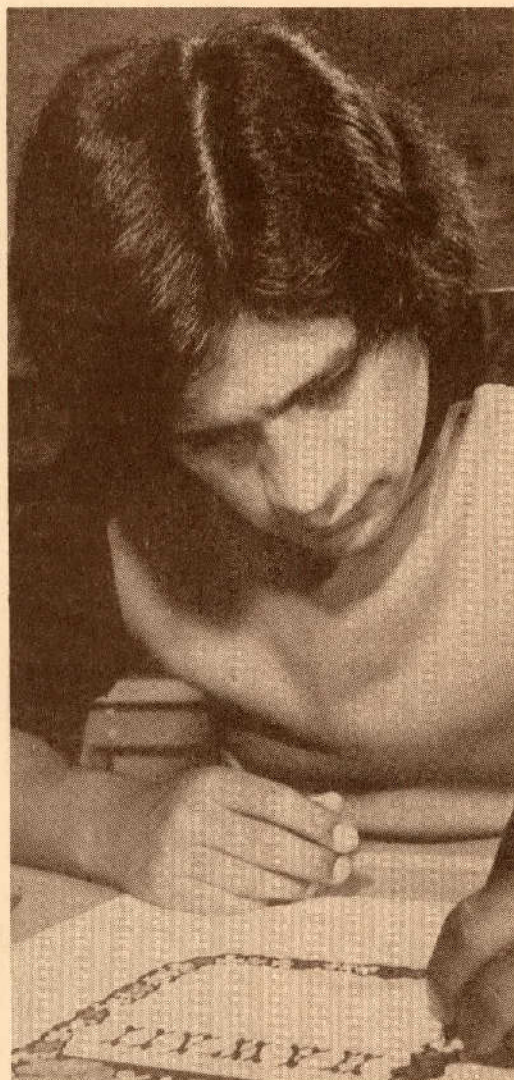


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Vocational Education in Texas



11th Annual Report of the Advisory Council
for Technical-Vocational Education in Texas to
the State Board for Vocational Education



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Austin

EXECUTIVE DIRECTOR

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**THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION
IN TEXAS**

(Advisory Council to the State Board of Education)

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January 31, 1981

Mr. Joe Kelly Butler, Chairman
State Board for Vocational Education
Austin, Texas 78701

Dear Chairman Butler:

The 11th Annual Report of the Advisory Council is hereby submitted for review, response, and further transmittal to the Secretary, U. S. Department of Education, and Chairman, National Advisory Council on Vocational Education. This report is in response to the Vocational Education Acts, as amended by Public Law 94-482.

This document provides a Council perspective as to the climate for vocational education; a status report on vocational education; a summary of reactions of local administrators to the flow of federal funds; and recommendations directed at improving efforts to serve the education and training needs of Texas.

Sincerely,

A handwritten signature in cursive script that reads "S. Don Rogers".

S. Don Rogers
Chairman

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Some photographs in this report furnished by the Austin Independent School District Career Information Center.

About the Council

The Advisory Council for Technical-Vocational Education in Texas is a citizens advisory body with broad duties prescribed in some detail by state and federal laws. Key responsibilities are summarized on page 20 of this report.

The 24-member Council, established in 1969, is recommended by the Governor, appointed by the State Board for Vocational Education, and confirmed by the Senate.

Members, which serve three-year staggered terms, represent such diverse areas as business, labor, local school boards, employment and training institutions, correctional

institutions, students, minorities, women, agriculture, and the general public.

The Council was designated by the State Board of Education in 1973 to also serve as the State Advisory Committee for Adult Education.

One of the Council's duties is to report annually to the State Board for Vocational Education.

The Council staff is comprised of: Alton D. Ice, Executive Director; Will Reece, Program Officer; Jeanine Hicks, Program Officer, Val Blaschke, Administrative Technician; Lynda Permenter, Secretary; and Tina Perez, Clerk.

(1980-81 Council Membership)

S. Don Rogers, Chair, Austin

Jacinto Juarez, Vice Chair, Laredo

Lupe Anguiano, San Antonio

Noe B. Calvillo, McAllen

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Janie West Cotton, Houston

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Mario Yzaguirre, Brownsville

State Council Observes Change in Vocational Education Climate

In recent years, the Council has observed a change in the administrative climate for vocational education planning and management.

The emphasis of vocational administration, particularly at the state and national levels, has shifted from "program improvement" to "compliance with rules and regulations."

Federal vocational legislation, as with other national legislation, is being used to address social issues to the extent that "job preparation" as the major goal of vocational education is receiving less priority in the planning and management of programs.

The general thrust of federal legislation is to provide "ready access" to vocational training programs in all communities. However, the legislative emphasis and stringent regulations for serving disadvantaged and handicapped persons, eliminating sex bias and stereotyping, extensive reporting requirements, and meeting other priorities has created a serious imbalance that threatens the basic purpose of vocational education and its ability to effectively serve target populations and priorities.

Vocational administration at the national and state levels has responded with staffing patterns that emphasize "compliance" rather than "program development." The limited funds that are divided among many priorities spread the funds so thinly as to render them ineffective in many school systems, with the ex-

ception of the more heavily populated areas.

There is little focus on looking at the overall needs of the state and communities with regard to vocational education, and addressing these priorities in a manner that achieves efficiency and effectiveness. Compliance with mandates does not necessarily assure achievement of program and services objectives, while program and services objectives in line with community needs may not be in compliance with legislative mandates.

Vocational planning at every level has become one of compliance. *What do we have to do to get the money?*

Presently, professional development inservice activities for vocational administrative and supervisory personnel at the state and national levels focus primarily on rules and regulations, compliance data, and serving socially oriented programs.

Limited attention is given to program improvement and serving the job training needs of the state.

The plea of the Advisory Council is that legislation and accompanying regulations be less prescriptive; that staffing at the state and national levels have program understanding and orientation; and that the major emphasis of state and national administration be to achieve compliance through program improvement rather than complying for the sake of complying.

Enrollments, Completions Denote Voc Ed Status

The One Million Level:

Texas vocational education programs served more than one million persons in 1980, double the number served in 1970.

Programs were offered in 950 school districts, 48 community college districts, and through the Texas State Technical Institute System.

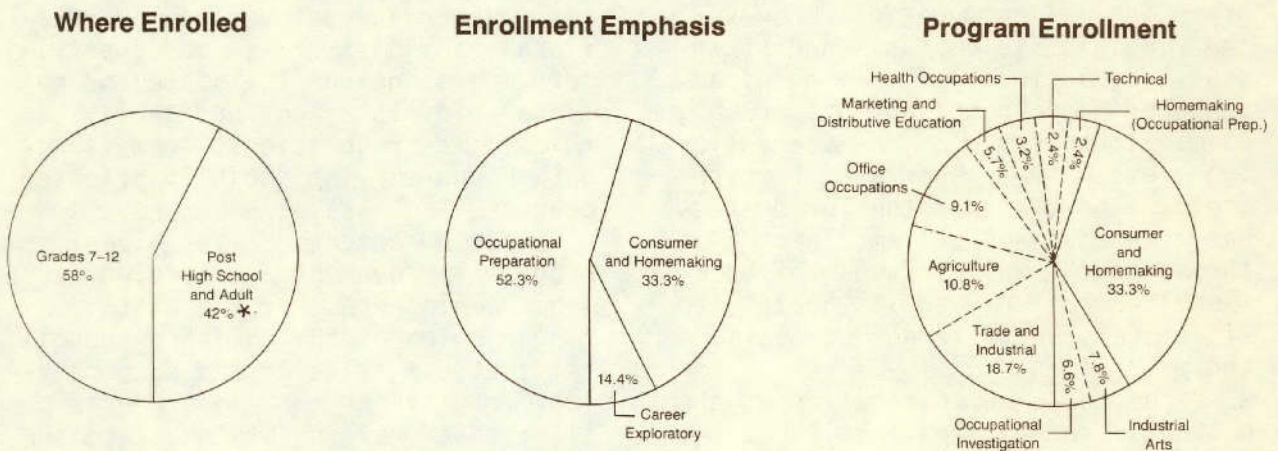
Individuals were provided opportunities to develop occupational skills for use in business and industry, and to develop skills for use as consumers and in home and

family living.

Vocational education in 1980 also provided career exploratory programs for junior and senior high school students, as a means of acquainting them with the many career opportunities in the economy. Such exposure is to help students make realistic career choices. Such programs were non-existent in 1970.

Table 1 displays where vocational enrollments were in 1980, the instructional emphasis of the enrollments, and the specific program areas in which instruction was received.

Table 1—1979–80 Vocational Education Enrollment (1,058,207 students)



*171,235 students in this grouping received their vocational training on public school district campuses, with the remaining students receiving instruction through public community colleges and the Texas State Technical Institute System.

Table 1 Source: 1980 Vocational Education Data System (VEDS)
Texas Education Agency

Special Focuses:

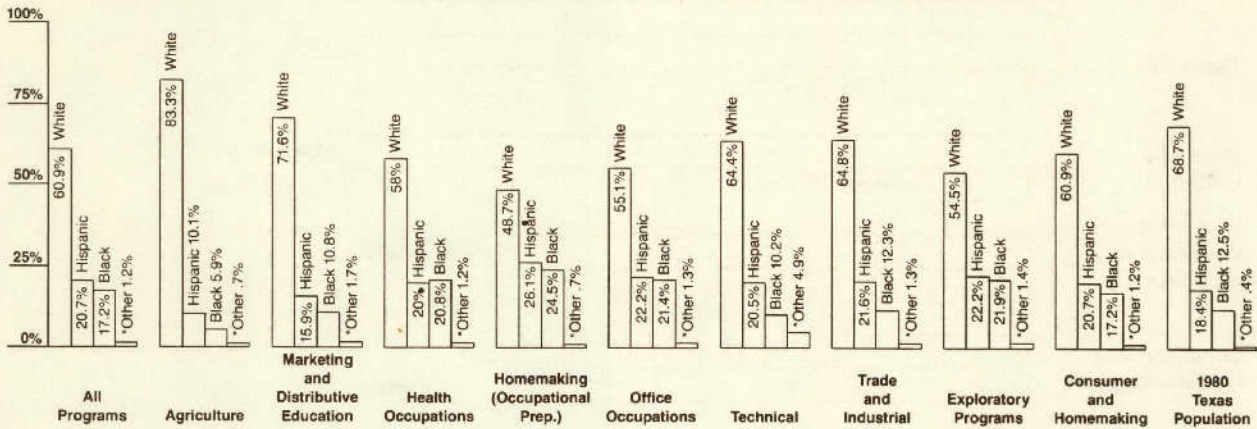
Legislative mandates over the years have encouraged vocational education to pay particular attention to serving handicapped as well as economically and educationally disadvantaged persons.

Vocational education has also assumed a very important role in attacking the problems of sex stereotyping, sex bias, and discrimination in various occupations by encouraging the enrollment of students in non-traditional areas.

Table 2, below, and Table 3 on the next page display vocational enrollments in 1980 by ethnicity and sex in each program area. Table 4 on page 5 depicts vocational education's efforts to serve handicapped persons.

Fewer than 20,000 vocational students served in 1970 were classified as being handicapped or disadvantaged. There were no formal efforts in 1970 to encourage students to enroll in non-traditional programs as a means of combating sex stereotyping and sex bias in occupations.

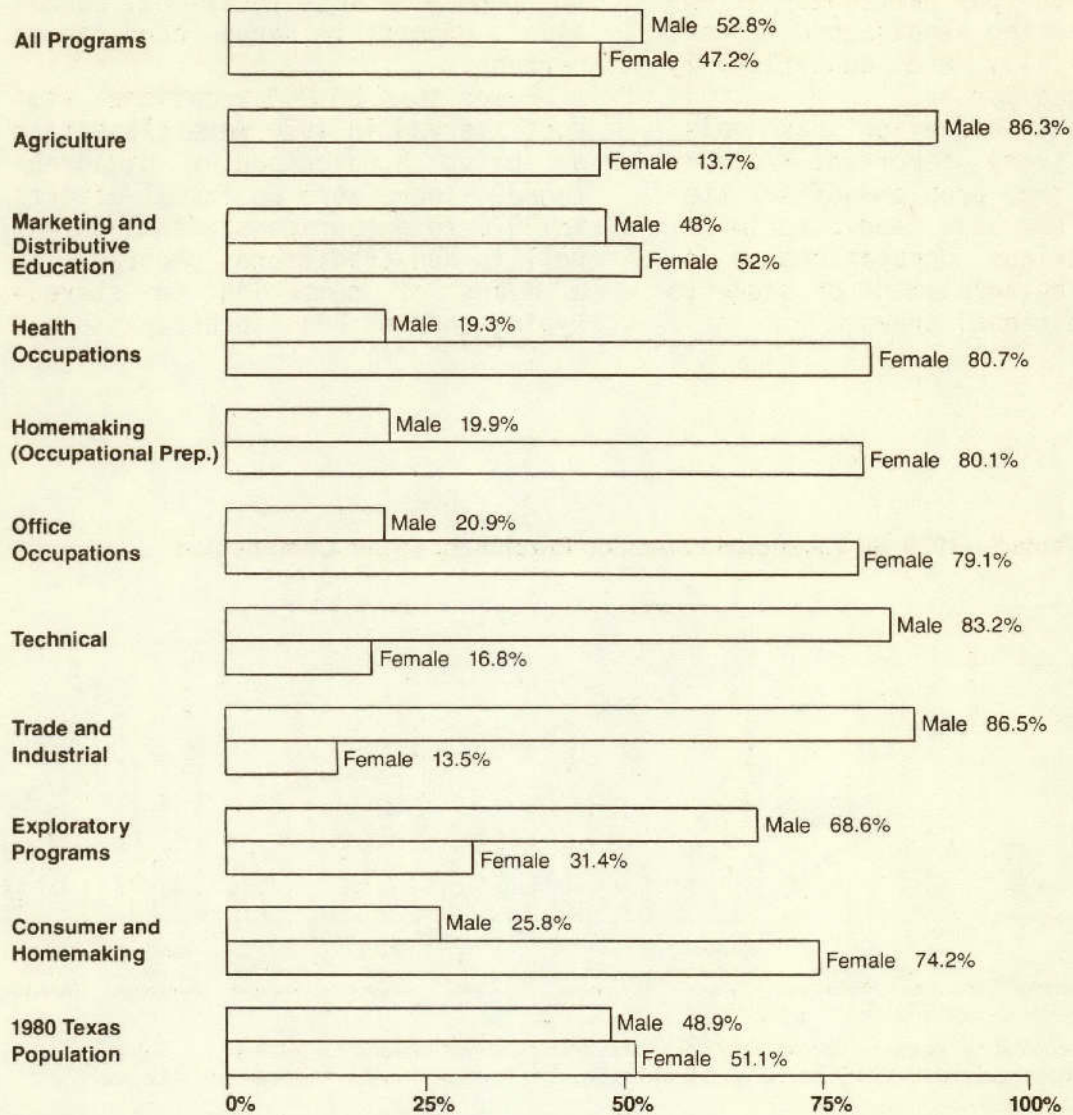
Table 2—1979–80 Vocational Education Enrollment Ethnic Composition*



*Ethnic enrollment composition based on data for 903,547 students. Ethnic data not available for 154,384 adult program students (49,600 Agriculture and 104,784 Consumer and Homemaking). Other category includes American Indian/Alaskan Native, Asian or Pacific Islander.

Table 2 Sources: 1980 Vocational Education Data System (VEDS)
 1980 State Plan for Vocational Education
 Texas Education Agency

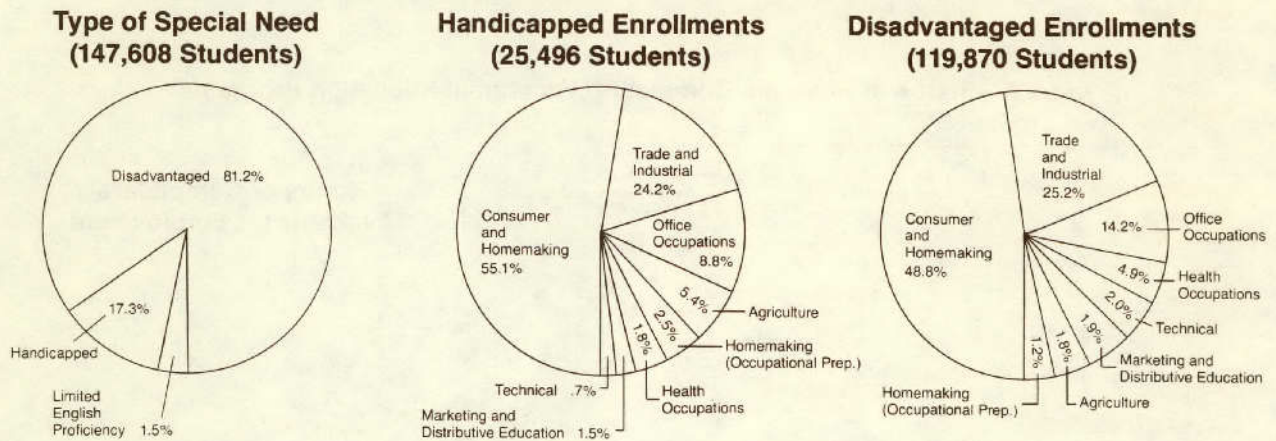
Table 3—1979–80 Vocational Education Enrollment by Sex*



*Sex enrollments composition based on data for 903,547 students. Sex enrollments data not available for 154,384 adult program students (49,600 Agriculture and 104,784 Consumer and Homemaking).

Table 3 Sources: 1980 Vocational Education Data Systems (VEDS)
 1980 State Plan for Vocational Education
 Texas Education Agency

Table 4—1979–80 Vocational Education Special Populations Enrollments*



*Out of 1,058,207 students served by vocational education in 1979–80, 14% or 147,608 were identified as having "special needs." A breakout is not shown for LEP (Limited English Proficiency) students; however, 81 percent of LEP students were enrolled in trade/industrial, office, or health occupations programs.

Table 4 Source: Vocational Education Data System (VEDS)
Texas Education Agency

Status of Completions:

Table 5 on the next page displays the "status" of vocational students who completed occupational preparation programs in 1979, the latest year for which completion data is available.

Seven of every 10 completions in 1979 entered the labor force and were available for employment. This compares to a 53 percent rate in 1970.

About the same percent of vocational completions in 1979 as in 1970 were unemployed at the time follow-up studies were conducted. Vocational education completers en-

tering the labor force have consistently experienced unemployment rates no more than half as much as those rates reported for their age bracket.

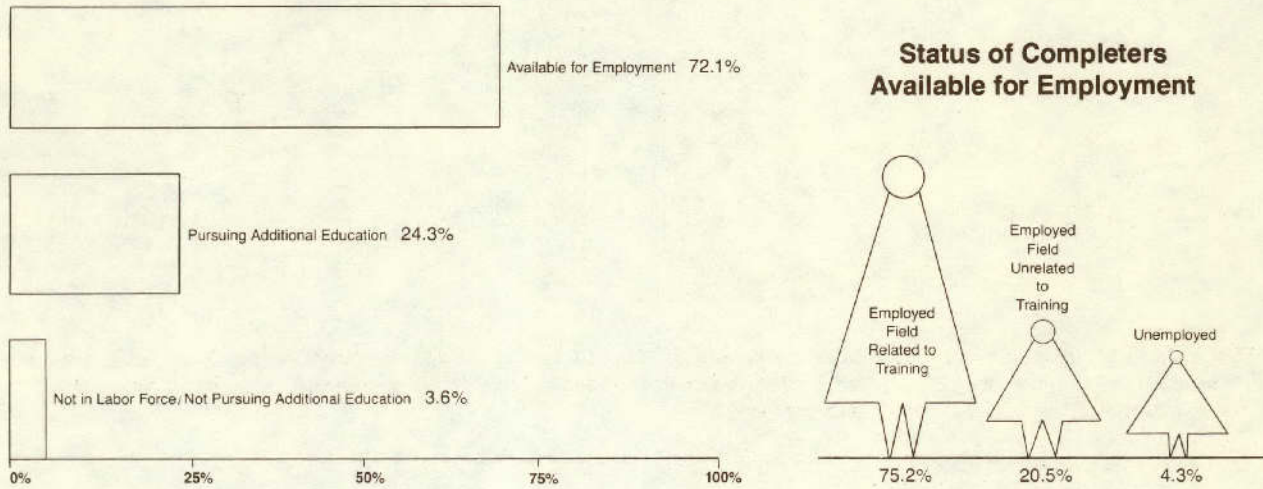
The Advisory Council had hoped to display the relationship of vocational education completions to the demand for workers in business and industry. However, after doing a comparative analysis of vocational supply/demand data published in the Texas Education Agency's State Plans for Vocational Education for each of the past three years coupled with data generated by the TEA's Vocational Education Data System (VEDS), it was the Council's conclusion that

the inconsistency brought about by changes in reporting procedures raised questions as to reliability.

It is the Council's opinion that timely and meaningful management de-

isions affecting programs, services, and directions for vocational education cannot be rendered in the absence of reliable supply/demand information.

Table 5—Status of Students Completing Vocational Education Programs*



*This table represents data compiled on vocational students completing programs in 1978-79, the latest year in which data is available. Percentages computed in this table are based on 72,482 completions in 1978-79, of which 52,258 were known to be available for employment. There were actually 130,816 completions; however, the Texas Education Agency listed 58,334 completions as "status unknown."

Table 5 Source: 1980 Vocational Education Data System (VEDS)
Texas Education Agency

Average Per Pupil Cost:

Table 6 on the next page displays the average per pupil cost to provide vocational instruction in 1979, the latest year for which financial data was available at the time this report was developed.

The figures shown relate directly to "instructional costs" and do

not include the costs of administration, counseling, and other factors included in the state's total vocational education expenditures.

This table relates to regular in-school students served in grades 9-12 and at the post high school level. There were an additional 345,687 adults, not reflected in the table, that received some vocational

instruction, most of which was short term supplemental training. The average per pupil cost to serve these adults was \$26.70.

When all funds spent for voca-

tional education in Texas in 1979 (\$298 million) is compared to the overall number of persons served (1,074,834) in all programs, the average per pupil cost was \$278.

Table 6—1979 Average Per Pupil Cost for Vocational Instruction*

	Grades 9-12	Postsecondary
Agriculture	\$473.33	\$888.18
Marketing & Distributive Education	472.74	297.97
Health Occupations	466.85	1,088.01
Homemaking (Occupational Prep.)	425.72	321.90
Office Occupations	598.49	396.31
Technical	1,956.6	522.00
Trade & Industrial	525.66	579.62
Consumer & Homemaking	140.92	—
All Programs	\$307.80	\$520.62

*These figures represent average per pupil costs for 610,255 vocational students served in 1979 through regular programs offered at high schools, community colleges, and the Texas State Technical Institute System. This table relates strictly to "instructional costs," and does not include administrative costs. Per pupil costs were not computed for 345,687 adults who received vocational instruction, most of which was short term supplementary in nature.

High school and postsecondary per pupil costs vary for different reasons. For example, many postsecondary health occupations programs, because of their instructional emphasis require a teacher/pupil ratio of 1:10. Most high school health occupations programs average about 1:30. As another example, most high school technical programs focus on data processing/computer related instruction. Such equipment is costly. Postsecondary technical programs provide instruction in numerous occupational areas. Equipment in some areas is not as expensive.

Table 6 Source: 1979 Vocational Education Accountability Report
Texas Education Agency

Vocational Personnel:

There were 16,174 personnel working in vocational education in 1980, of which 15,491 were teachers. The remaining personnel were administra-

tors, supervisors, consultants, and counselors.

Nearly 40 percent of vocational administrative/supervisory personnel were minorities, while 23 percent were female.

Local Administrators React to Federal Funding Flow

A survey of local secondary and postsecondary schools which offer vocational education indicates "mixed reactions" to the implementation of a formula for the distribution of federal vocational funds in Texas.

Large schools were generally pleased because they saw increased levels of funding. Many smaller schools, however, say they received fewer funds in Fiscal Year 1981 than previous years, and that mandated "set asides" spread available funds so thin as to make them ineffective.

The survey, which included 68 postsecondary institutions and a sample of 322 of 950 school districts which offer vocational education, was conducted by the Advisory Council in December 1980. Forty-seven percent responded to a questionnaire sent them by mail.

Some respondents commended the efforts of the Texas Education Agency's Department of Occupational Education and Technology in making changes in the disbursement of federal funds, and for the Department's work involved in the planning and administration of vocational education.

Other respondents were not as praiseworthy. The formula resulted in several schools not applying for what federal funds they were entitled to, primarily because of the "red tape" or paperwork involved in



getting them.

A number of respondents said they had to phase out special programs aimed at serving adults, displaced homemakers, eliminating sex stereotyping, and providing support services for women. Several work study programs for disadvantaged persons

had to be phased out.

Most respondents, both large and small schools, expressed some concern over the lack of clearcut guidelines as to how and for what federal funds could be expended under the new formula.

Emphasis of Formula:

Prior to 1980, the Texas Education Agency exercised discretion in the allocation of federal vocational funds, using the current formula factors in determining the rate of reimbursement that local institutions received. This discretion was exercised in funding projects and proposals initiated by local institutions.

The big change in the manner in which the Agency does business is that it no longer uses "discretion" in the flow of most federal funds.

Rather than local institutions initiating requests for funding, the Agency, using the formula, tells them how much they are entitled to

receive. These institutions in turn tell the Agency how they plan to use the funds. Certain amounts of each entitlement must be "set aside" for the handicapped, disadvantaged, adults, guidance and counseling, and consumer and homemaking.

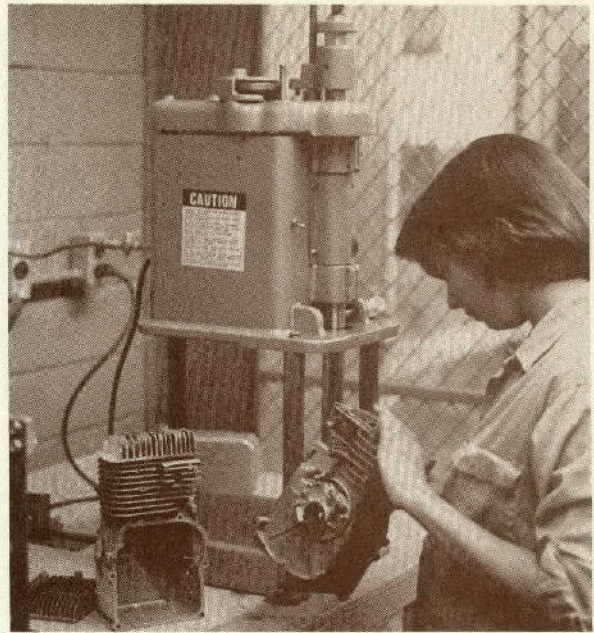
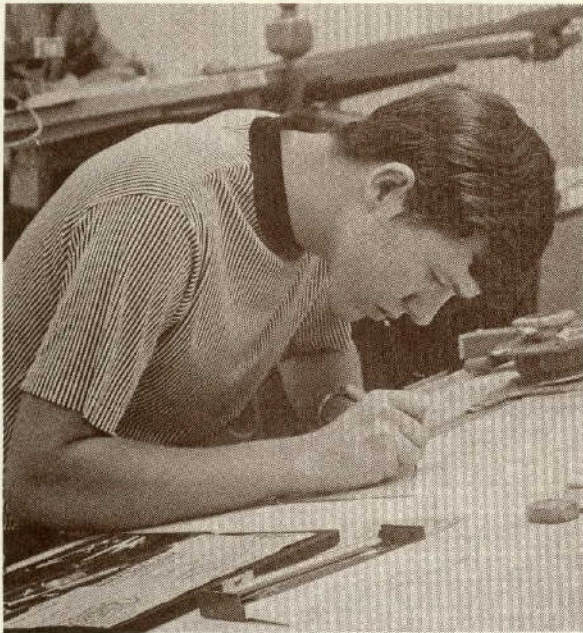
It should be noted that the Agency retains discretion over the allocation of certain program improvement funds (Part 3), such as research and exemplary projects.

Six factors are used in the formula for flowing funds to Local Education Agencies (LEA's), which are school districts. Five factors are in the formula for Other Eligible Recipients (OER's), which are postsecondary institutions.

For school districts, the six factors are:

1. Relative Financial Ability (RFA)
2. Low Income Families (LIF)
3. Economically Depressed Area (EDA)
4. General Unemployment (GU)
5. New Programs (NP)





6. Dropout Rate (DOR)

Formula: Total Points (TP) = 2.6 (RFA + LIF) + 1.2 (EDA + GU + NP + DOR)

Two of these factors, a school district's relative financial ability to pay and its number of low income families constitute over 50 percent of the weights used in the formula. The number of low income families is determined by the number of students participating in the "free or reduced lunch" programs.

For postsecondary systems, the five factors are:

1. Relative Financial Ability (RFA)
2. High Cost Students (HCS)
3. Economically Depressed Area (EDA)
4. General Unemployment (GU)
5. New Programs (NP)

Formula: TP = 3(RFA + HCS) + 1.33 (EDA + GU + NP)

Again two factors, a postsecondary system's relative financial ability to pay and its number of high cost students (disadvantaged, handicapped, and limited English

proficiency) count for over 50 percent of the weights used in the formula.

It should be noted that the number of vocational students within each school district and postsecondary system is used in the application of the formula to determine levels of funding.

In conducting an analysis of the changes in funding, the Texas Education Agency found that school districts with limited enrollments and programs would generally receive less funds. To offset this impact, the State Board for Vocational Education provided state funds in the amount of \$900 per school district and \$25 per vocational unit.

Texas has 950 school districts that offer one or more vocational programs. About 50 percent of these have less than 300 students in grades 9-12.

Approximately 50 percent of school districts with less than 300 students were scheduled to receive less federal funds this year than last, but with the allocation of

state funds, only one in five received less funds.

Of those receiving less funds, 50 percent are school districts that have only one or two vocational programs, with an additional 37 percent having from 3 to 7 programs.

Other Survey Findings:

Among other findings of the Council survey were:

1. The Texas Education Agency's vocational field staff should have been informed and available to provide technical assistance to the local level, not only on how to legally comply, but to provide suggestions as to how funds could be utilized most efficiently and effectively.

2. Many respondents found difficulty in getting timely help from the Texas Education Agency Austin office, and they often received inconsistent responses.

3. Several respondents were vocal about the TEA's position of Director of Secondary Programs being filled, in order to provide information and guidance from an overall program perspective. (The Director of Secondary Programs resigned in June 1980.)

4. There was criticism about the use of students participating in the free or reduced lunch program as the method of determining the number of low income families residing in a school district. Many districts, primarily the smaller schools, said students are reluctant to take a free lunch.

5. The formula penalizes school systems who had taken the initiative to develop programs to serve communities, while rewarding those who had not.

6. Concern was voiced regarding the definition of "excess cost" in serving the handicapped, that the

"set aside" was too high in view of the other programs designed to serve the handicapped.

7. The amount of paperwork involved in the planning, application, accounting and reporting requirements was a consistent complaint from respondents.

8. To improve efficiency and effectiveness of program funds, the local institutions should be allowed to carry federal funds over to the next year.

9. A plea was made that administrators at the state and federal level give consideration to the unique differences in secondary and postsecondary vocational education programs, clients served, and the impact these differences have on planning and program operation.

10. More advanced information and time is needed by local institutions in developing local program plans that set forth how funds are to be used. Furthermore, local schools should receive funds earlier in the year because program managers are limited as to actions they can take in the absence of funds being on hand.

Professional Commitment:

Respondents to the Council survey are generally frustrated by the changes and requirements in funding, but they demonstrate a professional commitment and determination to find ways to make as positive a contribution as possible to the vocational needs of their communities.

The survey revealed that a definite desire and need exist to "strengthen" a partnership relationship between the local, state, and national levels in jointly seeking ways to effectively and efficiently serve the individual communities.

Advisory Council Comments on Annual SETC Report

The Advisory Council for Technical Vocational Education in Texas (ACTVE) is required to comment on the annual report of the State Employment and Training Council (SETC).

Comments will focus on the SETC's Fiscal Year 1979 Report, published in 1980.

The SETC, mandated under federal law, has a prime responsibility to advise local governments, state agencies, and the Governor, in the administration of the Comprehensive Employment and Training Act (CETA).

The 28-member SETC is appointed by the Governor. Its chairman, James Currey, Dallas, also serves on the ACTVE.

By way of overview, 160,000 "economically disadvantaged" Texas citizens received CETA employment and training services in 1978-79 at a cost of \$310 million. This represents about 10 percent of those defined as poor in Texas.

Just over \$8 million in CETA funds were specifically earmarked to provide supplemental vocational training to CETA clients, of which \$4.5 million was expended to serve 7,900 persons in 1978-79. Local governments (prime sponsors) expended additional funds to contract with school districts and post secondary schools to provide vocational training to CETA clients.

In its report, the SETC cites several "considerations for the future," which stress methods of im-

proving the delivery of CETA services. Two of those considerations specifically address vocational education.

The SETC suggests that "where population and need will support formal vocational training programs, these may be more efficient than on-the-job training by individual employers. Community colleges and high schools already experienced and competent to provide vocational skills are often apt to be better equipped for this task than many private firms."

The report goes on to say that "to further vocational education, the state's secondary and technical schools and colleges spend roughly \$250 million yearly, and CETA spends additional millions in related training. There is an enormous opportunity to cut duplication by sharing facilities and information."

The ACTVE joins the SETC in advocating and working toward CETA and vocational education promoting joint utilization of available facilities and programs to reduce overhead and unnecessary expenditures of funds.

Historically, CETA and vocational education have moved slowly in collaboration to provide services. The SETC is applauded for its recent efforts to bring CETA and vocational education together in Texas, through a series of workshops, to identify and discuss barriers to such collaboration. Positive benefits are being derived for both CETA and vocational education.

1981 Council Recommendations to State Board for Voc Ed

1. Maintaining Quality Instruction:

In 1979, the Council surveyed local education agencies (LEA's) that offered vocational education, asking them to rate the "usefulness" of a variety of factors related to delivering quality vocational services.

Rated as the most useful to these LEA's were "standards for programs and facilities" that were developed several years ago by the Texas Education Agency's Department of Occupational Education and Technology (DOET). These standards, though not in State Board of Education policy, were approved by the Board.

Also receiving a high rating for usefulness was the DOET's area vocational field staff because of their capability to provide technical assistance in improving programs.

During the past year, numerous local vocational administrators and teachers have raised concerns as to the status of program and facility standards. Recent efforts were made by TEA's voc ed department to update these standards to incorporate changes in law and to make them more flexible. However, the proposed

changes have not been finalized.

Concern has also been raised that the area vocational field staff could prove more beneficial to LEA's if sufficient resources and more specific direction were provided by the Agency.

It is recommended that the State Board for Vocational Education:

1. Review present vocational program and facility standards, in collaboration with local vocational program managers, and that such standards be updated and incorporated into State Board of Education policy.

2. Review and delineate the role of the area vocational field staff in providing technical assistance for program improvement to local education agencies, and provide sufficient resources for the area staff to meet the need for their assistance.

2. Institutional Coordination:

Several million dollars were spent in Texas in the 1970's to construct and equip vocational facilities at the secondary and postsecondary levels.

State law permits school districts to contract with other school districts, postsecondary institutions, or private schools, and vice versa, to meet the instructional needs of students. The intent of the law is to keep duplication of efforts in programming at a minimum while at the same time enhancing the availability of program options to students.

There are several barriers that continue to restrict coordination between different institutions in reducing duplication and improving accessibility. These include: (1) local administrative policies; (2) restrictive policies on transportation of students; (3) differences in teacher certification requirements between secondary and postsecondary levels; (4) different reimbursement rates for training between the secondary and postsecondary levels; and (5) inflexibility of class scheduling between contracting institutions.

It is recommended that the State Board for Vocational Education:

1. *Review student transportation laws (Section 16.206(g), Texas Education Code), and board policies for implementing these provisions. Take action to change board policies to allow the transportation of one student or a small group of students between school districts and institutions for vocational instruction.*

2. *Take action to close the gap in instructional reimbursement rates charged by secondary and postsecondary institutions in order to enhance contractual agreements to meet student needs.*

3. *Make special provisions that will waive the requirement for a postsecondary teacher to possess a secondary level teaching certificate when providing instruction to high school students who are being sent to a postsecondary institution for*

instruction.

4. *Encourage local administrators to review and remove any barriers in local policies that hinder contractual agreements between institutions for out-of-district student instruction.*

3. Laboratory and Co-op Linkages:

The Advisory Council has been asked by numerous Texas employers to encourage policymakers at the state and local levels to exert efforts that will result in vocational students, when feasible, to participate in pre-employment laboratory programs prior to enrolling in on-the-job training cooperative education.

Laboratory programs enable students, in a laboratory or shop setting, to acquire basic knowledge and skills related to an industry or occupation, especially in operating equipment and simulating actual work conditions. Cooperative education programs enable students to develop occupational skills by working one-half of each day at training stations in the community.

Many vocational students enroll in a laboratory at least one year and then put their skills to practical use while developing additional skills through a co-op program the following year.

Not all vocational students participate in a laboratory setting prior to enrolling in a co-op program; thus, they are starting from scratch in developing entry level skills.

Employers are finding it increasingly difficult, especially in meeting minimum wage laws, to provide co-op training stations for students who have not received some prior preparation for the job.

It is recommended that the State Board for Vocational Education:

1. *Establish a Task Force, com-*

prised of local and state vocational program managers, to assess the extent to which present pre-employment and cooperative vocational programs are linked, and the need for such linkages to serve employers and students. The Task Force should identify further opportunities of program linkages, and make appropriate recommendations to the State Board.

2. In its deliberations, the Task Force should explore the feasibility of making provisions in program standards and guidelines to enhance program linkages. Suggestions should be made as to how the staff of the Texas Education Agency's Department of Occupational Education and Technology can provide technical assistance and program development activities to assist local vocational program managers in strengthening the linkages of laboratory and co-op programs.

4. Curriculum Emphasis:

The United States' role as a world leader in advanced technology, productivity, and other characteristics embodied in the private enterprise system is being challenged by other industrialized nations of the world.

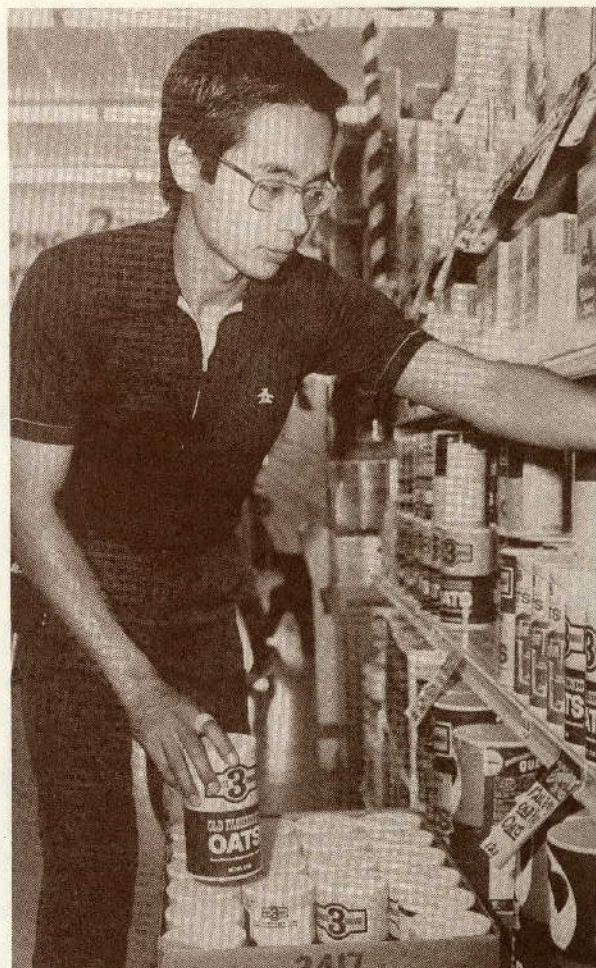
At the Council's 1980 public hearing in Austin, employers voiced concerns that the public school curriculum fails to provide sufficient emphasis on concepts related to productivity, entrepreneurship, private enterprise, and worker attitudes. These factors impact on the nation's economic well being.

Vocational education has made major contributions in undergirding and supporting these concepts. However, as world competition increases, efforts must be exerted to further develop and strengthen these concepts through all aspects of vocational education.

It is recommended that the State Board for Vocational Education:

1. Establish a Task Force to take inventory of present instructional activities and resources being used to promote productivity, private enterprise, and entrepreneurship. The Task Force should make recommendations to strengthen these concepts through vocational education.

2. Direct the Department of Occupational Education and Technology staff to work toward making the services of groups and projects that foster these concepts available to local program managers. The Department staff should provide technical assistance to local program managers in strengthening the teaching of these concepts.



3. Encourage Vocational Curriculum Centers to review existing instructional materials, and to incorporate these concepts into revisions as well as any new materials that might be developed. Separate materials promoting these concepts should be developed for use in vocational instructional activities.

4. Provide inservice activities for vocational educators to assist them in strengthening these concepts in the instructional programs and vocational student organization activities.

5. Encourage vocational student organization leaders to provide opportunities for vocational students to develop understanding of these concepts through the activities of the student organizations.

5. Career Decision Making:

During Council public forum activities, school superintendents and principals have been vocal about reaching more junior high school students with programs that provide exposure and information about career fields and occupations in the work world.

Vocational education has two programs oriented toward providing occupational information and "hands-on" exploratory experiences. They are Occupational Investigation, which reached 60,000 7th and 8th grade students in 1980, and Exploratory Industrial Arts, which reached 82,000 students in these two grade levels last year. An additional 10,000 students at the high school level received exploratory instruction.

There are about 500,000 7th and 8th grade students in Texas, with only 1 in 3 being reached by these two programs.

School administrators said that career exploratory experiences of

this nature will increase the holding power of schools as well as show students how their general education instruction fits into the work world. The bottom line is students who are in better positions to make career decisions best tailored to their interests and needs.

It is recommended that the State Board for Vocational Education:

1. Make provisions that will permit the use of regular vocational instructional personnel and laboratories in grades 7-12 in providing career exploratory experiences to students. Present Board policies provide for certain vocational instructors to keep a study hall. Such personnel could be used as a resource person.

a. Establish a Task Force, comprised of vocational personnel from the local level, to assist the Department of Occupational Education and Technology in setting program standards and guidelines for the use of regular instructional personnel and laboratories in grades 7-12 in providing career exploratory experiences.

b. In developing standards and guidelines, allow local school districts substantial latitude in providing career exploratory experiences because of the wide variances that school districts have with regard to size, resources available, and students interested in such programs.

c. Curriculum centers should be used to develop units in exploration in the occupational areas.

d. Provisions should be made to provide inservice activities for personnel who will offer exploratory programs or assistance.

e. Encourage local school districts to make laboratory resources of regular vocational programs available for use in providing exploratory experiences.

1980 Council Recommendations Receive Attention, Action

The Advisory Council submitted two reports to the State Board for Vocational Education in 1980, both of which contained recommendations.

In its 10th annual report, entitled "Decade of Progress," the Council addressed the subjects of "energy" and "correctional institutions." (The 10th report, though published in December 1979, was submitted to the State Board in 1980.)

Legislative changes and appropriations for vocational and adult education were the thrust of a "special report."

Energy Conservation/Development:

On the subject of energy, Council recommendations called for:

1. increased funding for energy education programs.
2. high priority be given energy research and exemplary programs.
3. incorporating energy conservation into all voc ed instruction.
4. including energy conservation as a special component of state and local inservice professional development activities for vocational personnel.
5. using all available means to disseminate materials for improving

instruction in energy conservation and development.

6. encouraging vocational personnel to share energy conservation and development expertise with other segments of education, as well as the community.

In responding to the recommendations, the State Board said:

1. the need for energy education programs and funding will be determined in the 1981 State Plan for Vocational Education.

2. special consideration will be given in 1981 to funding exemplary and innovative projects which implement and build upon results of recently completed research projects with an energy focus.

3. pilot testing of a set of 12 energy conservation modules was completed in mid-1980. A mechanism will be established to achieve the widest dissemination of these materials, and to promote their infusion into established instructional programs.

4. efforts will be made to encourage energy conservation as a special component of state and local inservice activities for vocational personnel.

5. a student awareness of alter-

native and renewable energy sources will be an essential part of the total instructional program in energy conservation.

6. vocational personnel will be encouraged to share their expertise in energy conservation and development with others. The planned dissemination and infusion of energy conservation curriculum materials should facilitate a sharing of expertise.

Corrections Institutions:

In its 10th annual report, the Council addressed correctional institutions by recommending:

1. that high priority be given to developing a statewide unified education and training plan for all elements of the corrections system in collaboration with the Criminal Justice Department.

2. personnel responsible for planning for vocational and adult education inservice workshops be encouraged to include staff persons from the various correctional institutions to create an awareness of needs in these areas.

The State Board, in responding to the recommendations, said the Texas Education Agency will continue to work with all parties concerned in the development of a unified education and training plan for corrections personnel. Vocational and adult education personnel will also be encouraged to include staff persons from correctional institutions in their inservice activities.

Legislative Recommendations:

The Council's "special report" contained recommendations for the 1981 Legislature.

Issues addressed included:

1. paying vocational teachers for their business and industry work

experience that is required for certification.

2. appropriating a program development fund to help postsecondary schools meet labor market needs.

3. increasing the level of funding for adult education.

4. earmarking funds to purchase new vocational equipment.

5. increasing amount allocated for purchasing instructional materials.

6. statutory provision be made to allow funding of vocational personnel travel with state funds.

7. changes be made in manner in which vocational program units are reallocated.

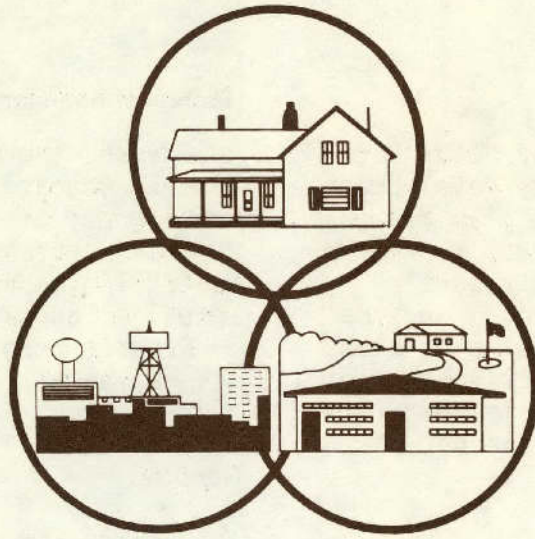
As 1980 drew to a close, the State Board had taken action on three of these issues, while taking the others under consideration.

Included in the Board's recommendations to the 1981 Legislature are requests that \$10 million be appropriated for the next biennium to purchase new vocational equipment at the secondary level, and that vocational teachers be paid for two years business and industry work experience that is required for certification. The biennium price tag for the additional salaries would be \$9.8 million.

The State Board agreed to make a policy change that permits vocational units to be reallocated on a percentage basis.

Historically, vocational programs must have a minimum of 20 students enrolled in order to be reallocated (receive state funding for salaries) for the next school year.

The policy change permits programs to have the state share for salaries reduced by 5 percent for each student under 20, whereas in the past, the state share was reduced by three-quarters to one-half regardless of how close to 20 students a program had.



Appendix

Advisory Council Assigned Diverse Responsibilities

Planning:

Advise the State Board for Vocational Education in the development of the five-year state plan for vocational education, annual program plan and accountability report.

Assist the State Board for Vocational Education in developing plans for evaluating the effectiveness of each program addressed in the State Plan for Vocational Education.

Evaluation:

Evaluate vocational education programs, services and activities under the Annual Program Plan for vocational education. Publish and distribute the results.

Conduct a review of the analyses of the distribution of federal vocational education funds in Texas.

Monitor program evaluations conducted by the State Board for Vocational Education.

After consultation with the State Employment and Training Council:

(1) identify the vocational education and employment and training needs of the State.

(2) assess the extent to which vocational education, employment and training, vocational rehabilitation, and other programs represent a consistent, integrated, and coordinated approach to meeting these needs.

Technical Assistance:

Advise the State Board for Vocational Education on policy matters arising out of the administration of programs addressed in the five-year State Plan, annual program plan, and annual accountability report.

Provide technical assistance as may be requested to establish and operate local advisory councils.

Reports:

Prepare and submit to the U.S. Department of Education and National Advisory Council on Vocational Education, through the State Board for Vocational Education, an annual evaluation report which evaluates the effectiveness of vocational education programs, services and activities carried out under the five-year plan, annual program plan and recommends any changes in programs, services, and activities considered necessary.

Comment at least once annually on the reports of the State Employment and Training Council.

Public Hearing:

Hold no less than one public hearing each year to give the public an opportunity to express views concerning vocational education.

Public Hearing, Reports Among 1980 Activities

Public Hearing:

The Council sponsored a state conference, enabling business and industry to tell educators their current and projected employment and training needs.

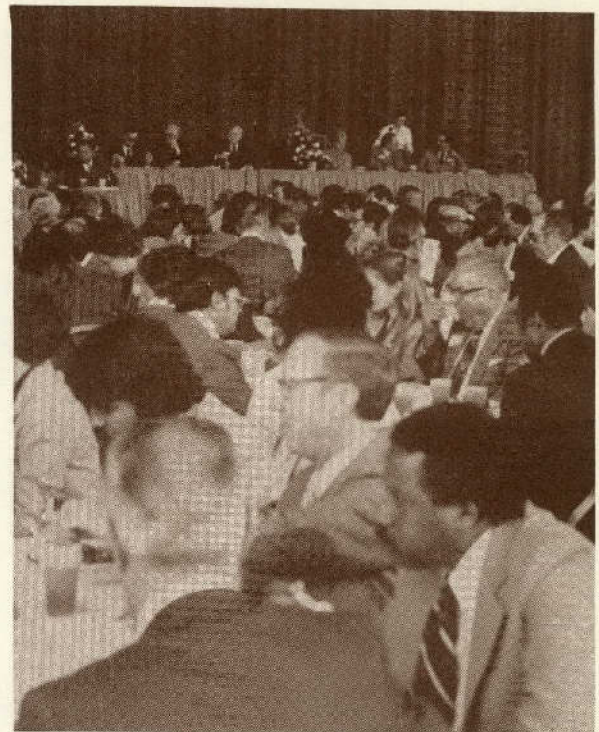
All segments of the Texas economy were represented: Manufacturing; Construction; Agriculture/Natural Resources; Environment and Energy; Marketing and Distribution; Transportation; Health Care; Business and Office; Communications/Media; Public Service; Hospitality, Recreation, and Personal Services; and Consumer and Homemaking.

Brochures were published highlighting the employment opportunities and educational requirements for each industry. Central theme for each brochure is "Job Outlook for the 1980's." A full report detailing the conference is also available from the Council.

Council Meetings:

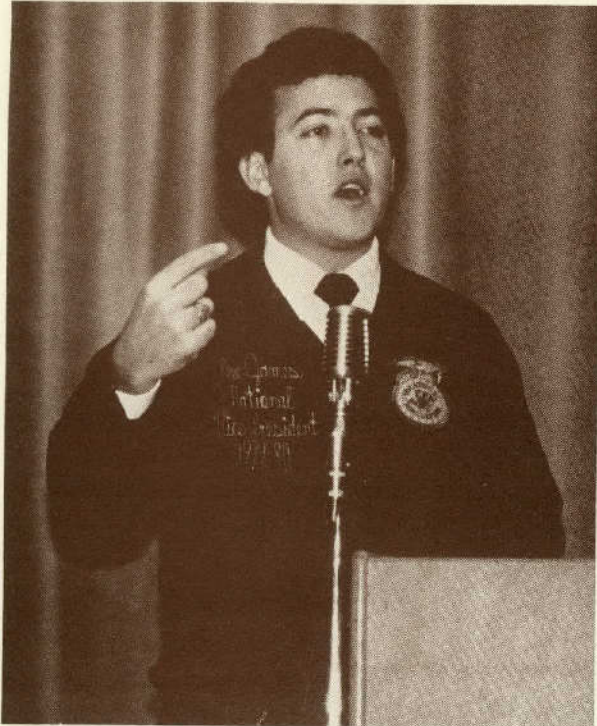
The Council met six times, with four meetings held in Austin. Meetings were also held in Houston and Laredo.

Major agenda items included reviews, reports, and discussions on: State Plan for Vocational Education; Developing a State Policy Base for



Vocational Education; Annual Report of the State Employment and Training Council; Assessment of Career Education; Meeting Employment Needs Through Vocational Education; Teacher Education and Certification; Governor's Advisory Committee on Education; and American Productivity.

Major agenda items also included: Assessing the Handicapped; Vocational Education and CETA Linkages;



Entrepreneurship; Education Legislation and Appropriations; Higher Education in Texas; Women's American Organization for Rehabilitation through Training; Private Vocational Education in Texas; and Concerns of Vocational Teachers.

When the Council met in Houston and Laredo, it was briefed on the local economy and toured various education and training facilities. While in Laredo, the Council interfaced with local vocational advisory councils at the secondary and post-secondary levels.

A portion of each Council meeting was devoted to reports and recommendations from Council committees, as well as reviewing the Council's program of work, staff analyses, and developing reports to the State Board for Vocational Education, Governor, and Legislature.

The 24 council members, serving without pay, gave over 250 man days in 1980 to formal Council and committee meetings and hearings.

Council Committees:

The Council has four standing committees: Industry/Education, Adult Education and Special Services, Planning and Evaluation, and a Steering Committee which provides overall direction to the Council.

Council committees met numerous times, involving themselves in such activities as: assisting in the development of a statewide public information program to improve the image of skilled work; reviewing needs and concerns in adult education; and working with personnel in different agencies in improving techniques for evaluating and planning vocational programs.

Linkages with Other Groups:

The Council, in fulfilling its responsibilities, was represented by appointment or invitation on numerous external councils or committees in 1980.

Among these were:

(1) Texas Education Agency Task Force on the State Plan for Vocational Education, which met several times in developing the 1981 State Plan.

(2) Governor's 1202 Commission, which is charged with coordinating post-secondary educational planning and labor market supply/demand information.

(3) State Occupational Information Coordinating Council, which coordinates the gathering and flow of occupational information among several agencies in Texas.

(4) State Employment and Training Council, which advises in the administration of various parts of the Comprehensive Employment and Training Act (CETA).

The Council met periodically with representatives of the Texas Education Agency and State Board for Vocational Education to hold informal discussions on vocational education matters relating to administration, funding, and program improvement.

Members of the Council and staff participated in numerous educationally related meetings, such as inservice workshops for teachers, a conference to improve CETA and Voc Ed Linkages, a national conference on adult education, workshops on serving the handicapped; public hearings on curriculum reform, and meetings of local vocational advisory committees.

Council Reports:

The Council submitted a "Special Report" to the State Board for Vocational Education, containing recommendations for the 1981 Legislature.

Issues addressed called for paying vocational teachers for their business and industry work experience that is required for certification; appropriating a program devel-

opment fund to help post-secondary schools meet labor market needs; increasing the level of funding for adult education; earmarking funds for purchasing new vocational equipment; increasing amount allocated for instructional materials; statutory provisions be made for vocational personnel travel; and changes be made in the manner in which vocational program units are allocated.

A joint report was submitted to the Governor and Legislature. A major thrust of the report was to summarize the concerns voiced by business and industry at the 1980 public hearing. Suggestions were offered as to how the employment and training needs of business and industry can be better served.

A portion of 1980 was devoted to beginning work on this 11th annual report to the State Board for Vocational Education.

The Council's 10th report to the State Board, though published in December 1979 was submitted to the Board in 1980. A major thrust of that report was to summarize a "decade of progress in vocational education," while setting forth challenges and recommendations for the 1980's.

Newsletter:

A newsletter was published monthly in 1980. Entitled "ACTIVE News," the newsletter kept readers abreast of current developments in the field of vocational education, including activities of the Council.

Distribution included: chairs and vice chairpersons of local vocational advisory councils; state and local board of education members; school superintendents; college deans; state and local vocational administrators, guidance personnel, teacher educators, teachers, and curriculum specialists.

A SUMMARY REPORT OF ADVISORY COUNCIL ACTIVITIES

The Advisory Council continuously tries to fulfill its responsibilities as mandated under federal and state laws.

The 24 Council members give over 250 man days annually to formal Council and Committee meetings and hearings. This does not include work done as individual members on Council responsibilities, and work with groups and organizations in their areas of the State.

MAJOR REPORTS PUBLISHED BY THE COUNCIL

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Reports to Governor	Mar.	Apr.	Apr.	Apr.	Apr.	Apr.	May	Apr.	Dec.	Dec.	Dec.
Reports to State Board of Education	Sept.	Sept.	Oct.	Nov.	Nov.	Oct.	Oct.	Oct.	Dec.	Dec.	Dec.
Reports to Legislature	Dec.		Dec.		Dec.		Dec.		Dec.		Dec.
Council Brochures	May	Oct.		Nov.		Apr. & Dec.			Mar.	Apr.	
Summaries of Annual Reports for Use in Public Forum Mtgs.	Sept.	Sept.		Jan.	Jan.						
Proceedings/Reports on Public Forums (1) Gov.'s Conf. (2) Reg. Hearings (3) Com. Conf. (4) State Forum (5) Impact Conf.	July (1)	Mar. (2)	July (3)	June (1)	June (3)	June (4)	June (5)	June (1)		June (2)	Sept. (4)
Legislative Directed Studies		Mar. SR 865	Dec. SCR 89	Mar. SCR 11							
Proceedings, Teacher Education Hearing		Mar.									
Career Development Handbook				Oct.							
Special Report to St. Bd. for Vocational Education					June		June		June		June
Proceedings, State Plan Hearing						Jan.					
Employer Survey						Apr.					
Voc. Ed. Student Follow-up									Sept.		
Promising Practices (Booklet)									June		
Tables & Charts								Aug.		Mar.	

A monthly newsletter is mailed to over 2,500 persons across Texas. Numerous staff analyses, working papers, background information data, surveys and other activities are done by the Council.

The ACTIVE has produced a variety of audio-visual presentations. Slide/tape presentations currently available for checkout are: "Education, Work, and Advisory Committees," for local use in promoting advisory committees; "The Secret is Out," denoting plans for a statewide public information campaign; "Who is ACTIVE," providing a historical look at the Advisory Council; "Women in Apprenticeship Training," depicting women in non-traditional roles in apprenticeship training.

A complete list of Council audio-visual productions is available on request.

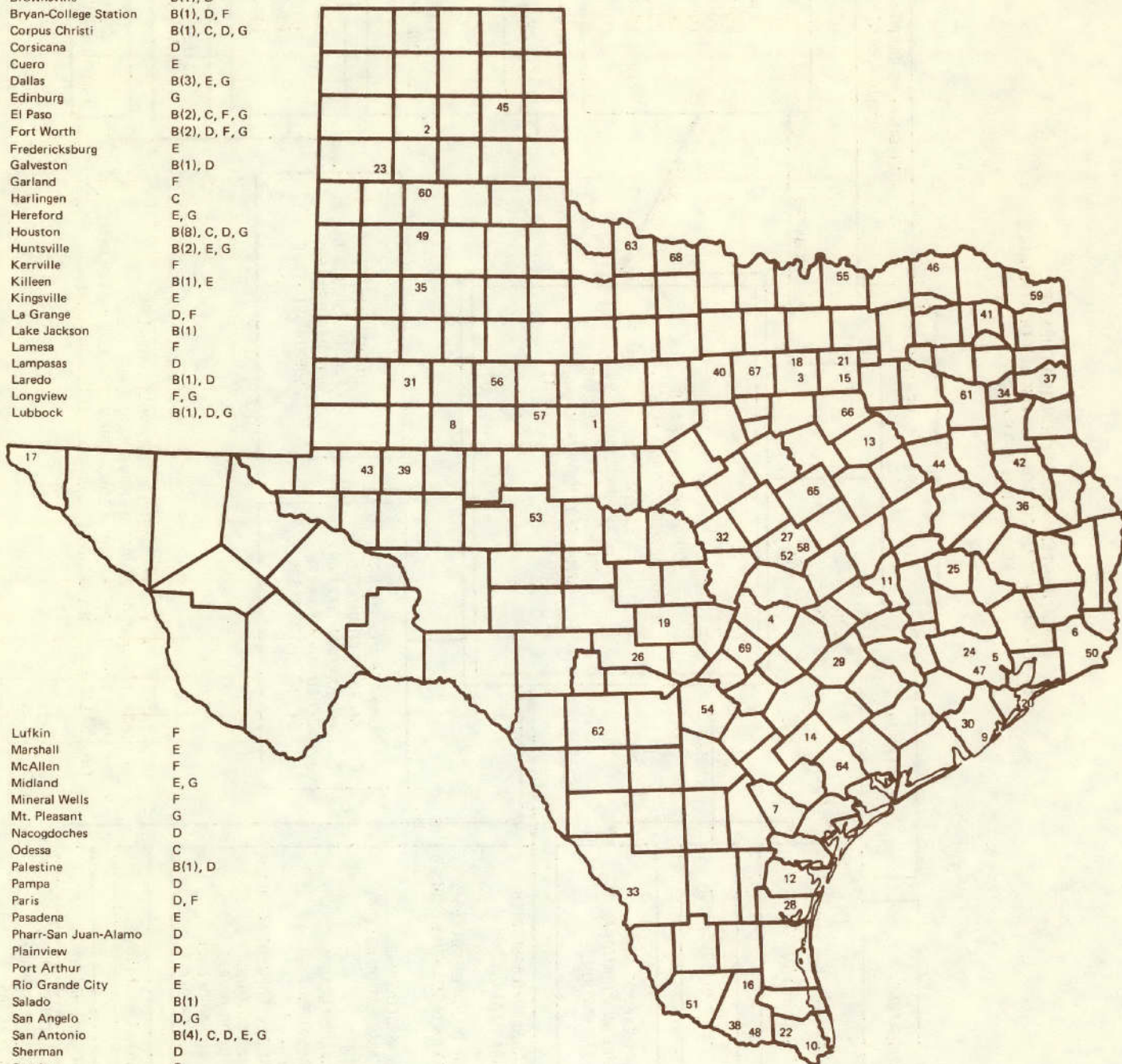
The Council has provided a public forum for approximately 20,000 citizens through numerous hearings and conferences.

GEOGRAPHIC BREAKOUT OF ADVISORY COUNCIL MEETINGS, CONFERENCES, AND HEARINGS

1969 – 1980

COUNCIL MEETINGS & CONFERENCES

- | | | |
|-----|-----------------------|----------------------|
| 1. | Abilene | C, G |
| 2. | Amarillo | B(1), C, F, G |
| 3. | Arlington | C |
| 4. | Austin | A(6), B(53), C, D, G |
| 5. | Baytown | F |
| 6. | Beaumont | C, G |
| 7. | Beeville | F |
| 8. | Big Spring | D |
| 9. | Brazosport | E |
| 10. | Brownsville | B(1), D |
| 11. | Bryan-College Station | B(1), D, F |
| 12. | Corpus Christi | B(1), C, D, G |
| 13. | Corsicana | D |
| 14. | Cuero | E |
| 15. | Dallas | B(3), E, G |
| 16. | Edinburg | G |
| 17. | El Paso | B(2), C, F, G |
| 18. | Fort Worth | B(2), D, F, G |
| 19. | Fredericksburg | E |
| 20. | Galveston | B(1), D |
| 21. | Garland | F |
| 22. | Harlingen | C |
| 23. | Hereford | E, G |
| 24. | Houston | B(8), C, D, G |
| 25. | Huntsville | B(2), E, G |
| 26. | Kerrville | F |
| 27. | Killeen | B(1), E |
| 28. | Kingsville | E |
| 29. | La Grange | D, F |
| 30. | Lake Jackson | B(1) |
| 31. | Lamesa | F |
| 32. | Lampasas | D |
| 33. | Laredo | B(1), D |
| 34. | Longview | F, G |
| 35. | Lubbock | B(1), D, G |



- | | | |
|-----|----------------------|------------------|
| 36. | Lufkin | F |
| 37. | Marshall | E |
| 38. | McAllen | F |
| 39. | Midland | E, G |
| 40. | Mineral Wells | F |
| 41. | Mt. Pleasant | G |
| 42. | Nacogdoches | D |
| 43. | Odessa | C |
| 44. | Palestine | B(1), D |
| 45. | Pampa | D |
| 46. | Paris | D, F |
| 47. | Pasadena | E |
| 48. | Pharr-San Juan-Alamo | D |
| 49. | Plainview | D |
| 50. | Port Arthur | F |
| 51. | Rio Grande City | E |
| 52. | Salado | B(1) |
| 53. | San Angelo | D, G |
| 54. | San Antonio | B(4), C, D, E, G |
| 55. | Sherman | D |
| 56. | Snyder | E |
| 57. | Sweetwater | F |
| 58. | Temple | D |
| 59. | Texarkana | D |
| 60. | Tulia | F |
| 61. | Tyler | C |
| 62. | Uvalde | D |
| 63. | Vernon | E |
| 64. | Victoria | D, G |
| 65. | Waco | B(1), C, F, G |
| 66. | Waxahachie | D |
| 67. | Weatherford | E |
| 68. | Wichita Falls | C, D, G |
| 69. | Wimberley | B(1) |

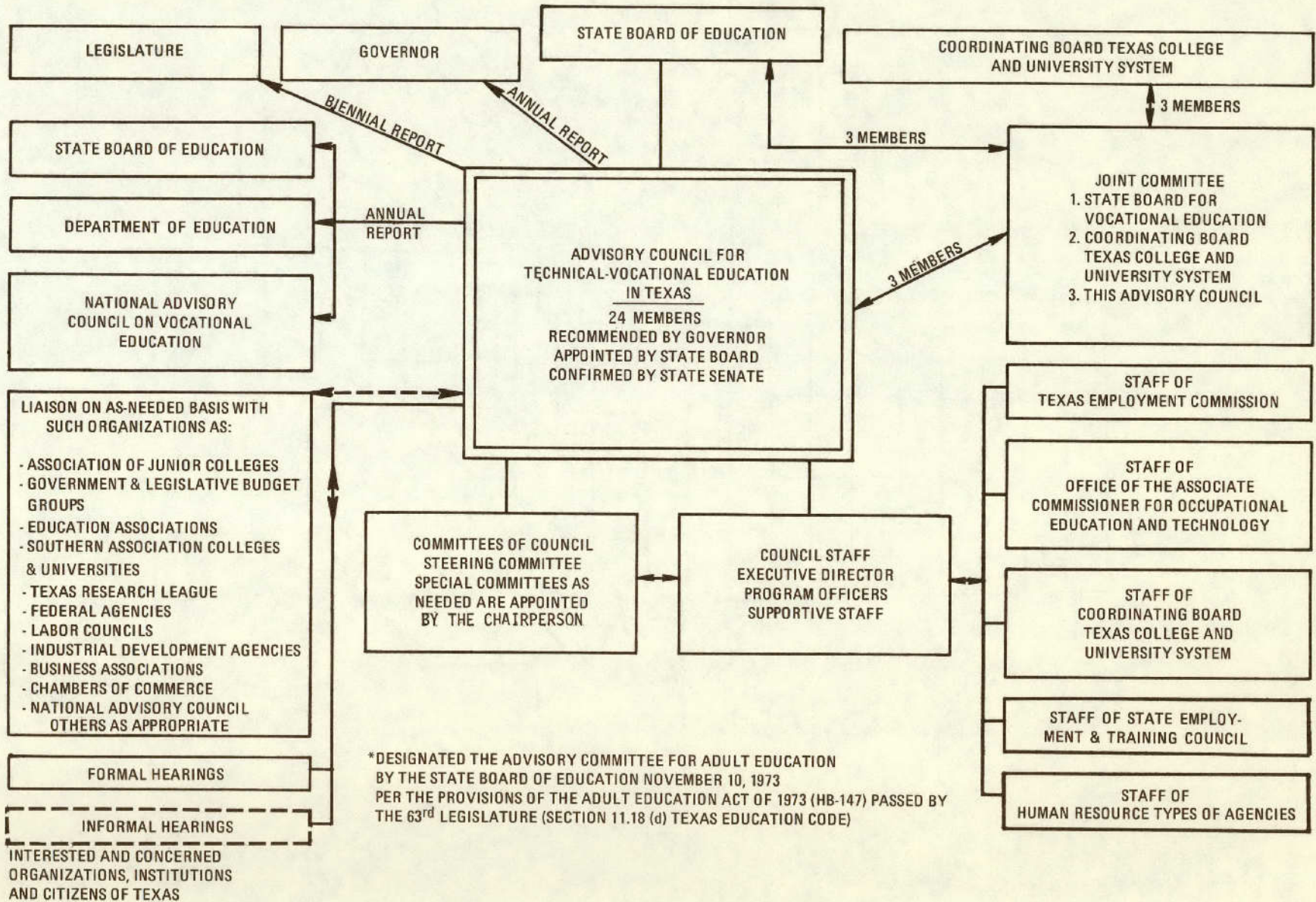
LEGEND

- A – State Level Forums '70, '73, '75, '77, '78, '80
- B – Regular ACTIVE Meetings*
- C – 1971 Regional Hearings
- D – 1972 Community Conferences
- E – 1974 Community Conferences
- F – 1976 Impact Conferences
- G – 1978 Regional Hearings

*Numeral in parentheses indicates the number of regular ACTIVE meetings held in the city.

**ORGANIZATION AND RESPONSIBILITIES OF
THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL
EDUCATION IN TEXAS***

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