. Provide instruction through contractual agreement.  FY 1977 12 contractual agreements	1. Instruction was provided through 8 contractual agreements.

Continuing Objective No. 5: *Provide an eight-week intensive program for the unemployed disadvantaged and provide job placement and follow-up counseling.*

Specific Objective(s)	Status and Accomplishments
1. Provide basic education, attitude adjustment, basic skill development, and job placement.	1. There were 4,302 disadvantaged enrolled in this program (HRD).

## C. MULTI-LEVEL

### Research: Part C

During the fiscal year 1976-77, the Occupational Research Unit (ORU) was guided by the following general objectives:

- a. Dissemination and demonstration of the results of research in occupational education.
- b. Provide technical and consultative assistance in occupational education research to the State Department of Public Instruction, the State Department of Community Colleges, and local educational agencies.
- c. Conduct research and development projects to solve high priority problems in occupational education in North Carolina.

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

- a. 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.
- b. Development of a Model Guidance Component for MGOE. The object of the research is to develop a more valid model for helping school students appraise their interests and abilities and develop plans for further education and/or work.
- c. Evaluation of the Effectiveness of Individualized Instruction. The object of the research here is to set up a highly controlled situation in which the effectiveness of individualized instruction would be tested against more traditional methods of instruction.
- d. Dissemination of Research Findings. This includes conferences and seminars, newsletters, etc., for disseminating research products.
- e. Changing Status of Vocational Programs. Studies are conducted to keep abreast of changes which should be considered in up-dating teacher education programs.
- f. 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.



- g. 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.
- h. 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.
- i. 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.
- j. 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.

#### Projects Initiated During the Year

1. Title: Project PROBE: Preparing Regional Occupational Personnel to Better Education.

Objective: To conduct 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: North Carolina Rural Renaissance Project

Objective: To develop 60, thirty-minute modules in vocational and adult education to be used to reach people in areas with limited access to education programs.

3. Title: Statewide Dissemination of Promising Occupational Education Products Developed through Research and Development Programs.

Objective: To procure, screen and make available to local occupational education personnel validated occupational R & D products which may be adapted or adopted to support local programs of vocational education.



4. Title: Implementation of Special Statewide Diffusion Tactics

Objective: To provide the occupational educators of North Carolina an opportunity to receive on a regular basis, publications containing updated information regarding developments in occupational education and a chance to explore firsthand significant ongoing research and development activities.

Projects Completed During the Year

1. 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.

2. 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.

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

Objective: (1) To develop curriculum materials and a delivery system that foster positive attitudes toward occupations and occupational education for students in grades 7-10.  
(2) 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 for supporting multi-media and a documented system for providing individualized instruction.

5. Title: The Development of a Model Designed to Expand Employment Options and Occupational Education Opportunities for Women in North Carolina (The New Pioneers Project)

Objective: To develop a model for intervening in the occupational structure and the occupational education programs of North Carolina to expand and enhance occupational opportunities for women.

6. 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 relationships among variables studied in the attainment of the foregoing objectives.

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

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

8. 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.

9. Title: Implementation of Special Statewide Diffusion Tactics

Objective: To provide the occupational educators of North Carolina an opportunity to receive on a regular basis, publications containing updated information regarding developments in occupational education and a chance to explore firsthand significant ongoing research and development activities.

Projects Started in Previous Years Which Continued  
Through FY 1976-77

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: 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.

3. 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.





## 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 Pre-Vocational Programs (Occupational Exploration and Introduction to Vocations). The Club was chartered January 10, 1974. Seventy-five local schools hold charters. One thousand eight hundred ninety-six boys and girls were recorded as members during the 1975-76 school year. The clubs provide an opportunity for students to gain experience in leadership roles, be with friends, be identified with occupations meeting their interest, gain recognition from teachers and peers, be of service, and gain a sense of identification.

Youth organizations for Pre-Vocational Programs are designed to:

- a. Begin at the seventh grade and continue through grades in which students are enrolled in Pre-Vocational Programs, generally grades seven, eight, and nine.
- b. Serve as a guidance function with exploration occurring for students across job families in the fifteen occupational clusters.
- c. 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 a concerted effort toward encouraging disadvantaged youth to become interested and active participants in Vocational Youth Club activities.
- f. Increase the active involvement of youth in Pre-Vocational Programs which will provide for real-life experiences; thus, broadening students experiences and knowledge about the scope of vocations beyond the classroom environment.
- g. Encourage cooperation among teachers and sponsors in order that youth may more clearly see and understand the relevance between vocations and classroom instruction.
- h. Assume leadership in dignifying the role of certain vocations that are often scorned because of the nature of the work rather than the value of the service rendered.

Annual Conventions have been held with attendance reaching 950 students, teachers, and guests at the (1976-77) Second Convention. State membership has adopted a constitution, dress code, creed, emblem, motto, colors, and state membership dues established at \$1.00 per member. State officers include a President, Vice-President, Secretary, Reporter, Treasurer, and Sentinel. All officers attend the Vocational Leadership Conference along with officers from each of the other vocational clubs. Officers plan and conduct the annual conventions. A Board of Directors approve competitive activities (public speaking, talent--individual and group, creed, and scrapbook) budgeting and direction for growth. Projections are underway to provide the members with a member's Handbook and a regular published Newsletter. The 1977-78 convention is scheduled for April 7 and 8 in the Scott Pavilion at the North Carolina State Fairgrounds.

Each Pre-Vocational Consultant interprets the State Board Policy concerning clubs to local administrators, principals and teachers. They urge local advisors to plan participation for members in the Annual Convention and give encouragement to local directors for including club activities in local plans for Pre-Vocational Programs. Information relative to sources of club materials is provided local club sponsors by the State CECNC Advisor.



## 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 9,200 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 distributive education programs could have an opportunity for involvement in DECA activities, inservice activities were provided during eight district inservice meetings; and a statewide program of work was shared with teachers at Summer Conference and through the DECA Dithyramb.

NC-DECA hosted the Southern Region DECA Meeting in Asheville, North Carolina, during October. 125 North Carolina students and advisors were in attendance.

During the fall our state officers and staff participated in fourteen District Leadership Conferences, local officer training workshops and planned and conducted the 4th 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 1,800 and a total conference registration in excess of 2,050. More than 250 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. Four students were awarded T. Carl Brown Scholarships, and Hardee's Food Systems, Inc., continued their annual scholarship for distributive education students by awarding one scholarship.

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

In September, NC-DECA had five students participate in a one-week Leadership Development Institute at Reston, Virginia. This was the first leadership program open to DECA members.

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

Future Business Leaders of America is the vocational education youth organization for high school students preparing for careers in the area of Business and Office Education. The collegiate division of FBLA is Phi Beta Lambda.

During the 1976-77 school year, there were 6,127 FBLA members in North Carolina with 177 local high school chapters.

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 abilities and learn that to develop these abilities to their fullest is a personal responsibility as well as an organizational goal.

In keeping with the new national FBLA project, the theme "Project Awareness: Supporting Our Heritage of Free Enterprise" was adopted for the 1976-77 school year.

Promotional and instructional materials were mailed to all local high school FBLA chapters in an attempt to create awareness and better understanding of our free system. Many local chapters took free enterprise as their project for the year. School and community activities related to free enterprise occurred, with some of these including free enterprise billboard displays in areas across the state and nation.

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 leadership workshop was held in each of the eight FBLA districts during the month of October. District competitive events were held during the month of February. These district activities were planned and conducted by the district chairmen and their district advisers, with coordination from the Business and Office Education State staff.

FBLA State and district officers were given an excellent leadership training opportunity with a five-day workshop sponsored by Burlington Industries and the Business and Office Education State staff. In addition, the state officers participated in a joint leadership workshop for officers of all the vocational education youth organizations in the State.

Emphasis was given to FBLA as an integral part of the Business and Office Education Curriculum during a special session at the Annual Summer



Conference, with FBLA advisers and students participating. In addition, district Business and Office Education inservice meetings included FBLA activities as related to curriculum.

North Carolina FBLA played a major role in planning and implementing the Southern Region FBLA Leadership Conference held in Birmingham, Alabama. Approximately 1,800 students and teachers attended this Conference from twelve southern states. One hundred North Carolinians attended in support of Tregg Brown, who presided as Southern Region Vice President from North Carolina. Again, Burlington Industries lent its support to North Carolina FBLA by providing resource persons and materials to the Southern Region Conference.

The Twenty-third Annual State Leadership Conference had the largest attendance ever with approximately 900 participants. Businessmen and women, teacher educators, and state vocational consultants were involved in conducting and judging the 28 competitive events and in serving as workshop session leaders and speakers. FBLA student members, advisers, and guests took part in the various conference events. A highlight of the Conference was the awarding of James L. White Scholarships to two deserving FBLA seniors with plans to continue their business training in a post-secondary institution.

Winners at the State Leadership Conference went on to compete at the national level when some 60 North Carolina FBLA delegates participated in activities at the National Leadership Conference in Denver, Colorado. Tregg Brown, who presided as a national officer from the Southern region, made North Carolina proud. Several North Carolina students and chapters received national awards at this Conference. In addition, national recognition was given to Mr. Robert Lincks of Burlington Industries as North Carolina's Most Outstanding Business Person of the Year.

During the 1976-77 school year, efforts were made to organize a Board of Directors to serve North Carolina FBLA. Elections were held in each district for advisers to choose these members.

One issue of the Business Leader, the North Carolina FBLA newspaper, was 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.



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

The Future Farmers of America Organization is structured and operated as a significant, integral component of Vocational Agriculture which helps contribute to the total development of its members.

FFA members participate in a wide variety of activities, which begin with planning and carrying out a local chapter program of work. The focus of FFA activities is on the development of leadership, character and citizenship as well as agricultural skills and competencies.

In 1976-77 there were 282 active FFA Chapters in the North Carolina Association with 20,280 members.

Above the chapter level, the FFA is organized into 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 advisors attended the 1977 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 recreation and education experiences for participants. Approximately 1,500 members and advisors participated in the camping program in 1977. 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. Two hundred and twenty persons participated in the 1976 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. 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. There are twenty-two areas of agricultural work through which individual FFA members compete for awards and recognition; four chapter-wide award areas; and, twelve contests involving four-member teams.

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. The State Association also uses a portion of its dues budget for awards and recognition.

FFA Heritage Park - In cooperation with the North Carolina State Fair, The State FFA Association constructed a facility on the State Fairgrounds which provides an opportunity to have live demonstrations and activities by FFA members as well as other displays and exhibits during the nine-day annual State Fair.

North Carolina FFA Foundation - Considerable progress was made during the year to secure funds through this Foundation, the first purpose of which will be to construct a new FFA Camp on the existing site at White Lake.



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

The 1976-77 school year began with 29 delegates attending the National Leadership Meeting in St. Louis, Missouri. They were challenged to think about themselves, homemaking, leadership and home economics related careers. According to the 30 plus boys representing FHA and HERO chapters, men do have responsibilities in the home. Most of those interviewed thought men should help with child rearing, household tasks, and be thoroughly involved. Only a few believed the man should be the breadwinner. Delegates explored 30 different careers related to home economics during a Career Fair. Joyce Wilson of Forest City was elected a National Officer at this meeting. Elected to one of the five designated offices, she served as representative of the National Executive Council to the National Board of Directors. Some of her responsibilities included representing FHA/HERO at national, state, and local meetings of other organizations, working closely with the states in sub-region C of the Southern Region, and planning and participating in the 1977 National Leadership Meeting.

The R. J. Peeler FFA Camp at White Lake was the site of the third Leadership Conference held in July. The FHA State Officers and State Adviser attended the conference for the State Officers of the seven Occupational Education Youth Organizations. The goal of the conference was to help each officer and team of officers to perform duties as State Officers. During the conference the officers participated in mini-clinics on topics as Social Graces, Group Dynamics, Courtesy for Profits, Public Speaking, Parliamentary Procedures, and Communications. A representative from each of the youth organizations was elected to serve on the North Carolina Occupational Education Youth Council.

During Summer Conference, packets given to teachers had lists of publications that could be ordered from the National FHA Office. Affiliation forms were distributed at district meetings and as consultants made school visits during the year. Consultants discussed FHA/HERO materials and gave suggestions for activities and programs during the 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.

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.



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."

An Up-membership campaign, along with a State Workshop, was held at the Alamance County Administrative Building for inservice for eight district chairmen. State Officers and District Advisers conducted workshops in selected counties in each district and developed major ideas for projects. The District Up-membership chairpersons were:

District I	- - Kim Tugwell	V	- - Kathy Nance
II	- - Michele Bryant	VI	- - Leslie Byrum
III	- - Cynthia Evans	VII	- - Bonnie Foster
IV	- - Viki Small	VIII	- - Tammy Meredith

Seven delegates from North Carolina attended a corner conference in Jackson, Mississippi. The purpose of the conference was to provide delegates with information and skills to enable them to effectively conduct a two-year statewide peer education project on topics relating to parenting. Since FHA/HERO is interested in bettering family life and the March of Dimes is interested in bettering the quality of life at birth, these two organizations have joined together to reach their goal--a healthier next generation.

Eight rallies were held with a total of 12,343 participants.

<u>District</u>	<u>Attendance</u>	<u>Theme</u>
I	1,370	"Free To Be--Involved Like Me"
II	1,771	"Impressions '76"
III	2,180	"Everybody is Somebody in FHA/HERO"
IV	1,155	"Free To Be You and Me"
V	1,416	"Free To Be You and Me"
VI	1,400	"Everybody Is Somebody"
VII	1,399	"Happiness Is...FHA/HERO"
VIII	1,652	"Free To Be You and Me"

National FHA/HERO Week was held February 6-12 with Vocational Education Week with the theme, "Building The Skills of America". Special activities were: Mother-Daughter Banquets, members dressed in red and white, Teacher Appreciation Day, special speakers for chapter meetings, Community Day, etc.

The State Convention was held March 19, 1977 at the Greensboro Auditorium with approximately 2,500 attending. State Officers, District Advisers, and State Staff assisted with leadership; and many chapter members participated in the day's activities.

A spring workshop (2 days) was held in Raleigh for new District Advisers.

A total of 21,076 members and 381 advisers in 397 chapters were involved in North Carolina during the 1976-77 school year.

## 6. Health Occupations Students of America (HOSA)

The North Carolina Association of Health Occupations Students of America (NC-HOSA) 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, state, and national.

The national level was organized November, 1976 with six founding states, North Carolina, New Mexico, New Jersey, Texas, Oklahoma, and Alabama. At the time of the convention in Texas, November 6-8, 1976, projected student membership from these six states was 12,000 members. North Carolina boosts the election of Lynn McGee, from Brevard, North Carolina as the first National President. Numerous inquiries from other states have been received. Indiana and Tennessee joined later in the year.

With the organizing of a national level, the name of the state organization was changed from the Health Careers Clubs of North Carolina to NC-HOSA. The state level 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 chapter is assessed an annual chartering fee.

The district boundaries correlate with the eight educational districts. The eight district advisors and district officers initiated successfully district rallies and leadership workshops throughout the state this year.

Local chapters numbered 103 this year, representing approximately 5,000 members. The chapters are service oriented and thousands of dollars are collected each year by chapter members for various health fund drives. In local chapter planning, emphasis was given to the development of leadership skills and parliamentary procedure skills.

State Congress is held annually each March. Each chapter is permitted a delegation of 15 members. This year 754 delegates attended the 16th Annual Congress in Charlotte. Competitive events, educational presentation, and business sessions were conducted.

NC-HOSA 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 State officers.

Two district advisor's meetings were held during the year to develop competitive chapter events and guidelines for district advisor responsibilities.

State officers presented a session at the Health Occupations Education Teachers' Summer Conference in an effort to promote and stimulate interest in HOSA.

The Board of Directors met and adopted guidelines for functioning as a governing body. The members of this particular Board will serve on an interim basis until September, 1978.



## 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 Continuing Objective No. 2.

VICA had a 3.2% growth during the 1976-77 membership year, however, some districts had a decrease in membership as shown in the chart below:

Year	1	2	3	4	5	6	7	8	TOTAL
75-76	1,109	2,089	1,556	1,576	1,940	1,880	2,161	684	12,995
76-77	1,001	2,401	1,353	1,400	1,987	2,254	2,198	798	13,408
Gain		312			47	374	37	114	413
Loss	108		203	176					

Strategies for strengthening and increasing membership in Districts that suffered a loss as well as other districts:

1. Closer communications with District Planning Councils
2. Involvement of local administration on that Council
3. Communications to teachers who did not have a club last year
4. Communications to Advisors who showed a decrease in membership to determine probable causes
5. Promote a statewide membership drive
6. Develop better communications at the District level to ensure better participation at District functions
7. Improve orientation for District Officers and Advisors
8. Greater emphasis on services of National VICA - see attachment
9. Develop materials to point out the role of Vocational student organizations
10. Hold a VICA Workshop for T & I teachers

VICA has had a 34% increase in membership over the past 4 years and growth is expected again this year. We have involved more students and Advisors in the planning process during the past two years and expect this to start paying dividends in the near future. The major restraint to the growth of VICA is the attitude of the trade teacher toward club activities and their relationship to skill development.

### Highlights for 1976-77 Membership Year

#### State Officer Leadership Training

- . Four day orientation and leadership workshop in Raleigh with State VICA Director and other State Staff members



- . One week joint State Officer Leadership Workshop. All Vocational Education students' organizations meet for a joint office workshop
- . One week National Leadership Workshop for State offices and two advisors in Washington, DC

#### District Officers and Advisors Activities

- . Three day Leadership Workshop for the 48 District Officers and 24 District Advisors
- . Attend several meetings of the District Planning Council to develop better VICA activities for the membership
- . Attend four meetings of the State Executive Council
- . Develop and hold District Leadership Workshops for local officers. Eight meetings were held and approximately 1,600 people were in attendance at these District Leadership Workshops
- . Develop and hold District Leadership and Skill Conference. Eight Conferences were held and approximately 5,500 people were involved in one or more phases of the activities.

#### State VICA Activities

- . Packet of materials for organizing and operating an effective Chapter mailed to all advisors
- . Letter sent to all Trade and Industrial Education teachers who did not have a Chapter encouraging them to organize a Chapter
- . Six issues of the NC-VICA Newsletter was widely distributed to vocational educators at various levels to encourage VICA participation
- . Slide presentation on State Conference was updated
- . 13th Annual State Leadership and Skill Conference was held in Greensboro with 1,665 persons officially registered and another 400 to 500 visitors took part in the Conference. A total of 650 students participated in 27 different competitive events. There were 40 candidates for the 6 elected offices and 495 delegates to elect the offices and approve changes in the Constitution.
- . Four Executive Council Meetings were held in various parts of the State with a total attendance of 225 people
- . Several meetings of the State Conference Planning Committee were held during the year to develop strategies for bigger and better organized Conference
- . One hundred and thirty contestants, delegates, advisors and other attended the National Leadership and Skill Conference in Cincinnati, Ohio
- . VICA was integrated into the EPDA Module (slide and tape) presentation that was used as an orientation for administrators throughout the state
- . VICA and its Achievement Program was presented at all eight District Inservice Meetings
- . The State VICA Director, District Officers, District Advisors as well as Local Advisors and Officers visited approximately 100 other schools to expand and improve the VICA activities in schools visited
- . The State VICA Office responded to approximately 500 written and telephone requests for additional information on various topics such as organizing a Chapter, Achievement Program, VICA supplies and materials, competitive events as well as other topics

## B. POST-SECONDARY INSTITUTIONS

### 1. Student Organizations

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





## VII. HIGHLIGHTS OF EXCEPTIONAL OR MODEL PROGRAMS

### A. SECONDARY SCHOOLS

#### Greenville City

This local education agency implemented a six-weeks summer program for a group of special needs students who were academically and economically disadvantaged to the extent they could not succeed in trades courses.

Approximately 20 students were selected for the program which was a joint effort between vocational education and CETA. The program consisted of three to four hours a day of classroom, laboratory and shop instruction with the remainder of the day in actual work experience in masonry, carpentry, cabinetmaking and auto mechanics. A narrow teacher-pupil ratio was maintained to provide individual attention to students.

Additional components of the program were remedial work in math and communications, self motivation and work attitude improvement. Students received compensation as an added incentive which taught relationship between work habits and compensation.

Approximately sixty percent of the students completing this program improved to the extent they were able to proceed in regular programs and later qualified for placement.

#### Brunswick County

A two high school marine occupational program that is unique in many ways of operating vocational education programs is located in Brunswick County. The facilities are shared by two high school programs and are located twenty-six to thirty miles apart. Personnel is also exchanged to improve the instructional components of the total program. One instructor rotates between South Brunswick and West Brunswick High Schools with the major emphasis on providing indepth scientific relationships of hands-on practices and industrial relationships of the marines occupations. Two based-station teachers of long-standing sea expertise operate the laboratory experiences from the shrimp trawler or other floating craft at West Brunswick or South Brunswick High Schools.

The program was developed with the assistance of a Federal Part D Exemplary Project that provided a three-year base operation which allowed the administrative unit to explore things that worked well and to discard items of little value.

Vocational instructional components of the program are:

1. Safety Afloat
  - a. Coast Guard regulations
  - b. Fire fighting

- c. Damage control
  - d. Signal for help
  - e. First aid
2. Boat Handling
- a. Preparation of boat before leaving dock
  - b. Leaving dock
  - c. Operating boat at sea
  - d. Anchoring the boat
3. Navigation
- a. Reading charts
  - b. Laying out courses
  - c. Learning aids to navigation
  - d. Learning the navigational aids
4. Net Maker
5. Weather
- a. Radio report
  - b. Cloud formation
  - c. Weather map reading
6. Boat Construction

Equipment provided for the program is as follows:

- 1. Shrimp Boat
- 2. House Boat
- 3. Outboard Skiff
- 4. Whale Boat

#### Cary

The Cary Senior High School has an exceptional auto mechanics program attributed to many factors, but largely to superior instructors, requirements of program and quality of those completing the program.

Approximately 400 basic tasks in auto mechanics have been designated and students move sequentially through these tasks, completing each one before moving to the next. This program has 20 operating engines of different types as part of the equipment.

The thoroughness of skills development has led to a high rate of demand and placement of graduates. One dealer has employed 9 of the former graduates. Approximately 45 to 50 students are enrolled each year in the two year program.

### Lee County

The Lee County High School Health Careers Club has for 3 years been a sponsor of the annual visit of the American Red Cross - Lee Bloodmobile visits to the school. Blood donations were collected from students, faculty and community citizens. Each year the school visit breaks county records as well as its own previous records.

This particular activity of the Health Careers Club provides an opportunity to integrate club activities with course work. Members have experiences in organizing, publicizing, work in the donor room, canteen and child nursery. The club considers this project to be a highlight of the year as a service to others and as a learning experience. A number of members have earned youth pins following twenty hours of voluntary work.

### Avery County

Classes in horticulture started at Avery County High School when the schools in Avery County were consolidated in 1968. Since horticulture was a leading source of income for the county, there was an apparent need for training students who were entering the field of horticulture and related occupations.

The horticulture department at Avery High School has four acres that is utilized as a nursery and training laboratory. Christmas trees were planted in 1970, 1971, and 1972. There was a total of 2,700 frazier firs and 7,000 white pines planted during these years. About 175 students over the past nine years have been instructed and trained in the management and production of Christmas trees.

Following each harvest, seedlings are planted to replace the trees which are cut or dug. The program is planned so that each succeeding class will receive instruction and experience in Christmas tree production. Receipts from sales are returned to the agriculture department for greenhouse operations and expenses of the Christmas tree program. Students receive actual hands-on experience in setting, management, harvesting and sales of trees and other horticultural products.

### McDowell County

At McDowell High School a joint effort on the parts of the agriculture, prevocational, and trades and industrial education programs have begun the building of an environmental part covering several acres. It includes a one-acre pond, several nature trails, an outdoor lecture amphitheatre and two bridges. The agriculture students have planted many exotic plants all along the trails and will plant more as the greenhouse produces them. The agriculture, prevocational, and carpentry students have built the bridges and are doing the landscaping. The masonry students are involved in the landscaping effort, also.

In addition to providing laboratory experience to vocational students from several different programs in the construction and maintenance of the



environmental park, it will provide a continuing example of occupations pertaining to the environment.

It will take 2-3 years to complete the major portion of the job. It, however, will be a continuing project. The whole school will have access to it.

## B. POST-SECONDARY INSTITUTIONS

### Handicapped

Increased numbers of handicapped are able to receive one or two years of vocational training at Central Piedmont Community College. Interpreter services for the deaf and reader services for the blind are provided so that these individuals may attend classes with the non-handicapped. Counseling, tutorial and remedial education is also provided as needed.

### Marine Construction Engineering Technology

The Marine Construction program at Cape Fear Technical Institute is designed to train individuals in construction and maintenance procedures of underwater structures, such as docks, dams, bridge foundations and abutments, and ships.

### Nursing Options in Practical Nursing and Associate Degree Nursing

A number of the post-secondary institutions are providing a career-ladder approach to nursing education. The first three quarters are common to both levels of nursing. The practical nurse can complete one additional quarter of work and qualify for licensure. Those wanting to qualify for registered nursing can complete four additional quarters and qualify for licensure. This program also provides an avenue for the licensed practical nurse to complete additional education requirements and qualify as a registered nurse.

## 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. A continuing need in this area is 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 the area of staff development, an on-going program is required. This program will be done using several approaches, including internships, staff development sessions organized and directed by State staff, locally and regionally directed activities, and cooperative arrangements with business and industry and with teacher education. A survey of teachers, local directors, teacher educators, and State staff was completed. This survey pointed to a need in many areas of working with exceptionalities, reading, legislation, curriculum design and development, and planning. Based on this short-range survey and committee input, it is our intent to concentrate on but not be limited to these areas for our staff development in the immediate future.

#### 3. Placement and Follow-Up

This function needs further improvement 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

Continuing efforts are needed to enhance activities and participation of occupational students in the appropriate youth clubs and to more nearly make the occupational youth club activities an integral part of the program area instructional process.

#### 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.

6. Need for Up-to-date and More Reliable Data

If occupational education is to serve needs of people and needs of industry for trained employees, there reliable and specific data and information are needed to accomplish this major goal. Improved training data and employment needs data continue to be a problem.

7. Elimination of Sex Bias

Although much progress has made in reducing sex bias and discrimination in occupational education in North Carolina, there is a continuing need for additional efforts in this area through attention to, and monitoring of, curriculum and materials, employment practices, enrollment of students and placement.

B. POST-SECONDARY

1. Curriculum revision and development to include performance objectives.
2. Identify new and emerging occupations and develop curriculum guides, equipment lists and a listing of available instructional media materials.
3. Staff development and inservice training for instructors to update their knowledge in technological advances in materials, equipment, processes, procedures, manufacturing, and servicing techniques.
4. Development of instruction in the conservation of energy and the uses of alternate sources of energy.