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ACTIVE news

The Advisory Council For Technical-Vocational Education In Texas



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Vol. VIII, Number 7, August 1977

Briscoe Inks \$945 Million School Finance Package

Governor Dolph Briscoe signed into law July 22 a school finance package (SB 1), which provides \$945 million to support public education during the 1977-79 biennium.

The package, passed during a special legislative session on July 15 contains \$345.2 million for salaries; \$84.8 million for the maintenance and operation of schools; a \$341 million local fund assignment (amount local schools must come up with); \$142 million in equalization aid for poor school districts; and \$10.6 million for transportation.

The bill also provides \$5.1 million to support Regional Education Service Centers; \$4.0 million to establish a state board to set tax standards; \$3.0 million for accountability activities; \$3 million to cover cost of adjusting property values assigned some districts; \$3 million to ensure no district receives less state aid than in 1976-77; \$1.6 million for educational television; \$1.4 million for county available funds; \$500,000 for pilot guidance centers; \$200,000 to establish an interim legislative committee to study school finance; and \$65,000 to conduct a study of the needs of deaf students.

The school year, under the new bill, is reduced from 180 to 175 instructional days, with the number of inservice training days for teachers remaining at 10 days for 1977-78, but dropping to 8 days in 1978-79.

The legislation also contains a

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on Vocational Education

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list of items for which fees may and may not be charged students. Generally, if an item or activity is a requirement for graduation, no fee can be charged.

The beginning teaching salary in 1977-78 for a person with a bachelor's degree will be \$8,460, a \$440 increase, while for a master's degree, the starting salary will be \$9,020, a \$420 increase for 1976-77.

In 1978-79, the starting salary for a bachelor's degree will increase to \$8,540, and for a master's degree, \$9,110.

The number of salary steps for each pay grade has been increased from 10 to 13. This move is directed at the career educator. An educator who has spent two years at step 10 will move to step 11; four years or more at step 10 will move to step 12; and six years or more at step 10 will move to step 13.

For the maintenance and operation of schools, local districts will receive \$110 per student in Average Daily Attendance in 1977-78. That will be increased to \$115 per ADA in 1978-79.

In determining the amount of money that must be generated

locally for education, school districts will have the choice of using market values or the agriculture use values of property in computing the local fund assignment. The Governor's Office of Education Research has assigned a choice of .18¢ per \$100 on market values or 20.5¢ per \$100 on agriculture use values.

In the area of equalization aid, \$210 will be provided per student in ADA for districts in the lowest quartile of wealth. For districts with 110 percent and less of average wealth, \$185 per ADA will be provided. A \$135 million cap has been set.

Advisory, Employer Brochures Reprinted

To meet the demand, the ACTIVE has had two brochures reprinted which are now available for distribution.

The brochures are: "Qualities, Employers Like and Dislike in Job Applicants," a summary of a statewide survey of employers conducted by the ACTIVE in 1975, and "Local Advisory Committee . . . Functions and Activities," which highlights why committees are needed and how they can assist the schools.

Direct requests to the ACTIVE News.

Job Competition Determined by Field of Study

The Coordinating Board, Texas College and University System recently published information on what employment conditions are expected to be during the next year in Texas for graduates of over 400 post-high school vocational, bachelor, and graduate degree programs.

The information is in response to a request last fall by Governor Dolph Briscoe that the Coordinating Board begin issuing each year a series of press releases describing employment opportunities in Texas.

Briscoe, as well as other state officials, are concerned about colleges and universities producing more graduates in some fields than there are jobs available. Briscoe wants students to know which fields are "overcrowded," and in which fields productive and rewarding jobs can be found.

In a 59-page document, "A Preliminary Report by the State 1202

Commission for Post-Secondary Education Planning," the Coordinating Board matches programs with related occupations, and then indicates whether employment opportunities are "excellent," "very good," "generally good," "competitive," or "keenly competitive." A brochure, "A Summary of Educational Supply/Demand Conditions for Post-Secondary Education in Texas," has been published which highlights the full report.

The following are examples of the types of post-high school vocationally trained persons that are expected to find "very good" to "excellent" employment opportunities during the next year: practical nurses; registered (associate degree) nurses; medical assistants; inhalation therapists; air conditioning, heating, & refrigeration specialists; diesel and auto mechanics; electrical/electronic technicians; secretaries (legal,

medical, & other); computer & console operators; plumbers & pipefitters; and machinists & welders.

Examples of the types of bachelor degree holders that are expected to find "very good" to "excellent" job opportunities during the next year are: computer programs & systems analysts; accountants; bilingual, special education, and industrial arts teachers; electrical, industrial, chemical, civil, mechanical, & petroleum engineers; registered nurses; and clinical lab technicians.

The full report contains a statewide and regional breakout of employment conditions for vocational programs and related occupations. Employment conditions for bachelor and graduate degree levels are statewide.

In compiling information on employment conditions, the Coordinating Board received assistance from the Texas Education Agency, Texas Employment Commission, and college and university placement offices. Projections are valid through September 1, 1978, says John Cobb, director of the Coordinating Board's Office of Post-Secondary Planning.

Cobb, who is responsible for compiling and disseminating the information, says that next March, the Coordinating Board will publish projected employment conditions to 1983.

The report and brochure is now being distributed to college, university, and proprietary school presidents, public libraries; and other institutional representatives.

An information sheet summarizing the report and brochure, with an order blank, will be distributed to high school counselors, state agencies, school districts, education service centers, manpower prime sponsors, and a variety of organizations.

Voc-Ed Allocations, Contracts Affected by School Legislation

The public school finance legislation (SB 1), signed into law July 22 by Governor Dolph Briscoe, contains several provisions affecting vocational education.

These provisions relate to the allocation of voc-ed personnel units (teachers, administrators, etc.); the length of contracts for vocational counselors, supervisors, and directors; and the transportation of vocational students.

Beginning this school year, vocational personnel will be allocated on a .5 weighted system, meaning that a school district will reduce its number of regular personnel units by 1/2 unit for each full voc-ed unit it is to be allocated.

"We now have a better psychological approach to allocating reg-

ular and voc-ed personnel," says Cadar Parr, associate commissioner for Occupational Education and Technology with the Texas Education Agency.

"Many people got the idea that by separating voc-ed and academic students the two disciplines were in competition with each other for personnel units; thus, most thought that this separation encouraged some administrators to limit student participation in voc-ed in order not to lose regular personnel."

Under the new law, vocational counselors, supervisors, and directors will also be allocated on the .5 system. In the past, they were considered as "bonus units" in that they were not counted
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Tex-SIS Offers Planners Sound Facts, Figures

"For the first time, Texas Education Agency program planners have sound facts and figures to justify programs," says Cadar Parr, TEA's associate commissioner for Occupational Education and Technology, as he spoke recently with the ACTIVE News about the Texas Student Information System (Tex-SIS).

Tex-SIS, funded and managed by TEA, will complete its first year of operation on August 31. The

system, which follows-up on post-secondary and university transfer students, was developed between 1974-76, under the auspices of Project Follow-up, by Tarrant County Junior College under a TEA contract.

Toni Hall, TEA's chief consultant for Tex-SIS, says the system generates a variety of information which can benefit post-secondary program planners. Among the

types of information generated are: reasons students enroll and withdraw from college; the relation of employment to courses completed; suggestions for improvement of courses and/or college services; usefulness of training to job performance; employer's opinion of training received by program graduates; and employer's suggestions for needed training programs.

Tex-SIS, built around the concept of an educational management information system, is divided into seven sub-systems involving 14 questionnaires, three manuals, and a set of data processing programs which were developed by Project Follow-up.

The seven follow-up sub-systems are: student educational intent; student withdrawal; non-returning students; graduates; employers; adult and continuing education; and state follow-up reporting.

Hall says that 47 of the 49 community college districts involved in the system have used one or more of the 14 questionnaires. "Besides collecting information for the satisfaction of vocational and veterans administration reporting requirements, the system also collects information intended for local use only," says Hall.

TEA has published several monographs and one-page summaries of information tabulated from some of the questionnaires completed by post-secondary voc-ed and university transfer students. In the months to come, the ACTIVE News will highlight some of the information contained in these monographs.

For additional information about post-secondary follow-up data or the Texas Student Information System, contact: Toni Hall, Tex-SIS, Texas Education Agency, 201 East 11th Street, Austin 78701 (512 475-6205).

Garland Advisory Committees Putting It Together

The Garland Independent School District has a very active advisory committee system, but we're constantly striving to improve ourselves, says J. C. Reed, GISD's vocational director.

Reed and his vocational staff held a workshop May 10 for local advisory committee members. The purpose of the workshop was to provide an opportunity for the involvement of local committee members in a discussion and analysis of the purposes, functions, and responsibilities of advisory committees.

"We got the idea for the workshop through the participation of some of our staff members and committee members in a Regional Workshop for Local Advisory Councils, held May 2 at East Texas State University at Commerce," says Reed.

The regional workshop was a product of a joint venture between the Texas Education Agency and ESTU to develop a model or format for improving the effectiveness of advisory councils that could be adapted statewide. The regional workshop sought to provide leadership training for local council members with respect to their roles, functions, and responsibilities in voc-ed.

Participants at the Garland workshop were briefed on what happened at the ESTU workshop as well as what transpired at the Governor's Conference on Vocational Education, held February 15-16 in Austin.

Some of the major points raised during the Garland workshop were:

- most advisory members are very enthusiastic about the programs and that educators should use them.
- the public needs to be advised by committee members about the voc-ed programs available in the schools; public relations is a very important part of a committee member's responsibilities.
- the business world is involved in voc-ed regardless of whether or not the business person is on a committee; by having students in the business, the owner or manager serves as an advisor.
- each committee member should be made to feel that he or she has something to offer; the meeting should have a purpose and could take place at various schools and should not take an inconsiderate amount of time.

(VOCATIONAL EDUCATION PROVISIONS, continued from page 2)

against the allocation of classroom teachers.

The language in the new legislation affecting the contracts of counselors, supervisors, and administrators reads, "notwithstanding anything to the contrary, vocational administrative units shall be approved on a 12-month contract basis, and vocational supervisors and vocational counselor units shall be approved up to an 11-month contract basis, based on program needs."

Parr says that he has received a legal interpretation which indicates that all administrators (directors) will be funded on a 12-month contract. Some are presently working 11 months.

Vocational counselors are presently on 10-month contracts. Because they can now be put on 11-month contracts based on program needs, Parr says TEA will be looking closely at the workload of each counselor to determine how

many, if any, need to work 11 months.

The new law could conceivably be a step backwards for vocational supervisors. They are presently working 11 months; however, the new law could be interpreted to mean they could be placed on 10-month contracts.

Parr says that he plans to recommend to the commissioner of education that all supervisors remain on 11-month contracts.

Vocational teachers will continue to work on 10, 11, and 12 month contracts as in the past.

Vocational teachers will be funded at pay grades 7 or 8, depending on whether they have a bachelor or master's degree. The starting salary at pay grade 7 is \$8,460 while for pay grade 8 it is \$9,020.

Vocational counselors will be funded at pay grade 10, which starts at \$9,310. The pay grades for supervisors and directors will

be determined on a sliding scale based on the size of the school district.

The other provision in the law affecting voc-ed relates to transportation. A school can now receive financial assistance for transporting students to another school within the same district or to a school in another district. The receiving school no longer has to be an area vocational school to get reimbursed for the cost of transportation.

Will Reece, editor: ACTIVE NEWS is published monthly by the Advisory Council for Technical Vocational Education in Texas. It is the purpose of this newsletter to promote technical, vocational, adult, and manpower education, and to establish better lines of communications between business, industry, and education. Reader's comments are invited.

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