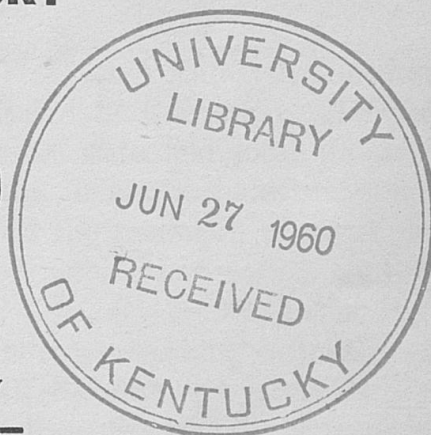


Commonwealth of Kentucky

EDUCATIONAL BULLETIN

STATE PLAN FOR VOCATIONAL EDUCATION IN KENTUCKY



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WENDELL P. BUTLER
Superintendent of Public Instruction

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FOREWORD

Vocational education is an essential part of a comprehensive educational program. The development of a functional vocational program depends upon careful planning and effective implementation of the plan.

This bulletin contains the State Plan for Vocational Education as approved by the Kentucky State Board of Education. The plan provides the framework for carrying out state and local programs and points directions for future programs. It also includes statements of Kentucky statutes which are basic to the operation of vocational education programs.

This plan is the result of many persons working cooperatively on standards and guides for vocational education programs in Kentucky. Grateful acknowledgment is made to the vocational teachers, teacher trainers, school administrators, members of the staff, and the State Advisory Committee for the splendid work which they did in writing this plan for the operation of vocational education in Kentucky.

Wendell P. Butler
Superintendent of Public Instruction

INTRODUCTION

The State Plan for Vocational Education in Kentucky is an agreement between the U. S. Office of Education and the Kentucky State Board of Education for the operation of the program of vocational education in Kentucky and the use of federal funds for its support. The plan was adopted by the State Board of Education on June 30, 1959, and approved by the U. S. Office of Education on August 14, 1959.

The State Plan covers, in broad outline, the program of vocational education. It will be further implemented by State Board policies and regulations. Local boards of education may use this plan as a guide in building their programs of vocational agriculture, home economics, distributive, and trade and industrial education.

The State Plan was developed cooperatively with vocational teachers, school administrators, teacher educators, and others, over a period of years. Small committees worked on various parts of the program and presented their work to the staff and Advisory Committee. The suggestions made by these committees were used by the staff and Advisory Committee which was appointed by Dr. Robert R. Martin, Superintendent of Public Instruction. The Advisory Committee met a number of times and devoted many hours to the development of the plan. The members of this Advisory Committee were:

- Dr. Ralph H. Woods, President, Murray State College
- Mr. Woodford L. Gardner, Principal, Park City High School
- Mr. Carlos Oakley, Superintendent, Union County Schools
- Mr. George L. Ramey, Director, Mayo State Vocational School
- Mr. Arthur W. Corns, Teacher of Agriculture, Clark County High School
- Mr. Carl P. Hatcher, Supervisor, Pike County Schools
- Mr. Devert Owens, Area Director, Hazard Area Vocational School
- Mrs. Dorcas Willis, Classroom Teacher, North Middletown School
- Mrs. Christine Wallace, Home Economics Teacher, Carrollton High School

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SECTION I. ADMINISTRATION AND SUPERVISION

1.0 THE STATE BOARD FOR VOCATIONAL EDUCATION AND STATE STAFF—Creation, Organization, and Functions

1.1 The State Board

The Kentucky State Board of Education and the State Board for Vocational Education are one and the same. In this State Plan, the State Board for Vocational Education will hereinafter be referred to as the State Board of Education and will act as such Board under the terms of the acceptance of the provisions of the Acts of Congress of the United States relating to Vocational Education, which include area vocational programs as set forth by the National Defense Education Act. See KRS 156.030, 156.050, 163.020, 163.030, and 163.050 (3) in the Legal Appendix.

1.2 State Board staff

The state director shall serve as head state supervisor of area vocational education programs, and the head state supervisors of other vocational services that have special skills for program development of approved occupations requiring highly skilled technicians shall have definite and special responsibilities in program development. They shall act as assistant head state supervisors in this program.

1.3 Executive officer of the State Board for Vocational Education

See Sections 91 and 93 of the Kentucky Constitution and KRS 156.130 in the Legal Appendix.

1.4 State director of vocational education

The state director of vocational education shall be recommended by the superintendent of public instruction and approved by the State Board of Education, in accordance with KRS 156.140. He shall be the director of the Bureau of Vocational Education in the State Department of Education. His tenure of service, compensation, and duties shall be prescribed by the State Board of Education in accordance with the state and federal acts for vocational education.

The state director shall administer and give general direction to the programs of vocational education. It shall be his duty, through his supervisory staff, to approve vocational programs. It shall also be his function to prepare budgets, check bills and expense accounts, keep records of receipts and disbursements of state and federal funds for vocational education, and prepare reports for the State Board of Education and the U. S. Office of Education. He shall promote the vocational program within the state and shall encourage research that is essential and necessary for continued program development. He shall be responsible, through the executive officer, to the State Board of Education and the U. S. Office of Education for carrying out the provisions of this State Plan.

The state director shall have a master's degree with a minimum of five years of experience in administration, supervision, or teacher training in an approved program of vocational education. The State Board may recognize an individual with a B. S. degree for the position of state director provided he has had at least eight years successful experience on a local, district, area, or state level in a full-time position as an administrator, supervisor, or teacher trainer of approved programs of vocational education involving two or more services.

1.5 Supporting professional staff

1.51 Assistant director of vocational education

The responsibilities of the assistant director of vocational education shall be to assist in the implementation of the functions of the state director as set forth in 1.4.

His qualifications are the same as those required for the state director.

This position shall be established when deemed advisable by the State Board of Education and upon recommendation of the superintendent of public instruction.

1.52 General research specialist

The responsibilities of the general research specialist shall be the making of plans for and carrying out research and studies, for reporting, disseminating, and utilizing results, and interpreting research data,

including implications for all services in program development.

He shall have a master's degree and training in methods of planning and conducting research. He shall also have administrative, supervisory, or teacher-training experience in one or more vocational programs. Such experience shall include some research work or conducting studies.

This position shall be established when deemed advisable by the State Board of Education and upon recommendation of the superintendent of public instruction.

2.0

1.53 Coordinator of special programs

The coordinator shall have the responsibility of working with the different vocational services in the development of programs when two or more of the services are involved in program implementation. The rural development and area vocational education programs, in which all services of vocational education participate, are good examples of the type of work for which the coordinator shall be responsible.

He shall have a master's degree and at least five years of administrative, supervisory, or teacher-training experience in one or more approved programs of vocational education.

1.6 Employing state staff

See KRS 156.140 and 163.050 (1) in the legal Appendix.

1.61 All employment, classification, and compensation of personnel shall be subject to the approval of the State Department of Personnel.

1.7 Delegation of authority

Authority shall be delegated as set forth in 1.3 and 1.4 of this State Plan.

3.0

1.8 State advisory committees

A state advisory committee or committees for vocational education may be appointed consisting of lay groups and governmental agencies interested in vocational education. Members of the committees shall be recommended by the superintendent of public instruction and approved by the State Board of Education. The function of the state

advisory committee shall be to advise the state director of vocational education with respect to further development and effective interpretation of vocational education.

In addition to the state advisory committee, each service may have an advisory committee.

1.9 Reports to the U. S. Commissioner of Education

The State Board, through its official staff for vocational education, shall make annual fiscal, statistical, and descriptive reports as requested by the U. S. Office of Education.

2.0 THE STATE PLAN

2.1 Adoption procedures

At the direction of the superintendent of public instruction, a State Plan and/or amendment to the plan shall be prepared by the staff in vocational education in cooperation with the functioning committee appointed for such purposes. The State Plan shall then be submitted upon recommendation of the superintendent of public instruction to the State Board for its approval. Upon approval, the State Plan and/or amendment shall be submitted to the U. S. Commissioner of Education for final approval.

2.2 Clearances and approvals

The State Plan and/or amendments to the plan may be submitted to the U. S. Commissioner of Education without prior clearances and approvals by other agencies of the state, such as the Attorney General or attorney for the Department of Education.

2.3 Enforcement

All provisions of the State Plan shall be binding upon state and local school agencies to the extent that no reimbursement for any expenditures will be made until provisions of the State Plan are met.

3.0 STATE SUPERVISION OF THE PROGRAM

3.1 General policies

3.11 The State Board of Education shall assume responsibility for providing for adequate supervision of the total program of vocational education. The State Board of Education upon the recommendation of the superintendent of public instruction may make such assignments and set up such administrative working conditions as will promote, develop,

and improve the state program of vocational education in all of its aspects.

3.12 The purpose of supervision in the respective fields in vocational education shall be to help in the development of better teaching-learning situations. Supervision should provide resource, consultant, and leadership services which will contribute to the solution of problems and accomplishment of goals that seem important to both teachers and supervisors.

3.13 Duties common to all supervisors include:

3.13-1 Assisting in the planning and development of state and local programs in their respective fields.

3.13-2 Assisting teachers in improving instruction.

3.13-3 Helping in the planning and preparation of instructional materials.

3.13-4 Assisting in evaluating the results of the instruction.

3.13-5 Helping to secure facilities and conditions which are conducive to effective instruction.

3.13-6 Assisting in planning and carrying out studies and surveys in their respective fields which will promote better instruction.

3.13-7 Assisting in carrying out administrative responsibilities consistent with the position and carrying out such administrative responsibilities as may be assigned.

3.13-8 Assisting in interpreting all phases of the program to professional workers and lay workers.

3.14 Duties common to head state supervisors and assistant head state supervisors include:

3.14-1 Working with teacher-training institutions on the undergraduate and graduate programs for vocational teachers and counselors.

3.14-2 Recommending to the state director of vocational education contractual agreements for reimbursement of the various types of programs.

3.14-3 Approving teachers to carry on instruction in the various fields of vocational education.

- 3.14-4 Being responsible to the state director of vocational education for all reports and records of local programs required by the State Board of Education.
- 3.14-5 Counseling with boards of education and administrators desiring information regarding establishment and organization of programs of vocational education.
- 3.14-6 Giving over-all guidance to the planning and development of the state program.
- 3.14-7 Giving over-all guidance to work of staff members in their respective fields.
- 3.14-8 Recommending to the state director of vocational education approval of programs in vocational education.

3.2 Verification of qualifications of professional personnel

The procedures by which the qualifications of professional education personnel are verified for conformity with the standards of the State Plan are:

3.21 State Board staff

Appointments to positions in vocational education shall be made by the superintendent of public instruction with the approval of the State Board of Education.

3.22 Staff of teacher-training institutions

Qualifications of new personnel appointed by the teacher-training institutions shall be submitted to the state director of vocational education for verification of conformity with the standards of the State Plan.

3.23 Employees of local schools

Employees in vocational education in local schools shall be employed by the local boards of education upon the recommendation of the local superintendent of schools. The vocational employee shall hold a certificate, issued by the Division of Teacher Education and Certification, to teach or supervise the subject for which he is employed. The requirements for certificates for vocational personnel shall be consistent with the qualifications listed in the State Plan for each position. It shall be the responsi-

bility of the head state supervisor of each service to obtain and review the qualifications of local personnel in terms of State Plan requirements.

The Division of Teacher Education and Certification shall issue all teaching certificates. Certification requirements for vocational personnel are recommended by the state director of vocational education to the director of the Division of Teacher Education and Certification. The directors of the two divisions work cooperatively with the Advisory Committee on Teacher Education which makes recommendations on certification requirements to the Council on Public Higher Education, and when adopted by the Council they are submitted through the superintendent of public instruction to the State Board of Education for official adoption.

Graduates of out-of-state institutions shall have transcripts of credits sent to the Division of Teacher Education and Certification. These transcripts of credits shall be reviewed and recommendations for issuance of the appropriate certificate made by the supervisors in the respective fields, to the director of teacher education and certification.

3.3 Evaluation of programs

3.31 Professional evaluations of vocational programs shall be made periodically by individuals or teams consisting of such people as teachers, supervisors, principals, superintendents, pupils, fellow-teachers, parents, and others in the community to point up strengths and weaknesses in terms of the objectives of the programs.

3.32 Vocational programs shall be evaluated annually to determine if the programs are being operated in compliance with the State Plan and regulations through an analysis of reports from teachers and administrators and supervisory reports of visits to the programs.

3.4 Teacher training, general policies of the State Board for:

3.41 The State Board as an agency may do teacher training by using the supervisory staff, the itinerant teacher trainers attached to its own staff or assigned

to a training institution, or teacher-training staffs of approved teacher-training institutions.

- 3.42 Teacher-training institutions shall request approval by submitting, every five years, to the state director of vocational education, a plan indicating provisions for physical facilities, the number and qualifications of staff, curriculum offerings, and student teaching facilities in the field for which approval is requested. Changes during the period covered by this plan shall be submitted for approval.

Institutions shall submit annually applications for reimbursement for the parts of the programs that are eligible for reimbursement along with a budget showing proposed use of funds.

All contracts and agreements shall be reviewed by the head state supervisor and recommendations made to the state director of vocational education.

- 3.43 An evaluation of the teacher-training programs shall be made periodically to determine if the programs are being operated in compliance with the provisions of the agreements and the State Plan through an analysis of reports of visits made to the institution and reports submitted by administrators and teacher trainers.

- 3.44 Teacher training by local boards of education shall not be approved.

3.5 Research, studies, investigations, and experimentation

Research, studies, investigations, and experimentation may be carried on which deal with problems in vocational education and which will contribute to the improvement and development of the different phases of vocational education or to the over-all program of vocational education. Studies or projects for which vocational funds are used shall be carefully planned, indicating the problems to be studied, the method of studying the problem, the qualifications of personnel to plan and carry it through, the estimated time the study will begin and terminate, and the estimated cost.

Persons employed or designated to carry on research and studies shall have the same qualifications as set

forth in 1.52 of this section. Their duties shall include planning and carrying out research projects, reporting the findings, assisting in disseminating the information and in making plans for the utilization of the results.

Approval for study shall be made by the superintendent of public instruction upon recommendation by the state director of vocational education.

3.6 General conditions

The State Board of Education, through the state director and his head state supervisors, is responsible for the development of a system of reporting and conducting program reviews, as well as periodic surveys through visitation to assure that the program of vocational education meets the following conditions as required by the federal vocational education acts:

- 3.61 That such education will be under public supervision or control.
- 3.62 That the controlling purpose of such education will be to fit individuals for useful employment.
- 3.63 That such education will be of less than college grade.
- 3.64 That costs of instruction supplementary to the vocational instruction necessary for a well-rounded course of training will not be paid from federal or matching funds.
- 3.65 That space and equipment for vocational instruction will be adequate.
- 3.66 That courses of study will be adequate.
- 3.67 That methods of instruction will be appropriate for vocational subjects.

4.0 STATE FISCAL PROCEDURES AND PRACTICES

4.1 Public control of funds

The money appropriated by the General Assembly of the Commonwealth of Kentucky and by the Acts of Congress of the United States and any other available funds shall be accepted and expended in accordance with law, policies, and rules and regulations of the State Board of Education and in accordance with federal laws, rules and regulations. See KRS 163.040.

4.2 Custody of federal funds

The state treasurer is custodian for all money received by the state and from the Federal Government under the Federal Acts and he shall collect the money and pay it out upon order of the State Board of Education or its authorized agent. See KRS 163.070.

4.3 Prorating of costs

All costs of administration, research covering all fields, and vocational guidance at the state level paid from federal or matching funds shall be prorated among the respective services on the basis of the approximate percentage of the total vocational expenditures by each of the services. The costs for the salaries and expenses of state staff members devoting part of their time to nonvocational responsibilities shall be prorated on the basis of the amount of time spent on vocational and nonvocational duties. The amount of time will be fixed on the basis of budget or written assignments by the director or other responsible official.

4.4 Contracts and agreements with local schools

Applications for the approval of vocational programs and for approval of vocational units under the foundation program shall be submitted by local boards of education to the Bureau of Vocational Education at the beginning of each school year. These applications shall show such items as the type of program, number and qualifications of personnel to be employed, estimated expenditures for salaries and travel of teachers, supervisors, and administrators, instructional supplies, and instructional equipment. The head state supervisor of each of the services shall review these applications and make recommendations to the state director of vocational education. The state director of vocational education shall approve all contracts and agreements.

4.5 Claims for reimbursement

4.51 Public school boards or boards of regents of institutions of higher learning shall submit financial statements showing purpose of expenditures in the operation of the vocational programs. Financial statements claiming reimbursement shall show such items as salaries and travel of teachers, supervisors, and administrators, instructional supplies, and in-

structional equipment. The statements shall be reviewed by the head state supervisor of the service involved and, if all claims are in accordance with applications approved and the rules and regulations of the State Board of Education, such claims shall be approved by the state director of vocational education for reimbursement.

A school's application for benefits under the foundation program and/or a statement signed by the local superintendent of schools giving salaries paid vocational teachers in approved programs will serve in lieu of a claim insofar as the day and cooperative classes are concerned.

4.52 The state and/or local school shall keep separate records of any tuition or fees collected from students. Such moneys shall not be used for matching purposes.

4.53 The State Board of Education shall approve all budgets for vocational education and authorize the state director of vocational education to approve reimbursement for expenditures covered in the budget.

4.54 Before giving approval, the state director shall verify, from information on applications submitted, that Title III funds shall not be used for area vocational education programs to reduce the amount of state or local funds, or both, being spent for existing programs which qualified only under the Smith-Hughes Act and Titles I and II of the George-Barden Act, except that an amount equal to the total reduction will be expended in Title III programs.

4.6 Records and reports

Each local school shall keep records and submit all reports necessary for the head state supervisor of each respective service to determine that the program of vocational education for that service is being operated in accordance with the provisions of the State Plan. Such records and reports will show enrollment of students, number and type of classes, qualifications of vocational personnel, expenditures of vocational funds, and claims for reimbursement. All

records and reports necessary for auditing the program shall be maintained in the office of the State Department of Education.

4.7 Program review

Each program of vocational education shall be reviewed annually by a supervisor of the respective service. The head state supervisor shall determine through reports from teachers and school administrators and from periodic visits from supervisors that all conditions of the State Plan are met before reimbursement is made.

4.8 Audits of State Board accounts

Vocational funds at the state level shall be audited annually by state auditors. All state audit reports shall be reviewed by the state director of vocational education and the superintendent of public instruction.

5.0 TRAVEL REGULATIONS

State directors, supervisors, supporting state staff, members of advisory committees, teachers, and consultants may be reimbursed for necessary travel expenses in carrying out their responsibilities in approved programs of vocational education. All such travel expenses shall be reimbursed in accordance with state travel regulations. See KRS 163.050 (2).

6.0 THE LOCAL ADMINISTRATION OF PROGRAMS OF VOCATIONAL EDUCATION

6.1 Kinds of schools

The State Board of Education shall approve programs of vocational education to be conducted by city, county, and consolidated school systems, area vocational schools, State Board of Education, and institutions of higher learning. The term "area vocational school" in this plan means both area and state vocational schools. Area vocational programs, or schools to be recognized, shall be administered by a local public board of education, the State Board of Education, or a board of regents in state institutions of higher learning.

Under the National Defense Education Act, the State Board may classify as approved geographical areas, the entire state and any subdivision of the state as a geographical area to be served for the purposes of Title III.

6.2 Director of vocational education

Local directors of vocational education may be employed in areas where the size and scope of the program in two or more fields of vocational education justify the position.

6.21 Duties of the local director of vocational education

The local director shall be directly responsible for the administration of the vocational programs under his jurisdiction. He shall give general direction to planning, promoting, financing, supervising, and evaluating programs of instruction in the various areas of vocational education. He shall recommend for approval local programs of vocational education, including personnel to be utilized.

6.22 Typical relationships to local school administrators

The local director shall work under the direction of and be responsible to the chief administrator of the local school program, or to some other local administrator designated by the chief local school administrator. A local director of a state-operated school or program shall be directly responsible to the head state supervisor.

6.23 Qualifications

6.23-1 Education

He shall hold at least a bachelor's degree and must meet all qualifications as an instructor and/or coordinator or supervisor in one area of vocational education. He shall also have had additional training which provides an insight into the objectives, administration, organization, and operation of the programs he is to administer.

In the area vocational education, distributive, and trade and industrial education programs, in lieu of a bachelor's degree, the board of education may recognize a minimum of sixty-four semester hours of approved college courses, of which a minimum of sixteen semester hours must be taken in specific approved vocational education courses, and three years of successful teach-

ing, coordination, or supervisory experience in two or more fields of vocational education in lieu of two of the four years of college training.

6.23-2 Experience in vocational education

He shall have had a minimum of three years of successful teaching and/or coordinating or supervising experience in one area of vocational education.

6.3 Advisory committees

Advisory committees may be set up for the purpose of functioning in an advisory capacity in all areas of the vocational education program. These committees may include an over-all advisory committee to vocational education, and/or special committees to function in the individual areas of the program. Sub or craft committees may also be set up in specialized areas of instruction within any vocational service. These advisory committees will function in such areas as helping to plan programs, develop curricula, promote and interpret vocational programs.

6.4 Public control of funds

Funds from other than tax sources may be used for matching purposes provided they are accepted and disbursed by the local school board in accordance with established procedures for the use of regular tax source funds. Such funds may not include tuition and other fees collected from students for instruction.

6.5 Audits

Complete audits shall be made of local accounts annually by the accounting supervisors of the State Department of Education. The superintendent of public instruction for the state shall determine the adequacy of the audits and shall see that such audits are available to the state director of vocational education and the vocational education staff.

SECTION II. AGRICULTURAL EDUCATION

1.0 PLAN FOR SUPERVISION

1.1 Special duties

1.11 Head state supervisor and assistant head state supervisor

1.11-1 Coordinate the program of vocational agriculture with other programs in education, programs of agriculture, and other programs affecting vocational agriculture in the state.

1.11-2 Be responsible for the efficient operation of the FFA Leadership Training Center at Hardinsburg and the development of a well-rounded program of leadership training at the center.

1.11-3 Supervise and direct the state program for Future Farmers of America and the state program for the Kentucky Young-Farmer Association.

1.11-4 Be responsible for the operation of programs in agricultural education that may be developed to meet a special need or any emergency that might arise.

1.11-5 Hold workshops for teachers and for school administrators in developing and improving programs of vocational agriculture.

1.12 Assistant state supervisors

1.12-1 Be responsible to the head state supervisor for developing and promoting specific phases of the program assigned to them by the head state supervisor.

1.12-2 Hold, in cooperation with district supervisors, workshops and in-service training programs for teachers of vocational agriculture in specific phases of the program.

1.12-3 Perform such other duties as may be assigned by the head state supervisor of agricultural education.

1.13 District supervisors

- 1.13-1 Be responsible to the head state supervisor of agricultural education for the program of vocational education in agriculture in their districts.
- 1.13-2 Coordinate the program of vocational agriculture between state and local levels.
- 1.13-3 Perform such other duties as may be assigned by the head state supervisor of agricultural education.

1.2 Qualifications of head state supervisor and assistant head state supervisor

1.21 Professional preparation

The head state supervisor and assistant head state supervisor of agricultural education shall qualify as a teacher of vocational agriculture in Kentucky and shall have completed the work for the master's degree, the major of which shall have been in education with at least twelve semester hours of graduate work in agricultural education.

1.22 Experience in teaching vocational agriculture

He shall have taught vocational agriculture at least three years and shall have had two or more years of experience in teacher training or in supervision on the state or district level.

1.3 Qualifications of assistant state supervisors and district supervisors

1.31 Professional preparation

An assistant state supervisor shall qualify as a teacher of vocational agriculture and shall have completed the work for the master's degree.

A district supervisor shall qualify as a teacher of vocational agriculture and shall have completed fifteen semester hours of graduate work toward the master's degree. He shall advance toward the master's degree at the minimum rate of three semester hours of graduate work per year.

1.32 Assistant state supervisors and district supervisors shall have taught vocational agriculture three years or more.

2.0 PROGRAM OF INSTRUCTION

Programs of instruction shall be provided for in-school youth who are preparing for farming, out-of-school youth who are establishing themselves in farming, and adult farmers who are interested in improving their farm businesses. Courses of study shall be prepared for each group. Reports from teachers and visits by supervisors in agricultural education will assure that:

2.1 All courses of study and the instruction given shall be adjusted to the types of farming in the community and will meet the needs of the persons enrolled.

2.2 Instruction in the classroom and on the farm will be based on the farming program and the agricultural needs of those enrolled.

2.3 All persons enrolled are at least fourteen years of age or have reached the ninth grade.

2.4 Day classes

2.41 Provisions for students' farming programs and for supervision by teacher

Each student enrolled in vocational agriculture shall conduct a supervised farming program. Supervised farming programs may be made up of productive enterprise projects, improvement projects, and supplementary farm practice, or placement on a farm for supervised work experience.

The teacher of vocational agriculture shall visit each student's supervised farming program. He shall advise the students and furnish such information as is necessary to the proper conduct of the work. The teacher shall make such reports of his supervision and of supervised farming programs of students as are called for by the head state supervisor of agricultural education or the director of vocational education.

2.42 Length of class sessions and number of class sessions per week

The minimum length of the class period shall be the length of time approved for accredited laboratory classes by the State Board of Education, provided all vocational agriculture classes shall meet at least sixty minutes (57 minutes net) per day, five days a week, or have the equivalent net time per week in a rotating schedule.

2.42-1 Length of course in years

Local boards of education should offer four years of vocational agriculture. They may offer a minimum of three years of vocational agriculture. When only three years of vocational agriculture are offered, it shall be the last three years of the high school.

2.43 Qualifications of teachers

2.43-1 Professional and technical training

Teachers of vocational agriculture shall be graduates in agriculture from institutions of higher learning approved by the State Board of Education to train teachers of vocational agriculture and shall have had at least sixty hours of technical agriculture and at least eighteen semester hours in agricultural education. Teachers trained in institutions outside the state shall meet the qualifications for teachers of vocational agriculture in Kentucky.

2.43-2 Experience in farming

Teachers of vocational agriculture shall have been farm reared or shall have had at least three years of farm experience after the age of fourteen.

2.44 Provisions for employment of teachers of vocational agriculture

2.44-1 All teachers of vocational agriculture shall be employed on a twelve-month basis except in case of new departments. Teachers may be employed for new departments on an eleven-month basis, or one month prior to the opening of school.

2.44-2 Annual leave

Teachers of vocational agriculture may be permitted to have two weeks summer vacation. They may be permitted to attend summer school for improvement in teaching vocational agriculture and take a summer vacation, provided the total time spent in summer school and vacation does not exceed four weeks in any given year.

2.45 Provisions for official travel

Local boards of education shall make provisions for travel of teachers of vocational agriculture necessary for carrying out their official duties as teachers of vocational agriculture, including supervision of farming programs of those enrolled in vocational agriculture classes, attendance at state and district meetings called by the head state supervisor, assistant state supervisors, or district supervisors, and other travel within the state and local community necessary to properly conduct the program of vocational agriculture in their school. Out-of-state travel shall have prior approval of the head state supervisor of agricultural education.

2.46 Provisions for, and work with, youth organizations

2.46-1 Leadership training

Each department of vocational agriculture shall provide for training in rural leadership through an active chapter of Future Farmers of America or New Farmers of America. The activities of these chapters shall be an integral part of the high-school program of vocational agriculture. The young-farmer organization shall be an integral part of the young-farmer program of the department and shall provide leadership activities for its members.

2.5 Young-and adult-farmer classes.

2.51 Programs of instruction may be provided for young farmers and for adult farmers. Such programs of instruction shall include class instruction and on-farm supervision and shall be designed to meet the needs of those enrolled. The program of instruction shall extend over a twelve-month period and shall consist of not fewer than ten meetings of not less than twenty hours of class instruction. Each person enrolled shall carry out a supervised farming program throughout the year. The teacher of vocational agriculture shall provide supervision and follow-up instruction on the farm.

2.52 Qualifications of teachers of young-and adult-farmer classes

2.52-1 Training for teaching

- a. Teachers qualified to teach high-school all-day vocational agriculture classes shall be qualified to teach young-farmer and adult-farmer classes.
- b. Agriculturally trained persons who have demonstrated their ability to work with adult groups and have done outstanding work in the field in which they are to teach may be employed to teach young-farmer and adult-farmer classes upon the approval of the head state supervisor of agricultural education.
- c. Persons with specific abilities may be employed, with the approval of the head state supervisor of agricultural education, to assist the regular instructor of the young-farmer and adult-farmer classes in teaching those phases of the course in which the regular instructor feels he is not qualified to teach.

2.52-2 Experience in farming

The regular teacher of young-farmer and adult-farmer classes must have had at least three full years of farm experience after the age of fourteen.

2.53 Teachers of young-farmer and adult-farmer classes shall make such reports and keep such records as the head state supervisor of agricultural education may require to assure that the program is operated according to the provisions of the State Plan and the policies of the State Board of Education.

2.6 Administrative relationships and arrangements

2.61 Facilities

The local board of education shall furnish a classroom together with tables, chairs, library, and equipment suitable and adequate to carry out the purpose for which the department was established. A well-equipped farm mechanics shop of adequate size to carry on instruction in farm mechanics shall be provided.

2.62 Teaching materials and supplies

Adequate reference and other teaching materials and supplies shall be provided for classroom and farm mechanics instruction.

3.0 ADVISORY COUNCILS OR COMMITTEES

The state superintendent of public instruction may, upon the recommendation of the head state supervisor of agricultural education and director of vocational education, appoint a state advisory committee to advise with the head state supervisor and his staff on the program of vocational agriculture in the state.

This committee shall be made up of outstanding farmers and others interested in the program of vocational agriculture. Appointments shall be made in such a way that the terms of not more than one third of the members of the advisory committee will expire in any given year.

4.0 PROGRAM OF TEACHER TRAINING

4.1 Institutions designated by the State Board for preparation of teachers

The University of Kentucky, Lexington, Kentucky; Murray State College, Murray, Kentucky; Western Kentucky State College, Bowling Green, Kentucky; and Berea College, Berea, Kentucky shall be approved for providing technical training for teachers of vocational agriculture. Professional training shall be provided at the University of Kentucky. In addition to the above institutions, Kentucky State College, Frankfort, Kentucky shall be approved to provide both technical and professional training until June 30, 1961.

The State Board of Education may withdraw approval from any institution upon the recommendation of the state director of vocational education and the head state supervisor of agricultural education when that institution fails to provide an adequate training program for teachers of vocational agriculture in line with the conditions set out in 4.2, 4.3, 4.4, and 4.5 of this section of the State Plan.

4.2 Professional education course required

The following professional educational courses are required of teachers of vocational agriculture:

Teaching Vocational Agriculture, 15 semester hours
Adult-farmer Schools and Young-farmers Courses in

Agriculture, 3 semester hours

Determining Content in Vocational Agriculture, 3 semester hours

All of these courses are reimbursable.

4.3 Technical agriculture courses required

The teacher-training institutions shall require technical courses in agriculture for students preparing to teach vocational agriculture approximately as follows:

Soils and plant science, 18-24 semester hours

Animal husbandry, 18-24 semester hours

Agricultural engineering, 9-12 semester hours

Agricultural economics, 9-12 semester hours

4.4 Qualifications of teacher trainers

4.41 All teacher trainers except supervising teachers shall have at least a master's degree with a major in agricultural education. They shall have at least 12 semester hours of agricultural education on a graduate level.

Supervising teachers shall meet the same requirements as other teacher trainers with this exception: A supervising teacher may be issued a temporary or emergency commission while short of meeting full requirements but must make satisfactory progress toward meeting the requirements in full.

4.42 Experience in teaching vocational agriculture
Three years.

4.5 Conditions for approval of institutions to train teachers of Vocational Agriculture

4.51 Standards for technical instruction in agriculture

4.51-1 Each faculty member of the teacher-training institutions that provide technical training in agriculture shall have at least a master's degree. He shall have his master's degree with a major in the area of his teaching assignment, or through training and experience be recognized as an authority in this field.

4.51-2 Each institution providing technical training in agriculture shall maintain a school farm and provide adequate livestock and crops for use in instruction. Classrooms,

laboratories, and other instructional facilities necessary for the proper instruction in agriculture shall be provided by each institution.

- 4.52 Procedures to determine whether institutions meet the standards under 4.51

Periodic visitation and evaluation by the head state supervisor of agricultural education shall be made to determine if the approved institutions are meeting all provisions of Section I, 3.42, and 3.43 of this State Plan.

5.0 PROVISIONS FOR RESEARCH, STUDIES AND EXPERIMENTATION, IF ANY, OTHER THAN THAT TO BE CARRIED ON BY SUPERVISORY AND TEACHER TRAINING STAFF

- 5.1 It is not contemplated that any agreements will be made with schools for carrying on research, making studies, or doing experimentation, other than by the regular staff.

- 5.2 In general, the qualifications for research personnel will be the same as for supervisors and teacher trainers respectively. Persons who can qualify as graduate students in agricultural education at the University of Kentucky and who will work under the direction of a teacher trainer at the University or of the head state supervisor of agricultural education may be employed for clerical or statistical services in agricultural education, provided the pay is not in excess of that which would be paid by the institution to other individuals for such service and that such service is not in connection with a problem or study which the individual is doing for college credit or to meet the requirements for a degree.

SECTION III. DISTRIBUTIVE EDUCATION

1.0 PLAN FOR SUPERVISION

The head state supervisor of trade and industrial education and distributive education shall act in a dual capacity as head state supervisor of distributive education and head state supervisor of trade and industrial education until such time that the distributive education program has grown and developed to an extent that it will justify the employment of a full-time head state supervisor of distributive education; It shall be the responsibility of the head state supervisor, acting in a dual capacity, to give general supervision and direction to the distributive education program and to see that adequate promotion and specific supervision is carried on by other supporting professional state staff members.

1.1 Specialized state supervision

1.11 The over-all supervision of distributive education shall be the responsibility of the head state supervisor of trade and industrial and distributive education, acting in a dual capacity as explained in 1.0 of this plan. Specific and specialized program supervision shall be the responsibility of the assistant head state supervisor of distributive education. The head state supervisor of distributive education is responsible to the state director of vocational education.

1.12 The head state supervisor shall devote adequate time to general direction and supervision of the program to assure promotion, growth, and development of the program. It is not planned to use any federal funds to pay any portion of the head state supervisor's salary or travel expenses until such time that a full-time head state supervisor of distributive education may be employed.

1.13 The head state supervisor is located in the State Department of Education.

1.2 Special duties of head state and assistant head state supervisors

1.21 Special duties other than those in Section I, 3.1, of head state supervisor

- 1.21.1 Approve requests for reimbursement and claims of program expenditures before such reimbursements are made.
 - 1.21-2 Recommend for approval assistant head state supervisor and other supporting state staff members in distributive education.
 - 1.21-3 Approve all personnel employed in distributive education programs below the state level.
 - 1.21-4 Give general supervision to teacher-training programs in distributive education to the end that needed teachers are trained and standards are met.
- 1.22 Special duties of assistant head state supervisor
- 1.22-1 Coordinate distributive education programs, on a state-wide basis, with businesses engaged in distribution.
 - 1.22-2 Supervise and coordinate, on a state-wide basis, distributive education programs offered by area vocational schools.
 - 1.22-3 Assist local boards of education in planning and coordinating cooperative part-time programs.
 - 1.22-4 Assist area vocational school directors in promotion, planning, and development of distributive education programs.
 - 1.22-5 Assist in the development of courses of study and instructional materials for use in distributive education classes.
 - 1.22-6 Serve as the designated sponsor of the Kentucky Future Retailers' Association.
 - 1.22-7 Perform other duties essential to program operation, as may be assigned by the head state supervisor.
- 1.3 Qualifications of head state supervisor

The head state supervisor of trade and industrial education shall also act as the head state supervisor of distributive education. The qualifications of the head state supervisor of distributive education shall be the same as set forth

in Section V, 1.21, and 1.22 of this plan until such time that a full-time head state supervisor of distributive education may be employed.

1.4 Qualifications of assistant head state supervisor

1.41 The assistant head state supervisor shall hold a bachelor's degree from a standard college or university.

1.42 He shall have at least eighteen semester hours in the areas of marketing, merchandising, retailing, accounting, business law, management, and economics, plus sixteen semester hours in approved vocational education courses.

1.43 He shall have at least three years experience as a teacher or coordinator of approved distributive education classes.

1.44 He shall have at least three years of practical work experience in recognized distributive occupations.

1.5 Supporting professional state staff

1.51 Does not apply at this time; however, provision will be made for such by amendment to this plan when the need arises.

1.6 Duties and qualifications of directors of area vocational schools

See Section I, 6.1, and 6.2.

2.0 PROGRAM OF INSTRUCTION

2.1 Procedures to be used to insure that the instructional content is distinctly and functionally applicable to the field of distribution

Course outlines and instructional content will be based on analysis of the occupational field as determined by surveys, job analysis, personal contacts, and with help of advisory committees.

2.2 Nature and content of instruction based on occupational needs

Course outlines and instructional content shall be prepared and followed in all classes and shall be based upon the occupational needs of each individual enrolled. Such individual needs shall be determined by an analysis of the specific occupational requirements.

2.3 Procedure to be used by the state to assure that all enrollees will be qualified

Records and reports shall be maintained by the State Office and individual schools where programs are operated. Data available from these records and reports shall include: Name and location of school, class schedule, teacher schedule, length of class periods, beginning and closing dates of class, copies of course outlines, numbers and ages of students enrolled, and record of student employment.

2.4 Evening and part-time extension classes

2.41 Qualifications of teachers and/or teacher-coordinators

2.41-1 Professional preparation

Teachers and/or teacher-coordinators shall participate in teacher-training conferences as they are made available, and they shall complete designated teacher-training courses as required for certification by the State Board of Education.

2.41-2 Technical preparation

The teacher and/or coordinator shall submit evidence of satisfactory training experience in the specific area of distributive education that is to be taught.

2.41-3 Experience

The teacher and/or teacher-coordinator shall have at least three years of wage-earning experience in the subject area to be taught.

2.42 Qualifications of teachers used for special assignments

Teachers used for special assignments shall meet the minimum requirements as set forth by the State Board of Education and shall have a minimum of three years satisfactory experience in the special assignment area.

2.5 Part-time cooperative classes

2.51 Types of cooperative part-time classes offered

2.51-1 Programs may be offered covering two school years and which may provide one regular class period a day of classroom instruction in distributive education where classes are limited to students who are em-

employed in a distributive occupation for not less than a weekly average of fifteen hours during the school year. The school year shall be no less than nine months in length. The major portion of the hours of employment shall be during school time.

2.51-2 Programs may be offered covering one school year and which provide for an average of at least two regular class periods a day of classroom instruction in classes limited to a cooperative group. Such classes are limited to students who are employed in a distributive occupation for not less than a weekly average of fifteen hours during the school year. The school year shall be no less than nine months in length. The major portion of the hours of employment shall be during school time.

2.51-3 Programs may be conducted covering one school year of at least nine months, which provide for an average of at least one regular class period per day of classroom instruction in classes limited to the cooperative group and enrolling only those who have completed a sequence of at least two high-school units of credit of two semesters in distributive subjects taught by a competent vocational teacher.

2.52 Qualifications of teacher-coordinators

2.52-1 Must be a high-school graduate. Those with a bachelor's degree will be required to take at least sixteen semester hours of approved vocational education courses after employment. Those without a degree must earn at least twenty-four semester hours of credit in approved vocational education courses. A minimum of two semester hours of credit in approved vocational education courses must be completed each year in the curriculum areas as set forth in 4.4 of this section for certificate renewal purposes.

2.52-2 Technical preparation in distribution will be evaluated upon the basis of at least three years of practical work experience in approved distributive occupations.

2.52-3 Must have at least three years experience in recognized and approved distributive occupations. Those who have completed the pre-service teacher-training program as set forth in 4.11 and 4.21 shall be considered to have met full qualification requirements.

2.53 Sectional classes

Provision is not made at this time for sectional classes in this plan.

3.0 REPRESENTATIVE ADVISORY COMMITTEES

Advisory committees may be used as provided in Section I, 1.8, and 6.3.

4.0 PROGRAM OF TEACHER TRAINING

4.1 General plan for program

The State Board of Education, as an agency, will provide for pre-service and in-service teacher training by using the supervisory staff or itinerant teacher trainers attached to its own staff, or assigned to a teacher-training institution, or by a teacher-training staff of an approved teacher-training institution.

4.11 Pre-service programs

4.11-1 Pre-service teacher training may be carried out by means of a cooperative arrangement between businesses engaged in distribution and/or services and approved teacher-training institutions. Such a plan shall provide both professional and technical preparation necessary to meet certification requirements as established by the State Board of Education.

4.11-2 Individuals who meet the minimum requirements for certification may be assigned to an approved distributive education program for a temporary or apprentice period in order to secure teaching experience under a competent instructor.

4.11-3 Pre-service teacher training may be conducted in residence or by extension through an approved teacher-training institution.

- 4.12 In-service programs
 - 4.12-1 In-service programs may be conducted by approved teacher-training institutions, both in residence and by extension, professional distributive education personnel on the state staff, or by personnel approved by the State Board of Education.
- 4.2 Distributive occupations experience and other requirements for enrolling in teacher-training courses
 - 4.21 Pre-service programs of the cooperative type shall be so organized that an adequate amount of time will be spent in a business engaged in distribution to meet occupational experience requirements for certification at the same time professional training is being taken. Enrollees shall meet enrollment requirements as established by the teacher-training institution.
 - 4.22 In-service program enrollees must hold a valid certificate as a distributive education teacher.
- 4.3 Institutions designated to train teachers and coordinators
The University of Kentucky, Lexington, Kentucky, is the designated institution for teacher training. Other public institutions of higher learning may be designated by the State Board of Education as future needs may demand.
- 4.4 Types of courses to be reimbursed
 - 4.41 Foundation courses—Includes courses in principles and philosophy of distributive education.
 - 4.42 Curriculum and course construction — Includes courses in trade and job analysis, organization of subject matter into courses and curriculums.
 - 4.43 Methods—Includes courses in methods of teaching distributive education subjects as well as conference-leader training.
 - 4.44 Organization and management—Includes courses in classroom management problems, organization and operation of part-time and evening classes, principles and techniques of coordination.
 - 4.45 Research—Includes courses in conducting practical surveys determining content and problem solving.
 - 4.46 Personnel placement—Includes courses in guidance and counseling.
 - 4.47 Administration—Includes courses in the administra-

tion of vocational education programs.

4.48 Technical courses—Short intensive technical courses may be provided for employed teachers when the subject matter in such courses is of immediate value to teachers enrolled and the course is not a part of the regular curriculum of a teacher-training institution within the state.

4.5 Qualifications of teacher trainers

4.51 Professional preparation

The teacher trainer shall have a master's degree in education with a minimum of sixteen semester hours of graduate or undergraduate work in vocational education courses, including philosophy of vocational education, job analysis, and methods in distributive education.

4.52 Technical preparation in distribution

The teacher trainer shall have a minimum of twelve semester hours in technical courses directly related to the field of distribution.

4.53 Experience in teaching in a distributive program

The teacher trainer shall have at least three years experience of teaching and/or supervising approved distributive education classes.

4.54 Experience in distributive occupations

The teacher trainer shall have at least three years experience as a wage earner in recognized distributive occupations.

4.6 Criteria for designating teacher-training institutions

4.61 The institution shall offer a program for the preparation and upgrading of part-time and evening teachers, teacher-coordinators, and supervisors of distributive education as set forth in 4.4 of this section.

4.62 The designated teacher-training institution shall provide technical offerings in distribution for the preparation and upgrading of distributive teachers, coordinators, and supervisors as set forth in 4.4 of this section.

5.0 RESEARCH

Provisions for research in distributive education shall be made in accordance with Section I, 3.5, of the Kentucky State Plan for Vocational Education.

SECTION IV. HOME ECONOMICS EDUCATION

1.0 PLAN FOR SUPERVISION

1.1 Duties of supervisors, other than those in Section I, 3.1

1.11 Head state supervisor

1.11-1 Have responsibility for the over-all development of the vocational home economics program including the state home economics teachers' organization and the Kentucky Association of Future Homemakers of America.

1.11-2 Delegate authority to assistant head state supervisor and assistant supervisors.

1.12 Assistant head state supervisor

1.12-1 Carry out duties delegated by the head state supervisor.

1.12-2 Assist in the over-all development of the vocational home economics program including the state home economics teachers' organization and the Kentucky Association of Future Homemakers of America.

1.13 Assistant supervisors

1.13-1 Carry out duties delegated by the head state supervisor in accordance with the needs of the program.

1.13-2 Give guidance to programs in a specific area of the state including the district organizations of teachers and of FHA.

1.2 Qualifications of head state supervisor and assistant head state supervisor

1.21 Professional and technical preparation

She shall have completed a standard four-year college course in home economics or home economics education with a bachelor's degree and have met requirements for certification to teach vocational home economics in Kentucky. She shall also have a master's degree with a major in home economics education including a course in supervision of home economics and in curriculum construction. It is

desirable that she also have continuous and broadening educational experiences, such as study beyond the master's degree, summer school teaching of graduate courses, and assisting with workshops.

1.22 Experience in home economics programs

She shall have taught home economics in secondary schools for four years, at least three of these having been in a vocational school or department meeting minimum standards of the Kentucky State Plan. She shall have shown interest in and had successful experience with adult programs and FHA.

She shall have had three or more years experience in home economics teacher-training work or supervisory experience in home economics education.

She shall have had administrative experience sufficient to demonstrate her ability to cooperate and work with different types of people and to direct the work of others.

1.3 Qualifications of assistant state supervisors

1.31 Professional and technical preparation

The same as listed under 1.21.

1.32 Experience in home economics programs

She shall have taught home economics in secondary schools for four years, at least three of these in a vocational department or a department meeting standards of the Kentucky State Plan. She shall have shown interest in and had successful experience with FHA and adult programs.

She shall have had at least two or more years experience in home economics teacher training or equivalent supervisory experience in home economics education.

1.4 Qualifications of assistant state supervisors assigned to areas, districts, or counties

1.41 Professional and technical preparation

The same as listed under 1.21.

1.42 Experience in home economics programs

The same as listed under 1.32 for assistant state supervisors

1.5 Duties and qualifications of supporting professional state staff

No supporting professional state staff.

1.6 Duties of local supervisors

Local supervisors may be provided on a district, county, or city basis where the size and scope of home economics programs justify the position.

Duties of local supervisors include:

- 1.61 Assisting and guiding teachers in the planning and development of programs of home economics to meet needs of various age groups.
- 1.62 Assisting teachers in improving instruction.
- 1.63 Preparing, collecting, and distributing instructional materials.
- 1.64 Helping to secure facilities and conditions which are conducive to effective instruction.
- 1.65 Assisting in planning and carrying out studies and surveys which will provide better instruction in home economics.
- 1.66 Interpreting the program to professional and lay workers.
- 1.67 Guiding curriculum and other group study programs.
- 1.68 Working with local organizations and groups concerned with home and family life education.

1.7 Qualifications of local supervisors

1.71 Professional and technical preparation

She shall have completed a standard four-year course in home economics or home economics education with a bachelor's degree and have met requirements for certification to teach vocational home economics in Kentucky. She shall also have completed at least twelve semester hours toward a master's degree. She shall have had at least twenty-four semester hours of education including a course in supervision of home economics and in curriculum construction. (She shall complete the work for a master's degree within three years from the time she is first employed as supervisor.)

1.72 Experience in home economics programs

She shall have had successful experience in teaching home economics in secondary schools for four years, at least three of these in a vocational department or a department meeting minimum standards of the Kentucky State Plan. She shall have shown

interest in and had successful experience with FHA and adult programs.

2.0 PROGRAM OF INSTRUCTION

2.1 For in-school groups

2.11 Purpose and scope

The purpose of the program in home economics for in-school groups is to prepare individuals for the responsibilities and activities involved in homemaking and in family well-being. Instruction for in-school groups shall be concerned with the fundamental values and problems in the several aspects of home living and homemaking including child development, clothing and textiles, family relations, family health, foods and nutrition, home management, and housing.

2.12 Methods for determining curriculum offerings

A study of the social and economic conditions affecting families and the needs and concerns of persons to be taught and their previous training, experience, and maturity shall be the basis for determining the aspects of home living and homemaking to be included in the curriculum. Representative persons—parents, administrators, pupils, etc.—shall be invited to participate in curriculum development.

2.13 Organization

2.13-1 Length of program

A program for in-school groups shall be no less than two years in length beyond the eighth-grade level. A third and fourth year of homemaking may be offered. Only pupils who have had the first two years are eligible for enrollment in the third and fourth years. When only two years of home economics are offered, these should be in the first and second years of the high-school program. In addition to these classes, special classes dealing with problems of family living, with no prerequisites, may be organized for boys or girls, or boys and girls together. Plans for special classes must be approved by the head state supervisor.

2.13-2 Length of class periods

The minimum length of the class period shall be the length of time approved for accredited laboratory classes by the State Board of Education and in no case less than fifty-seven minutes net per class.

2.13-3 Home experiences and conference time

Home experiences shall be an integral part of the home economics program. Each pupil shall be encouraged to plan, carry out, and evaluate such home experiences as will meet her needs, interests, and abilities. The teacher shall have at least one period or its equivalent in her schedule daily for conferences with pupils. This time shall be used for such activities as individual and/or group conferences with pupils to give guidance in selection, planning, carrying out, and evaluation of projects.

2.13-4 Home visits

Visits to the homes of pupils shall be made by teachers to become acquainted with the needs of pupils and to give guidance to the selecting, carrying out, and evaluating home experiences.

2.13-5 Future Homemakers of America

A homemaking program may be enriched by having a Future Homemakers of America chapter. Time should be provided in the teacher's schedule for giving guidance to the FHA activities if the school has a chapter.

2.13-6 Length of employment of teacher

Teachers of home economics shall be employed for at least one month beyond the regular school year for services directly connected with the vocational program of home economics and may be employed for a longer period of time when the size and scope of the program justify it.

Exception: When special conditions make the additional month's employment inad-

visible, it may be omitted or reduced by permission of the head state supervisor.

2.14 Plans for evaluation

Evaluation of the program at the local and state levels shall be done in terms of meeting home and community needs in family life. Records shall be kept of objectives and accomplishments in order to check progress. Changes will be made in the program as need for these is indicated.

2.15 Administrative relationships and arrangements

2.15-1 Number of pupils per teacher

The number of pupils assigned to a teacher shall be limited in order that such parts of a vocational program as making visits to the homes of pupils, giving guidance to home experiences and FHA activities, and working with adults on their homemaking problems, can be carried out.

2.15-2 Space and equipment

The space (plant) and equipment shall approximate a home situation insofar as possible. A room or group of rooms shall be of sufficient size and properly heated, lighted, ventilated, and equipped to provide opportunities for activities and experiences in all phases of homemaking for the number enrolled in classes and to insure safety and health of pupils and teachers. Equipment and furnishings shall be conducive to the establishment of standards which may be attained in the homes. Adequate space shall be provided for storage of equipment, supplies and teaching materials. The space and equipment must be approved by the state supervisor of home economics education.

2.15-3 Teaching materials and supplies

Adequate references and illustrative and other teaching materials and supplies shall be provided.

2.15-4 Funds for operation, maintenance, and improvement

The local board shall provide funds annually for teaching materials and supplies and for operation and maintenance of the department. Funds for improving the department shall be provided when needed.

2.2 For out-of-school groups

2.21 Purpose and scope

The purpose of a program in home economics for out-of-school groups is to provide instruction that will bring about better home living and homemaking practices and that will aid adults in making desirable adjustments to constantly changing conditions and situations. Instruction in home economics for out-of-school groups will include the various aspects of home and family living.

2.22 Determining offerings and course content

A study of needs and concerns of persons to be taught, their previous training and experience, and their present situation and problems shall be the basis for determining the aspects of home and family living to be offered.

2.23 Organizational plans

2.23-1 A program for out-of-school groups shall consist of promotional work, unit of instruction, and follow-up work with all three parts closely interrelated. A unit of instruction shall consist of a minimum of six lessons of at least ninety minutes in length dealing with one aspect of home and family living. The follow-up work shall include assistance in making use of class instruction in home and community living.

2.23-2 The program shall be carried on by:

2.23-2-1 The day-school home economics teacher or a home economics teacher employed as an adult-homemaking teacher.

2.23-2-2 The day-school home economics teacher or a home economics

teacher employed as an adult-homemaking teacher assisted by a special teacher or teachers.

2.24 Plans for evaluation

Evaluation of the program at the local and state levels shall be made in terms of goals and objectives of the program. Records shall be kept in order to check progress. Changes will be made as need for these is indicated.

2.25 Administrative relationships and arrangements

2.25-1 Supervision and in-service training of teachers

The supervision of programs for out-of-school groups will be provided by the home economics supervisory staff. This supervision will include the development of policies, the approval of programs, the in-service training of teachers through visits, conferences, workshops, and materials, and the evaluation of local and state programs with recommendations for improvement.

2.25-2 Reimbursement plan

Salaries of teachers, travel, instructional materials, supplies, and equipment may be reimbursed, provided all regulations are met. If a teacher carries on an adult program in addition to a full-time, day-school teaching load, she may receive additional compensation for the adult program. A home economics teacher not having a full-time, all-day program may include some time on an adult program as part of her day-school schedule with no additional compensation. The salaries of teachers employed as adult-homemaking teachers may be reimbursed. When special teachers are employed to assist the day-school home economics teacher, special compensation for the adult program shall be prorated to both teachers in accordance with the proportionate amount of work carried on by each teacher.

2.25-3 Size of group
Out-of-school groups shall be of sufficient size to justify the expenditure of time and money for the program.

2.25-4 Place of meeting, teaching materials, and supplies
The space and equipment shall be adequate to carry on the instructional program. Essential teaching materials and supplies for the teaching of the unit of instruction shall be provided.

2.3 Qualifications of teachers for in-school groups

2.31 Home economics teachers

2.31-1 Professional and technical preparation

Teachers of home economics shall have completed a standard four-year course in home economics or home economics education with a bachelor's degree and meet requirements for certification to teach vocational home economics in Kentucky.

If teachers possessing the above qualifications are not available, an emergency permit may be issued, valid for one year, to persons who have completed twenty-four semester hours in home economics with a minimum of three semester hours in at least four areas included in the regular home economics curriculum, such as food, clothing, child development, home management, family relations, etc.; three semester hours in methods in secondary education; and a total of ninety-six semester hours of standard college work.

2.32 Home economics teachers returning to teaching after an absence of ten or more years

2.32-1 Professional and technical preparation

Teachers of home economics returning to teaching after an absence of ten or more years shall meet the current qualifications of home economics teachers or the qualifications of home economics teachers when de-

gree was granted. When an evaluation of credits shows great variance from present requirements, the head state supervisor of home economics shall indicate additional credit needed.

2.32-2 Other requirements

Returning home economics teachers shall attend a series of conferences and/or workshops dealing with new phases of the program and up-to-date methods of teaching during the first year the teacher returns to teaching.

2.33 Teachers for child-development laboratory in home economic programs

2.33-1 Professional and technical preparation

Teachers for child-development laboratories shall meet the qualifications for home economics teachers and shall have additional training in the area of child development including laboratory experience in the nursery school.

2.4 Qualifications of teachers for out-of-school groups

2.41 Home economics teachers

2.41-1 Professional and technical preparation

The professional and technical preparation for a teacher of out-of-school groups shall be the same as outlined for teachers of in-school groups.

2.41-2 Experience—teaching, other

The teacher shall have had some experience in providing instruction for adults and shall have had some practical experience in the aspect of homemaking to be taught.

2.42 Persons from related fields

2.42-1 Professional and technical preparation

A person from a related field approved to teach out-of-school groups shall have had special training in the aspect of home economics to be taught.

2.42-2 Experience—teaching, other

A person from a related field approved to teach out-of-school groups shall have had

successful experience in the aspect to be taught and sufficient experience to:

2.42-2-1 Understand the scope and importance of the profession of home-making.

2.42-2-2 Assist with individual and family problems in the aspect of home economics to be taught.

2.42-2-3 Organize and present subject matter which will meet the needs of the group.

2.5 Time requirements when Smith-Hughes funds are to be used

2.51 In-school groups

At least one half of the time per week for which the school is in session shall be given to home economics classes.

2.52 Out-of-school groups

Part-time schools or classes in homemaking shall provide for not less than one hundred forty-four hours of classroom instruction per year.

Evening classes in homemaking shall meet the time requirements under 2.23-1 of this section.

3.0 PROGRAM OF TEACHER EDUCATION

3.1 Pre-service

3.11 Standards to be maintained in an institution approved for pre-service teacher education in home economics

3.11-1 Cooperative relations between the state supervisory staff in home economics education and the institution.

A teacher-education council shall be composed of heads of home economics and home economics education at institutions in the state which are approved to train vocational home economics teachers and representatives of the Home Economics Division of the State Department of Education including the head state supervisor of home economics. This council shall have as its main purposes

keeping informed of developments in the home economics program in the state and serving in an advisory capacity on the development of policies relative to the teacher-education program.

A teacher-education group, composed of heads of departments, teacher trainers, supervisory teachers, and supervisors, shall be organized for the purposes of studying needs and making plans for the improvement of the teacher-education program, providing some in-service training for the group, and providing representation of the teacher-education group where needed.

A member of the state supervisory staff shall serve as coordinator for the teacher-education programs. She shall be responsible for working with institutions approved to train vocational home economics teachers in promoting and carrying out activities that will improve the teacher-education program.

3.11-2 Procedure for selecting directed-teaching centers

Directed-teaching centers shall be selected cooperatively by the institution training teachers and the head state supervisor of home economics education and the member of the state supervisory staff serving as coordinator for the teacher-education programs.

Directed-teaching centers shall meet the following criteria:

- 3.11-2-1 Be located so as to be available for frequent visits by the home economics teacher trainer.
- 3.11-2-2 Have a home economics teacher who meets qualifications as set up under Section 3.33 of this plan.
- 3.11-2-3 Have cooperative administrators.
- 3.11-2-4 Have a homemaking department that is clean and attractive, with

adequate space, equipment, and furnishings for good teaching.

3.11-2-5 Have adequate library and teaching materials for good teaching.

3.11-2-6 Have time available for supervising teacher to work with student teacher.

3.11-2-7 Have a homemaking program including:

Instruction in all major areas of homemaking

Home visitation

Home experiences

Planned instruction for adults

FHA or NHA chapter.

3.11-3 Designation of responsibility for supervision of student teaching

The responsibility for the supervision of student teaching shall be assumed by members of the college home economics education staff and the supervising teachers. A member of a college home economics education staff shall give supervision to student teaching in such ways as making visits to the centers and having conferences with the supervising teacher, student teachers, and local administrators. This teacher trainer shall have time in her schedule for frequent visits to the student-teaching centers as part of her teaching load. She shall also have travel funds available for these visits. The supervision of the student-teaching center given by the home economics teacher trainer should be coordinated with the supervision given by the director of student teaching, when there is one.

3.11-4 Faculty

The number of staff members should be determined by the number of majors and minors in the department, by the service courses provided for other departments

(such as nursing and elementary teachers), and by the number of non-majors electing courses. An approved institution for training vocational home economics teachers shall have a home economics staff of at least four persons, one of whom shall be trained in home economics education, plus a staff in the related fields sufficient in number and training to insure adequate training of the prospective teacher. Home economics staff members shall have master's degrees with graduate study in areas which they teach. They shall continue professional growth through such ways as travel, study, workshops, and conferences and shall show competence in the areas being taught. Home economics staff members may teach in two areas of home economics and, in case of emergency, three areas.

3.11-5 Facilities

Approved institutions for training vocational home economics teachers shall have adequate, up-to-date laboratories and equipment to provide instruction in all areas of home economics for the number of students enrolled. Books and other teaching aids shall be adequate and up-to-date in all areas. Professional journals and leading periodicals in all areas of home economics and in related areas shall be available.

3.11-6 Curriculum

The curriculum for home economics teachers shall be the equivalent of four years in length with not less than 128 semester hours of credit, including:

General Education 45 semester hours

This area shall include:

Art 4 semester hours

Physical and biological sciences 15 semester hours

(the physical science

must include at least one course in chemistry)
 Social science (this area 12 semester hours must include work in economics and sociology)

Professional Education 18 semester hours
 (With a minimum of one course in Home Economics methods, 8 hours in directed teaching in Home Economics, and instruction in adult education for homemakers)

Home Economics 44 semester hours
 Clothing and textiles 9 semester hours
 Family economics and home management 7 semester hours
 Family relations and child development 8 semester hours
 Foods and nutrition 9 semester hours
 Health and home care of the sick 2 semester hours
 Housing, home furnishing, equipment 9 semester hours

Courses in home economics education may be reimbursed if they are in line with provisions of this plan and if funds are available.

3.11-7 Provision for supervised experiences of prospective teachers

3.11-7-1 Directed teaching experiences
 Directed teaching experiences with in-school and out-of-school groups shall include:

Observing lessons taught by supervising teacher prior to teaching by the student and at intervals during student-teaching period as needed.

Teaching a minimum of fifty

lessons including in-school and out-of-school groups.

Teaching three different areas of homemaking including laboratory as well as discussion classes.

Guiding home experiences.

Using conference period.

Making home visits.

Working with FHA or NHA.

Assisting with teaching at least one organized group of adults.

Helping with other responsibilities of the home economics teacher.

3.11-7-2 Experiences in home management
Prospective teachers shall have not less than six weeks of directed experience in a home-management house. When residence in the home-management house is not feasible, carefully planned and supervised experiences in a home situation that will provide equivalent learnings may be substituted. Over-all plans for substituting experiences for home-management residence shall be submitted by the institution for approval of the head state supervisor of home economics.

3.11-7-3 Experiences with children
Prospective teachers shall have experiences in observing and working with pre-school (including kindergarten) children during the time they are taking work in child development.

3.11-7-4 Other experiences
Club membership and home, community, and work activities shall be encouraged.

3.11-8 Plans for periodic evaluation of the teacher education program

A periodic evaluation of an institution's program shall be made cooperatively by college staff members and representatives of the State Department staff in terms of the objectives for the program and provisions as outlined in this plan. Records shall be kept to show progress toward these objectives. Changes shall be made in the program as need for these is indicated.

3.12 Institutions designated by the State Board to prepare vocational home economics teachers

Institutions that meet the provisions as outlined in this plan, and that request approval for training vocational home economics teachers may be approved for a period of five years. Institutions may request renewal of approval at the end of the five-year period. The Assistant Commissioner of Education in charge of Vocational Education and the Home Economics Education Branch, Office of Education, Department of Health, Education, and Welfare, shall be kept informed of the names and addresses of institutions approved to train vocational home economics teachers.

3.2 In-service training of employed teachers

3.21 Plan for in-service training

The purpose of in-service training is to assist teachers in increasing the effectiveness of their total program of homemaking by helping them to be aware of changing social and economic conditions affecting homes and to keep up to date in methods and teaching materials and by assisting them with special problems.

The state supervisory staff shall provide in-service training for employed teachers. Home economics teacher trainers at approved institutions shall assist by providing in-service training to beginning teachers who are graduates of their respective institutions.

In-service training shall be provided by such ways as visiting schools, having individual and group conferences, and preparing and distributing teaching materials.

3.22 Provision for employing consultants

Funds may be used to reimburse the salary and travel of consultants that are needed to assist with the in-service program.

3.3 Qualifications of teacher educators

3.31 Head teacher educator

3.31-1 Professional and technical preparation

She shall have completed a standard four-year college course in home economics or home economics education with a bachelor's degree and have met requirements for certification to teach vocational home economics in Kentucky. She shall have completed work for a master's degree with a major in home economics education, including a course in supervision of home economics education and curriculum construction. She shall have continuous and broadening educational experiences, such as study beyond the master's degree, serving as a visiting instructor, and helping with workshops.

3.31-2 Experience in home economics programs

She shall have taught home economics in secondary schools for five years, at least three of these having been in a vocational school or a department meeting minimum standards of a vocational department. She shall have shown interest in and had successful experience with adult programs. She shall have had three or more years experience in home economics teacher-training work (including supervising teaching) or supervisory experience in home economics education.

3.31-3 Other qualifications

She shall possess personal qualities which

will command the respect of her co-workers and students and enable her to work with others.

- 3.32 Assistant and/or itinerant teacher educators
 - 3.32-1 Professional and technical preparation
Same as for head teacher educator.
 - 3.32-2 Experience in teaching home economics
She shall have taught home economics in secondary schools for five years, at least three of these in a vocational department or a department meeting minimum standards of a vocational department. She shall have shown interest in and had successful experience with adult programs. She shall have had at least one or more years experience in home economics teacher-training work (including supervising teaching) or supervisory experience in home economics education.
 - 3.32-3 Other qualifications
Same as for head teacher educator.
- 3.33 Supervising teachers in directed-teaching centers
 - 3.33-1 Professional and technical preparation
For *temporary approval*, the supervising teacher shall have a bachelor's degree and recommendation for a vocational certificate from an approved institution and twelve semester hours of credit toward a master's degree, (six hours of which will be in home economics education on the graduate level including a course in home economics supervision).
For *standard approval*, she shall have a bachelor's degree and recommendation for a certificate from an approved institution and a master's degree with a major in home economics education from an approved institution. She shall have had a course in supervision in home economics education and a course in home economics curriculum construction.

3.33-2 Experience in teaching home economics

For *temporary approval*, she shall have had a minimum of two years successful teaching experience in a vocational department or one that meets requirements for a vocational department.

For *standard approval*, she shall have had three years of successful teaching experience in a vocational department or in one that meets requirements for a vocational department, and she shall have successful experience in providing instruction for adults.

3.33-3 Other qualifications

The supervising teacher must show competence in the use of effective techniques of teaching. She must be cooperative and interested in working with student teachers as well as high-school pupils. She must possess personal qualities that will enable her to work with others and that will command the respect of others.

3.4 Graduate program in home economics education

3.41 Nature and extent

The graduate program shall include work for a master's degree and for a specialist in education degree with a major in home economics education (one year beyond the master's degree) and may include more-advanced work as the development of the graduate program justifies.

3.42 Standards to be maintained in institutions designated to offer graduate programs

3.42-1 General standards

3.42-1-1 There is a strong undergraduate program in (1) home economics, (2) home economics education, (3) education, and (4) supporting fields.

3.42-1-2 One or more members of the home economics, of the home economics education, and of the education faculty has an advanced degree beyond a master's or one third of each of the three staff groups has earned at least thirty hours of a planned sequence of graduate study beyond a master's.

3.42-1-3 There is a budget sufficient to acquire and maintain the necessary qualified staff and facilities for graduate work without jeopardizing the undergraduate program.

3.42-1-4 An analysis has been made of the professional needs to be met which assures a sufficient number of prospective students to warrant maintaining a graduate program.

3.42-2 Curriculum

The curriculum for the graduate program shall include courses in education and home economics in addition to home economics education and shall be sufficiently flexible to meet the special needs of individual students considering their background, training, and professional goals. Institutions shall have a plan for evaluating the potentialities of candidates for advanced degrees. At least one half of the courses in the student's program shall be designed exclusively for graduate students and geared to her relatively more-mature thinking and experience.

3.42-3 Staff

Staff members teaching graduate courses shall have had specialized training or equivalent experiences beyond the master's degree in the field in which they teach. They shall

also have had practical experience in the field in which they teach. In addition, faculty members directing graduate studies, should have a background of training for research and experience in carrying studies to completion.

The load for a teacher of graduate students should not exceed twelve semester hours when it includes as much as six hours of graduate teaching.

3.42-4 Facilities

In addition to the facilities needed for the undergraduate program (as outlined in this plan) curriculum materials, up-to-date books and periodicals on an advanced level, and research reports in various aspects of education, home economics, and home economics education should be available.

3.42-5 Supplies, and clerical and other services

Adequate provision shall be made for supplies, and clerical and other services without curtailing the undergraduate program.

3.43 Institutions designated to offer a graduate program
Institutions approved for a graduate program in home economics education shall meet the standards listed under 3.42. The Assistant U. S. Commissioner of Education in charge of Vocational Education and the Home Economics Education Branch, Office of Education, Department of Health, Education, and Welfare, shall be kept informed of the names and addresses of institutions approved to offer graduate programs.

4.0 PROVISIONS FOR RESEARCH AND STUDIES IN HOME ECONOMICS EDUCATION

4.1 Plans for conducting research and studies

Research and studies will be carried on which will contribute to the improvement and development of the home economics education program. The University of Kentucky, working in cooperation with the State Department of

Education, will serve as the coordinating center for research in home economics education.

4.2 Conditions and standards to be maintained

Research and studies shall be carried on under the direction of a person qualified to do research in home economics education. Other research workers may be approved to assist with some studies when desirable. Facilities shall be available for adequate statistical and stenographic help, office space and equipment, materials, and library, and for travel, if necessary for the study. The project or projects for which vocational education funds are to be used shall be carefully planned indicating the problems to be studied, the method of studying the problem, the quality of personnel to plan and carry it through, the allocation of responsibilities, the estimated time the project will begin and terminate, the estimated cost, and the plans for making the results available to others. Consultant service such as statistical treatment, testing, and publishing shall be available.

4.3 Allocation of responsibilities

4.31 Planning and carrying out research and studies

Determining problems on which research is needed and persons to assist in carrying out the research shall be cooperatively determined by the home economics education department of the University of Kentucky and the home economics division of the State Department of Education.

Research and studies shall be cooperatively planned and carried out by the person directing the research and other research workers assisting with the study.

4.32 Reporting, disseminating, and utilizing results.

The person directing the research or study and the research workers who have assisted with it shall cooperate in reporting the findings. They, along with members of the home economics staff of the State Department of Education, shall cooperate in disseminating the information and making plans for the utilization of the results.

4.4 Qualifications of research personnel

The person directing a research problem shall have a

master's degree with a major in home economics education with special training in methods of planning and conducting research, statistical techniques, and writing reports of investigations. In addition, she shall have worked beyond the master's degree. She shall have had experience in assisting with research or making minor investigations. She shall have the ability to plan and carry through studies, to draw valid conclusions from data, and to have an understanding of the needs and problems of the field. She shall have the ability to think logically and independently, be alert to problems needing investigation, and be able to establish and maintain effective relations with persons cooperating on research projects.

Workers who assist in carrying out research shall have a master's degree with a major in home economics education and special training in methods of planning and conducting research. They shall also have had experience in assisting with research or making minor investigations.

SECTION V. TRADE AND INDUSTRIAL EDUCATION

1.0 PLAN FOR SUPERVISION

1.1 Special duties, other than those in Section I, 3.1, of head state and assistant head state supervisors

1.11 Duties of head state supervisor

1.11-1 Coordinate the program of trade and industrial education with industry, with labor, and other agencies affected by trade and industrial education.

1.11-2 Be reasonable for the effective operation and improvement of all classes in trade and industrial education for which funds are expended.

1.11-3 Give general supervision to teacher-training programs in trade and industrial education to the end that needed teachers are trained and standards met.

1.12 Duties of assistant head state supervisors

1.12-1 Develop and promote specific phases of the program and be responsible for carrying out other duties as may be assigned by the head state supervisor.

1.2 Qualifications of head state supervisor

1.21 Professional preparation

He shall hold a master's degree from a standard college or university. He shall either have a major in industrial education at the undergraduate level, or in lieu of this major in industrial education he shall have three years experience as an instructor or coordinator of vocational trade and industrial education programs beyond that set forth in 1.22.

1.22 Experience in teaching and/or supervision

He shall have a minimum of three years of successful experience as an instructor or coordinator of approved trade classes. He shall have a minimum of

five years of supervisory and/or teacher-training experience in an approved trade and industrial education program.

1.3 Qualifications of assistant head state supervisors

The qualifications of assistant head state supervisors shall be the same as of the head state supervisor except that the assistant head state supervisor may be a graduate of a standard college or university with a minimum of sixteen semester hours in trade and industrial education from an approved teacher-training institution.

1.4 Duties and qualifications of state coordinator for trade and industrial education

1.41 The duties of a state coordinator

1.41-1 Coordinate the trade and industrial programs with labor and industry on a state-wide basis.

1.41-2 Coordinate on a state-wide basis the training programs offered by the area vocational schools.

1.41-3 Assist area vocational schools with local problems of coordination.

1.41-4 Assist and advise in the purchase, use, transfer, and disposal of equipment in relation to training needs.

1.41-5 Be responsible for the maintenance of adequate records and inventory of all equipment located in the area vocational schools.

1.41-6 Assist in the promotion and organization on a state-wide basis, part-time and evening trade extension programs offered by the area vocational schools.

1.41-7 Assist in the development of courses of study and instructional materials for use in part-time and evening trade extension programs on a state-wide basis.

1.41-8 Perform any other duties assigned by the head state supervisor.

1.42 Qualifications of the state coordinator

1.42-1 Professional preparation

He shall be a graduate of a standard college or university.

He shall have completed sixteen semester hours of approved trade and industrial education courses specific to his needs.

- 1.42-2 Experience in teaching and/or supervision
He shall have a minimum of three years of successful teaching and/or coordinating experience in approved classes of trade and industrial education.

1.5 Duties and qualifications of directors of area vocational schools

1.51 Duties

- 1.51-1 Promote, establish, and supervise evening trade extension, part-time extension, day trade and pre-employment classes in trade and industrial education and any other vocational programs offered by the area vocational schools, and recommend the employment of all local personnel.
- 1.51-2 See that all training programs are effectively coordinated with business and industry.
- 1.51-3 Conduct surveys for the purpose of keeping vocational offerings in line with industrial and business opportunities and needs.
- 1.51-4 Promote and establish friendly working relations with industry and business for purposes of placement and follow-up of those trained.
- 1.51-5 Be responsible for and assist instructors in course construction and improvement of instruction.
- 1.51-6 Recommend the purchase of equipment and supplies necessary for the successful operation of the program.
- 1.51-7 Prepare and submit all necessary records and reports to the school administrator and the head state supervisor of trade and industrial education.
- 1.51-8 Perform all other duties that may be necessary to the successful operation of the program.

1.52 Qualifications of directors of area vocational schools

1.52-1 Professional preparation

A director shall have a degree from a standard college or university with a major in industrial education or he may have completed a minimum of sixty-four semester hours of approved college courses, of which a minimum of sixteen semester hours must be taken in specific approved vocational education courses.

1.52-2 Experience in teaching and/or coordinating trade and industrial education subjects.

He shall have at least three years experience in teaching and/or coordinating approved trade and industrial education classes.

1.6 Duties and qualifications of local supervisors of area vocational schools

1.61 Duties of local supervisors

1.61-1 Promote the establishment of evening, part-time, day trade, and pre-employment classes in all approved programs under the direction of the director of the school.

1.61-2 Coordinate and supervise all instruction with industry and business, giving special attention to the content of the courses and instructional methods.

1.61-3 Survey the area served by the area vocational school for the purpose of keeping course offerings in line with indicated needs.

1.61-4 Establish friendly relations with industry for purposes of placement and follow-up of those trained.

1.61-5 Assist instructors in course construction and help to improve instruction through supervision and coordination of school activities with industrial practices.

1.61-6 Prepare and submit all necessary reports of class activities to the director of the school.

1.61-7 Perform any other duties as may be assigned by the area director.

1.62 Qualifications of local supervisors

1.62-1 The qualifications of the local supervisor shall be the same as set forth in item 1.52-1.

1.62-2 Experience required for local supervisor shall be the same as for 1.52-2.

2.0 PROGRAM OF INSTRUCTION

2.1 Evening and part-time trade extension classes

2.11 Procedure to be used by the state to assure that all enrollees will be qualified

Records shall be maintained by area vocational schools and available for inspection to verify that all persons enrolled in evening classes and part-time trade extension classes are at least sixteen years of age and are employed at the trade, or are temporarily unemployed. Course outlines shall be maintained which verify that the instruction provided in such classes is supplemental to the daily employment of those enrolled.

2.12 Special provisions for supervisory and foreman training and the training of apprentices

Special provision shall be made for conducting supervisory and foreman training classes and related instruction classes for apprentices by all area vocational schools where such services are requested and needed. The responsibility for such classes shall rest upon the director of the area vocational school who shall determine such needs and see that adequate records and reports are maintained which give evidence that those enrolled in such classes are eligible and that the instruction provided is geared to the specific needs of those enrolled.

2.13 Qualifications of teachers and/or coordinators

2.13-1 Experience required of teachers of trade or industrial pursuits shall be three years beyond the learner's level as a wage earner in the trade to be taught.

Coordinators of trade and industrial part-time and evening classes shall have three years experience beyond the learner's level in an industrial occupation.

2.13-2 Teachers shall participate in teacher-training conferences and workshops as they are made available. Teachers shall take teacher-training courses as required for certification purposes by the State Board of Education. Coordinators shall complete designated teacher-training courses as required for certification by the State Board of Education.

2.2 Part-time cooperative classes

2.21 Procedure to be used by the state to assure that persons enrolled are qualified and that instruction will be designed to increase occupational competence. The area vocational schools shall keep adequate records indicating age of students enrolled in part-time cooperative classes, places of employment, types of individual pursuits in which employed, work schedule of individual students, related instruction outline and schedule, and plan of coordination. Classes shall be inspected periodically, and periodic reports shall be submitted to the head state supervisor.

2.22 Time plans for scheduling classes and employment
Individual student records shall be maintained showing an average of not less than fifteen clock hours of appropriate industrial employment per week. The major portion of such employment shall be during the normal day school hours.

2.23 Qualifications of teacher-coordinators

2.23-1 Teacher-coordinators shall complete designated teacher-training courses as required for certification by the State Board of Education.

2.23-2 Experience required of teacher-coordinators shall be at least two years of recognized industrial employment.

2.24 Qualifications of coordinators who have no teaching responsibilities shall be the same as 2.23.

2.25 Qualifications of teachers and/or coordinators of sectional-cooperative classes.

It is not anticipated that sectional-cooperative classes shall be operated.

2.3 Part-time general continuation classes for industrial workers

2.31 Procedures to be used

It is not anticipated that part-time general continuation classes will be provided for or conducted.

2.4 Day trade and industrial preparatory classes

2.41 Time plans for

(Type A) Instruction will be scheduled for a minimum of fifteen clock hours per week, not fewer than three consecutive clock hours at a time for a period of not less than nine months per year, and shall be no longer than twenty months, and shall be devoted to practical shop instruction in one trade. Related instruction will be given a minimum of one clock hour per day as a separate unit outside practical work in the shop. The remainder of the school day shall be devoted to the regular academic subjects. This type program will be operated by the area vocational schools.

(Type B) Instruction will be scheduled for a minimum of fifteen clock hours per week, not fewer than three consecutive clock hours at a time for a period of not less than nine months per year, and shall be no longer than twenty months, and which shall be devoted to practical shop instruction in one trade. Related instruction will be given by the shop instructor as an integral part of the shop program. This type program will be operated by the area vocational schools.

(Type C) This will be a special type of day pre-employment trade training which may be provided whether or not the persons enrolled are employed. Such training may be offered for any length of time. Classes may be organized for persons over eighteen years of age, or for those who have reached the age of sixteen years and have left the full-time school. This type program will be operated by the area vocational schools.

2.42 Qualifications of teachers of practical work

2.42-1 Experience in trade or industrial pursuit
Experience required of teachers of practical work shall be three years as a wage earner

beyond the learner's level in the trade to be taught.

2.42-2 Training for teaching

Teachers of practical work shall complete designated teacher-training courses as required for certification by the State Board of Education.

2.43 Qualifications of teachers of related subjects

2.43-1 Teachers of related subjects shall have a minimum of one year of practical work experience in industry.

2.43-2 Teachers of related subjects shall complete designated teacher-training courses as required for certification by the State Board of Education.

2.5 Industrial-plant training

The head state supervisor shall review all requests for industrial-plant training to assure that such training due to lack of equipment and supplies cannot be given in the area vocational school facility.

Courses of this nature shall be an integral part of an area vocational school program and shall be under public supervision and control. Such courses shall involve skills and knowledge that are common to industry and shall not include training of a nature which is peculiar to a single plant or operation.

3.0 PROVISIONS FOR REPRESENTATIVE ADVISORY COMMITTEES AND SERVICES

Advisory committees may be provided in accordance with Section I, 6.3.

4.0 PROGRAM OF TEACHER TRAINING INCLUDING TRAINING OF INDUSTRIAL SUPERVISORY TRAINERS

4.1 General plan for program

The State Board of Education, as an agency, may do teacher training by using the supervisory staff or itinerant teacher trainers attached to its own staff or assigned to a training institution, or by a teacher-training staff of an approved teacher-training institution, for either pre-service or in-service training, or both.

4.11 Pre-service programs

4.11-1 Pre-service teacher training may be carried out by means of a cooperative arrangement between industry and approved teacher-training institutions. Such a plan shall provide both professional and technical preparation necessary to meet certification requirements as established by the State Board of Education.

4.11-2 Individuals who meet the minimum requirements for certification may be assigned to an approved trade program for a temporary or apprentice period in order to secure teaching experience under a competent instructor.

4.11-3 Pre-service teacher training may be conducted in residence or by extension courses through an approved teacher-training institution.

4.12 In-service programs

4.12-1 In-service programs may be conducted by approved teacher-training institutions, both in residence and by extension courses, or by personnel approved by the State Board of Education.

4.2 Trade experience and other requirements for enrolling in teacher-training courses

4.21 Pre-service programs of the cooperative type shall be so organized that a minimum of three years will be spent as a worker in an industrial occupation to meet trade experience requirements for certification at the same time professional training is being taken.

4.22 In-service program enrollees must hold a valid certificate as a trade and industrial teacher.

4.3 Institutions designated to train teachers, coordinators, supervisors, foreman trainers, and industrial supervisory **trainers**

The University of Kentucky, Lexington, Kentucky, is the designated institution for teacher training. Other public institutions of higher learning may be designated by the State Board of Education as future needs may demand.

4.4 Types of courses to be reimbursed

- 4.41 Foundation courses—This includes courses in principles and philosophy of industrial education.
- 4.42 Curriculum and course construction—This includes courses in trade and job analysis, and organization of subject matter into courses and curricula.
- 4.43 Methods—This includes courses in methods of teaching industrial subjects as well as conference leader training.
- 4.44 Organization and management—This includes courses in shop management problems, organization and operation of part-time and evening classes, principles and techniques of coordination.
- 4.45 Research—This includes courses in practical surveys to determine teaching progress and content, individual and group problem solving classes.
- 4.46 Personnel placement—This includes courses in guidance and counseling.
- 4.47 Administration—This includes courses in the administration of vocational education programs.
- 4.48 Technical courses—Short intensive technical courses may be provided for employed teachers when the subject matter in such courses is of immediate value to teachers enrolled and the course is not a part of the regular curriculum of a teacher-training institution within the state.

4.5 Duties of teacher trainers

- 4.51 Teach professional vocational education courses which are organized to provide pre-employment training for persons preparing to teach vocational subjects. This refers to courses on either the undergraduate or graduate level dealing with the principles and philosophies of vocational education, methods of teaching vocational subjects, and similar aspects of the program.
- 4.52 Supervise student teachers.
- 4.53 Provide in-service training in the professional field to improve the work of employed vocational teachers.

- 4.54 Conduct follow-up on the work done in teacher-training courses.
- 4.55 Develop instructional material and aids for the use of vocational teachers.
- 4.56 Conduct studies and research dealing with the selection, training, and work of vocational teachers, and work done in vocational courses.
- 4.57 Plan course content and procedures with other members of the staff.
- 4.58 Conduct short intensive technical courses for employed teachers when the subject matter in such courses is of immediate value to teachers enrolled and the course is not a part of the regular curriculum of a teacher-training institution within the state.
- 4.6 Qualifications of teacher trainers
- 4.61 Professional preparation
- The teacher trainer shall have a master's degree in education with a minimum of sixteen semester hours of graduate or undergraduate vocational education courses, including philosophy of vocational education, trade and job analysis, and methods in industrial education.
- 4.62 Experience in teaching trade and industrial subjects
- The teacher trainer shall have a minimum of three years as instructor and/or supervisor of approved trade classes.
- 4.7 Duties of industrial supervisory trainers
- 4.71 Conduct courses in supervisory training for industrial personnel.
- 4.72 Prepare course outlines and other training aids relative to supervisory training.
- 4.73 Promote and organize programs of supervisory training.
- 4.74 Assist area vocational school personnel in promoting and conducting supervisory training programs.
- 4.75 Work closely with industry and business in the development, organization, and operation of supervisory training.

4.8 Qualifications of an industrial supervisory trainer

4.81 Professional preparation

He shall be a graduate of a standard college or university.

He shall have completed sixteen semester hours in approved trade and industrial education courses specific to his needs.

4.82 Experience

He shall have a minimum of three years experience as a supervisor of trade and industrial education or as a supervisor in industry.

5.0 RESEARCH

Provision shall be made for research in trade and industrial education as provided for in Section I, 3.5 in the Kentucky State Plan for Vocational Education.

SECTION VI. AREA VOCATIONAL EDUCATION PROGRAM

1.0 PLAN FOR SUPERVISION

The state director of vocational education shall serve as head state supervisor of area vocational education programs, and the head state supervisors of other vocational services that have special skills for program development of approved occupations requiring highly skilled technicians shall have definite and special responsibilities in program development. They shall act as assistant head state supervisors in this program. Any assistant state or area supervisors employed will perform duties set forth in 3.13 of Section I.

2.0 PROGRAM OF INSTRUCTION

In order to assure itself that (1) the instruction will be designed to train highly skilled technicians, and (2) the training will be in occupations essential for the national defense, the State Board shall require that the following information be submitted by local school districts, state vocational schools, and boards of regents of institutions of higher learning before approval of courses can be made:

- 2.1 Evidence that students are eligible for enrollment and have been selected on the basis of appropriate criteria which may include work experience, previous training, and test results.
- 2.2 Statistical report for each class.
- 2.3 Evidence that supervisors, coordinators, and teachers meet qualifications as set forth in Sections II, III, IV, V, and VII of this State Plan, as applicable.
- 2.4 Evidence that the occupation meets the requirements under Sections 102.108 and 102.109 of Vocational Education Bulletin No. 1, Revised 1958.
- 2.5 Evidence that the length of the class or classes, course content, and instructional procedures are based on an analysis of the job or cluster of jobs for which the training is given; and evidence that the course content is designed to fit indi-

viduals for useful employment as technicians in recognized technical occupations.

- 2.6 Evidence regarding the amount of state or local funds to be expended for the technical program involved.
- 2.7 Evidence that Title III funds are being used for the purchase of equipment, supplies, maintenance and repair, and rental costs that are essential for adequate instruction of approved area program courses. Such expenditures must be submitted to the state director for prior approval. 6.0
- 2.8 Evidence of the geographical area being served by the program requested.

3.0 SELECTION OF STUDENTS

- 3.1 Selection of students for area vocational programs shall be based upon appropriate criteria which may include work experience, previous training, and test results in order to assure a reasonable probability that the students will profit from the instruction offered. 7.0
- 3.2 Records shall be kept showing that students enrolled in area vocational programs meet the standards as set forth in Title III of the George-Barden Act and have been selected upon the basis of their potential for becoming highly skilled technicians. 8.0

4.0 STUDENT TRAVEL

When Title III funds are used for payment of necessary costs of transportation of students, separate and special reports, including contractual agreements, shall be submitted to the state director by state and local educational agencies. Such reports shall be designed to show that transportation expenditures were properly incurred by bona fide students in approved courses under Title III, and that their expenditures conformed to the provisions set forth in the amended rules and regulations described in 102.111 of Vocational Education Bulletin No. 1, Revised 1958.

5.0 QUALIFICATIONS OF TEACHERS

5.1 Of extension classes

- 5.11 The teacher shall have a minimum of three years experience in the technical occupation for which training is being offered, or three years experience or combination of experience in occupations directly

related to the technical occupation for which training is being offered.

5.12 He shall hold a regular Kentucky Certificate for teaching which authorizes instruction in area vocational education subjects.

5.2 Of preparatory classes

5.21 Same as 5.11.

5.22 Same as 5.12.

6.0 SPECIAL ADVISORY COMMITTEES

State and/or local advisory committees and consultants may be used to assist in the planning and organizing of area programs. They may also be used in the planning and conducting of surveys designed to ascertain area training needs and other studies and research.

7.0 PROGRAMS FOR TEACHER TRAINING

Provisions for teacher-training programs and qualifications for teacher trainers in addition to those in Section I, 3.42, shall be the same as set forth in Section II, 4.0; Section III, 4.0; Section IV, 3.0; and Section V, 4.0, of this plan.

8.0 RESEARCH

The State Board may plan, organize, and conduct investigations, surveys, and research studies in the field of area vocational education programs; may prepare, develop, and distribute instructional and technical materials for the use of directors, supervisors, coordinators, and teachers of area vocational education programs. Title III funds may be used to pay salaries and necessary travel expenses of persons engaged in this service and for other costs, including technical and clerical services, supplies, and printing necessary in the preparing and publishing of this work. Such investigations, surveys, and research studies may be conducted on the state or local level and may be conducted in cooperation with state educational institutions authorized to conduct such studies.

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SECTION VII. SPECIAL VOCATIONAL PROGRAMS

The State Board of Education may operate with non-matching funds vocational programs designed to prepare for specific vocations other than those specified in Sections II, III, IV, V, AND VII of this Plan, when such programs are recommended by a head state supervisor and the state director of vocational education.

LEGAL APPENDIX

Laws, Court Decisions, Rules and Regulations, and Attorney General's Opinion Basic to the Operation of the State's Program of Vocational Education.

1.0 *"Kentucky Revised Statute 163.030 State Board of Education Authorized to Carry Out Vocational Education Program.* The State Board of Education is vested with the authority to carry out the purposes of the program of Vocational Education and the provisions of the Acts of Congress accepted by KRS 163.020, and is given all the necessary power and authority in administering Vocational Education and carrying out the provisions of the acts relating thereto."

2.0 The State's legal provisions dealing specifically with vocational education

2.1 State's Acceptance Act now in force

"Kentucky Revised Statute 163.020 Federal Acts Relating to Vocational Education Accepted. This state accepts and agrees to comply with all the provisions of the Acts of Congress of the United States approved February 23, 1917, and all subsequent acts relating to Vocational Education as defined herein, the purpose of which is to provide training, develop skills, abilities, understanding, attitudes, work habits, and appreciation, and to impart knowledge and information needed by workers to enter into and make progress in their chosen vocations. These training opportunities should be provided for the young people who are enrolled in the regular day schools and, also, for out-of-school youth and adults, both employed and unemployed, who are in need of and can profit by vocational training."

2.2 Any other laws

"Kentucky Revised Statute 156.030 Composition of State Board of Education. There shall be a State Board of Education composed of the Superintendent of Public Instruction and seven lay members. The Superintendent of Public Instruction shall be chairman of the board. . . . The board shall be a corporation by the name of the Kentucky State Board of Education, with the usual corporate powers."

“Kentucky Revised Statute 156.050 Rules; Secretary. The Superintendent of Public Instruction shall within ten days after the appointment of members of the State Board of Education call a meeting of the board. At this meeting the board shall organize and adopt rules and regulations governing its action and policy. The board shall elect a secretary who shall be an employe in the Department of Education. The secretary shall have charge of the board’s correspondence and keep a record of its proceedings.”

“Kentucky Revised Statute 156.130 Superintendent is Executive Officer of State Board of Education; General Duties. The Superintendent of Public Instruction shall be the Executive Officer of the State Board of Education in its administration of all public education placed under its management and control, and shall perform such duties as are assigned to him by the board. He shall be responsible for the administration of the Department of Education. He shall execute, under the direction of the State Board of Education, the educational policies decided upon by the board, and shall direct, under general rules and regulations adopted by the board, the work of all persons engaged in the administration of the common schools and public vocational education and vocational rehabilitation. He may clothe his assistants with full power of attorney to act for him in the supervision, inspection and administration of the schools over which he has supervisory and administrative control.”

“Kentucky Revised Statute 156.140 Superintendent to Control and Appoint Division Heads and Employes. The Superintendent of Public Instruction shall have general supervision of all the assistants, agents and employes in the department. He shall, subject to the provisions of KRS 18.010 to 18.070 hereof and KRS, Chapter 12, appoint and set the salary of all division heads, assistants, agents and employes of the department, but the appointment and dismissal of all division heads and other professional staff members shall be upon the approval of the State Board of Education. The term ‘employes’ as used in this section shall not be construed to include employes of local school districts.” (KRS 18.010 to 18.070 has to do with the Department of Personnel of State Government and Chapter 12,

KRS, has to do with Administration in State Government. They have nothing to do with board relationships with the superintendent of public instruction as far as vocational education is concerned.)

“Kentucky Revised Statute 163.040 Acceptance and Expenditure of Appropriations and Other Funds. The money appropriated by the General Assembly of the Commonwealth of Kentucky and by the Acts of Congress of the United States and any other available funds shall be accepted and expended in accordance with law, policies, and rules and regulations of the State Board of Education and in accordance with Federal laws, rules and regulations.”

“Kentucky Revised Statute 163.050 Personnel; Traveling Expenses; Rules and Regulations.

(1) The Superintendent of Public Instruction shall have general supervision of all assistants, agents and employes. He shall appoint and set the salary of all division heads, assistants, agents and employes, but the appointment and dismissal of all division heads and other professional staff members shall be with the approval of the State Board of Education.

(2) The division heads, assistants, agents and employes shall be reimbursed for necessary traveling expenses incurred in the performance of their official duties, and no part of the reimbursement shall be included in or accounted as a part of their salaries.

(3) The State Board of Education, on the recommendation of the Superintendent of Public Instruction, may make such rules and regulations as it deems necessary for the effective carrying out of the provisions of this chapter (on Vocational Education). The rules and regulations shall be published, and the State Board of Education, on the recommendation of the Superintendent of Public Instruction, may prepare and print such courses of study and make such reports as it deems necessary for the carrying out of the provisions of all Federal acts accepted by authority of KRS 163.020.”

“Kentucky Revised Statute 163.070 State Treasurer Custodian of Funds. The State Treasurer is custodian of all

money received by the state from the Federal Government under the Federal Acts accepted by KRS 163.020, and he shall collect the money and pay it out upon the order of the State Board of Education."

"Kentucky Constitutional Provisions. Section 91. Constitutional State Officers; Election, Qualifications, Term of Offices; Duties;

. . . Superintendent of Public Instruction, shall be elected by the qualified voters of the state at the same time the Governor is elected for the term of four years, each of whom shall be at least thirty years of age at the time of his election, and shall have been a resident citizen of the state at least two years next before his election. The duties of all these officers shall be such as may be prescribed by law,"

"Kentucky Constitutional Provisions. Section 93. Constitutional State Officers Not to Succeed Themselves; Duties, Fees,

. . . Superintendent of Public Instruction, . . . shall be ineligible to re-election for the succeeding four years after the expiration of the term for which they shall have been elected. The duties and responsibilities of these officers shall be prescribed by law, and all fees collected by any of said officers shall be covered into the treasury. . . ."

2.3 Any court decisions or attorney general's opinions
We have no court decisions or attorney general's opinions, or pertinent parts of such, on specific items such as (1) use of state and local school funds for adult education (2) application of state civil service statute or regulation or (3) any item in the State Plan.

3.0 The State Board of Education will notify the U. S. Commissioner of Education if there are any statutory changes or interpretative opinions or judicial decisions that affect the state's vocational education program.

