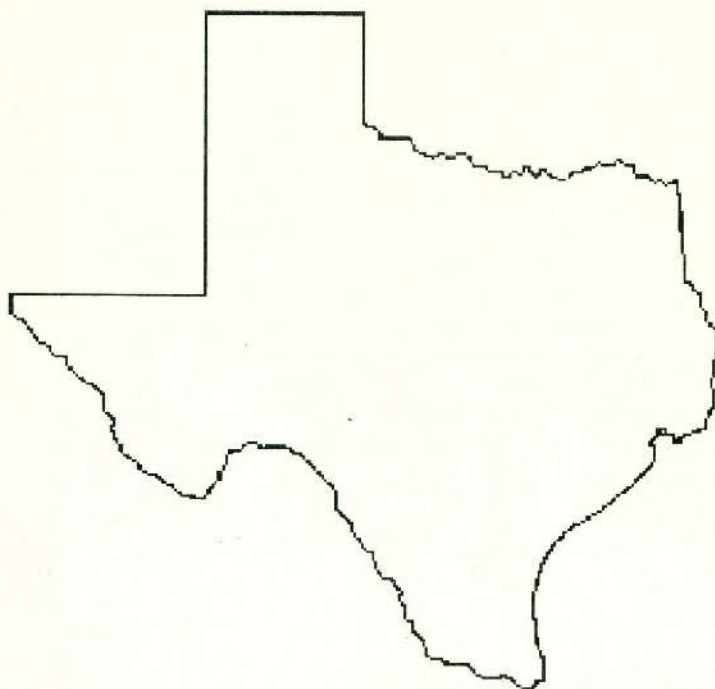


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Biennial Report Vocational Education: Preparing Texas for the 21st Century



Texas Council on Vocational Education

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January 29, 1993

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Lillian J. Suchoff
Corpus Christi

The Honorable Ann Richards
Governor of the State of Texas
State Capitol Building
P.O. Box 12428
Austin, Texas 78711

Dear Governor Richards:

The Texas Council on Vocational Education (TCOVE) is pleased to submit its 1991-92 Biennial Report in compliance with the Education Code §31.34. The Council's goal is to document its contributions to vocational-technical education in the State of Texas.

Texas is challenged by an environment of complexity and rapid change. Vocational education plays a vital role in preparing Texas citizens for the work force and the changing global economy. This report contains the initiatives and recommendations undertaken in the last two years by the Texas Council on Vocational Education to strengthen vocational-technical education.

The thirteen members of the Texas Council on Vocational Education, a Council nominated by the Governor, appointed by the State Board of Education, and confirmed by the Texas Senate, are honored to serve the citizens of Texas during these pivotal days shaping the future of vocational-technical education in Texas. Please be assured of the Council's continued dedication and best wishes in the days ahead.

Sincerely,

EXECUTIVE DIRECTOR

Lynda S. Rife

Ann F. Hodge
Chairperson, 1992

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Texas Council on Vocational Education (FY 1992)

The Texas Council on Vocational Education is a thirteen-member Council mandated by both state and federal laws to advise policymakers on ways to strengthen vocational education and training. These concerned citizens represent business, labor, agriculture, education, and various groups with special needs. They volunteer their time and experience to provide proactive leadership to strengthen, reform, and promote vocational-technical education in the State of Texas.

	<u>Term*</u>		<u>Term*</u>
Ann F. Hodge Divisional Vice President, External Affairs Browning-Ferris Industries Houston Representing the Private Sector <i>Chair</i>	1993	Theodore A. Talbot Training & Economic Development Consultant Waco Representing the Private Sector <i>Vice Chair</i>	1994
Mike Bickley AFL-CIO Lufkin Papermakers #1401 Lufkin Representing Labor	1995	Mr. Steve L. McSpadden Assistant Vice-President First National Bank of Quanah Quanah Representing Agriculture	1995
Sylvia Talavera Blain Associate Instructor, Cosmetology Odessa College Odessa Representing Postsecondary Education	1994	Jack C. Pennington Business Manager Plumbers & Steamfitters Local Union #100 Garland Representing Labor	1993
Shirlene S. Cook Vocational Counselor Beaumont Independent School District Beaumont Representing Secondary Education - Counseling	1993	Raul Ramirez, Ph.D. Acting Vice President of Academic Affairs El Paso Community College EL Paso Representing Postsecondary Education	1995
Paul Ellis President and Chief Executive Officer Jacki Nell Executive Secretary School Austin Representing the Private Sector	1995	Henry R. Sollers Cotulla Representing Secondary Education	1993
Edna Iris Garza-Escobedo, Ph.D. Acting Program Director Associate Degree Nursing Program Texas Southmost College Harlingen Representing Postsecondary Education	1995	Lillian J. Suchoff ESL & Spanish Teacher Corpus Christi Representing Secondary Education - Special Populations/Special Programs	1993
Martha E. Hinojosa-Nadler Division Manger - Marketing Business Sales Southwestern Bell Telephone Company Dallas Representing the Private Sector	1994	Staff: Lynda S. Rife, Executive Director Robert L. Williams, Information Specialist Valeria Blaschke, Office Manager Anne M. Dorsey, Policy Analyst Michael Gutierrez, Research Assistant	

**Terms expire on February 1 of year indicated.*

Texas Council on Vocational Education

Agency Mission

The Texas Council on Vocational Education will provide proactive leadership to define the role of vocational education, advise state and federal policymakers on ways to strengthen and reform vocational-technical education, as well as build a climate for the acceptance of outstanding vocational-technical education programs in order to make all Texans more competitive and productive in the world economy.

Agency Philosophy

The Council's recommendations and issue papers will infuse the views of business, industry, agriculture, labor, learning institutions and the general public into the policymaking process.

The Council's evaluation and assessment of vocational-technical education and training programs will be based on the needs of students, employers, and taxpayers.

The Council will provide and encourage a climate of cooperation and coordination among vocational-technical education and job training stakeholders.

The Council will be open and responsive to policymakers, agency personnel, and citizens with regard to questions and concerns about vocational education.

The Council will approach its responsibilities with a deep sense of commitment and caring about all citizens of Texas and the economic welfare of the state.

Structure of the Council

The Texas Council on Vocational Education members are nominated by the Governor and appointed by the State Board of Education in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act and the Texas Education Code. All appointments are subject to confirmation by the Senate.

The Acts specify that the thirteen-member Council consist of seven private sector members representing business/industry, agriculture, and labor. Private sector representatives constitute a majority of the membership. The Perkins Act requires that six members are to be representative of secondary education and postsecondary institutions. All members are to have a varied background of experience to ensure equity and that due consideration is

given to special populations including women, disadvantaged individuals, physically challenged individuals, individuals with limited English proficiency, and minorities.

Members of the Council hold office for staggered terms of three years, with the terms of four to five members expiring on February 1 of each year. The Council annually elects a chairman. The chair must be a private sector member.

The Council's staff currently consists of an Executive Director, an Information Specialist, an Administrative Technician/Office Manager, a Policy Analyst and a Research Assistant.

Purpose of the Council

The Texas Council on Vocational Education is mandated to consult with the State Board of Education on:

- Development of the State Plan for Vocational Education;
- Establishment of program evaluation criteria;
- Access to vocational-technical education by special populations;
- The availability of vocational education across the State of Texas;
- The involvement of business and labor in conducting programs;
- Coordination of secondary education programs with those of the postsecondary community and technical college programs;
- Distribution of funds between secondary and post-secondary levels.

The Council evaluates the vocational education and Job Training Partnership Act (JTPA) delivery systems that receive federal funds under the Perkins Act in terms of their effectiveness and adequacy in achieving the purposes of the two Acts.

The Council strives to expand and improve the quality of career preparation and ensure access for all the State's diverse population.

This year's biennial report, *Vocational Education: Getting Texas Ready for the 21st Century*, focuses on the Council's efforts to meet its mandates. Coordination of efforts between education, other governmental agencies, business, labor, and the community is paramount in accomplishing the purposes of the legislation.

**Texas Vocational Education Awards
1991 and 1992**

The annual Texas Vocational Education Awards Program is sponsored by the Texas Council on Vocational Education and the Vocational-Technical Education Development Foundation. The program recognizes outstanding secondary and postsecondary student excellence and exemplary business and education partnerships. The program also takes pride in recognizing exemplary alumni of vocational education programs.

Outstanding Student Awardees

- Diana Kucherka, Seguin High School, Seguin, 1991 Secondary Education
- Brent Allmon, Westfield High School, Houston, 1992 Secondary Education
- DeLeah Lockridge, Waco High School, Waco, 1992 Secondary Education
- Amanda Harrison, Edmund J. Kahn Job Training Center, Dallas, 1991 Postsecondary Education
- Kari Kay Kuenemann, Tyler Junior College, Tyler, 1992 Postsecondary Education

Outstanding Special Achievement Awardees

- Norma Arredondo, El Paso ISD Technical High School, El Paso, 1991 Secondary Education
- Donja Stewart, Beaumont School District Career Center, 1992 Secondary Education
- Lana Delgado, North Harris County College, 1991 Postsecondary Education
- Chad Carlon, Friendswood High School, 1991 Non-Traditional Secondary Education
- JoAnn Petty, Kennard High School, 1991 Non-Traditional Secondary Education
- Hector Requenez, Edinburg High School, 1992 Physically Challenged Secondary Education

Exemplary Alumni Vocational Education Awardee

William Eugene Tucker, Austin Community College - currently Manager for The Care Group

Exemplary Advisory Committee

The Spring Branch School District Advisory Board for Occupational-Technical Education, Houston, 1992
Plano Career Development Advisory Board, Plano, 1991.

Exemplary Business and Labor Involvement Awardees

Solo Serve, recognized for its partnership with several school districts in the San Antonio area including Judson School District, 1992.
Bell Helicopter Textron, recognized for its twenty-year partnership with Tarrant County Junior College in upgrading and expanding programs, 1992.

Council Meetings

The Texas Council on Vocational Education is required to hold four to six general council meetings each year. At least four of these meetings each year must be held in Austin or the surrounding area.

Council Meetings	
1990-91	1991-92
September 1990 - Austin <i>Proprietary Voc Ed</i>	September 1991 - Austin <i>Distribution of Funds</i>
October 1990 - Austin <i>JTPA Focus</i>	November 1991 - Austin <i>Division of Federal Vocational Education Funds</i>
December 1990 - El Paso <i>Maquiladoras - El Paso Community College</i>	February 1992 - Huntsville <i>Voc Ed in Prisons</i>
March 1991 - Austin <i>Awards Banquet</i>	March 1992 - Austin <i>Awards Banquet</i>
May 1991 - San Antonio <i>Student Organization</i>	May 1992 - Austin <i>JTPA Overview</i>
July 1991 - Corpus Christi <i>Distribution of Funds</i>	July 92 - San Marcos <i>Planning Session</i>

Compliance With Federal Mandates of Carl Perkins Act Texas Council on Vocational Education

Mandate	Biennial Report	Evaluation Report
Evaluate, report, and advise state and federal policymakers on the development and adequacy of the State Plan for Vocational Education.		
Evaluate, report, and advise the government, business community, and the general public on the policies and procedures to strengthen vocational education, giving particular attention to programs for the physically challenged.	Biennial Report Governor/Legislature - 12/1/90	Evaluation Topic Assigned by State Board of Education: Post High School Performance Indicators 10/28/91
Evaluate, report, and advise the government, business community, and general public on initiatives and methods the private sector could undertake to assist in modernization of vocational education programs.		
Analyze and report on the distribution of spending for vocational education in Texas.	Biennial Report Governor/Legislature - 12/1/90	Evaluation Topic Assigned by State Board of Education: Master Plan for Vocational Education - 5/1/91
Analyze and report on the availability of vocational activities and services in Texas.		Evaluation Topic Assigned by State Board of Education: Master Plan for Vocational Education - 5/1/91
Furnish consultation to the State Board of Education on the establishment of evaluation criteria for vocational education programs in Texas.		Evaluation Topic Assigned by the State Board of Education: Post High School Performance Indicators - 10/28/91
Submit recommendations to the State Board of Education on the conduct of vocational education programs which emphasize business/labor concerns.		Evaluation Topic Assigned by State Board of Education: Post High School Performance - 10/28/91 Evaluation Topic Assigned by State Board of Education: Master Plan for Vocational Education - 5/1/91
Access the distribution of funds between secondary and postsecondary education.	Biennial Report Governor/Legislature - 12/1/90	Evaluation Topic Assigned by State Board of Education: Federal Funding Distribution Project - 2/21/92

(Compliance Continued)

Position Papers	Present. & Publications	Meetings and Banquets
State Plan for Vocational Education (Design and Development) - 12/19/90 State Plan for Vocational Education - 3/3/91		
Priority Occupations - 11/1/90 Legislative (Performance, Accreditation, Regional Planning, Sex Equity) - 4/10/91 Middle School Curriculum - 9/6/91 Texas State Technical College - 7/9/92		
	Presentation to Business Community (Mt. Pleasant) 3/12/91 Strategic Planning for Education (Conroe) -3/19/91 Tech Prep Consortium (Uvalde) - 10/17/91	
	Ad Hoc Member of the Committee of Practitioners: Secondary and Postsecondary	
Legislative Proposal (Vocational Education Funding Governance)		

(Compliance Continued)

Mandate	Biennial Report	Evaluation Report
Submit recommendations to the State Board to ensure and enhance public participation in vocational education programs.		Evaluation Topic Assigned by the State Board of Education: Master Plan for Vocational Education - 5/1/91
Evaluate, report, and advise the State Board on the extent special populations have equal access to quality vocational programs.	Biennial Report to Governor/Legislature - 12/1/90	Evaluation Topic Assigned by the State Board of Education: Master Plan for Vocational Education - 5/1/91
Evaluate, report, and advise state and federal policymakers on vocational program delivery systems in terms of adequacy and effectiveness.		Evaluation Topic Assigned by the State Board of Education: Master Plan for Vocational Education - 5/1/91
Evaluate, report, and advise the Job Training Partnership Act delivery system in terms of adequacy and effectiveness.		Vocational Education and JTPA Delivery Systems (Evaluate Adequacy and Effectiveness) - 5/1/91
Evaluate, report and advise state and federal policymakers on the adequacy and effectiveness of consistent and integrated coordination between vocational education and the Job Training Partnership Act.		Vocational Education and JTPA Delivery Systems (Evaluate Adequacy and Effectiveness) - 5/1/91
Create a climate conducive to the development of technical and manpower training.		Vocational Education and JTPA Delivery Systems (Evaluate Adequacy and Effectiveness) - 5/1/91
Public testimony.		

(Compliance Continued)

Position Paper	Publications	Meetings and Banquets
		<p>Huntsville Round Table Discussions on Education in the Prison System - 5/14/92</p> <p>Gatesville Round Table Discussion on Education in the Prison System - 5/8/92</p> <p>Huntsville Round Table Discussion on Education in the Prison System - 6/22/92</p> <p>Kyle Round Table Discussion on Education in the Prison System - 8/10/92</p>
Job Training Partnership Act (Amendments)		Public Forum on Vocational Education and the Job Training Partnership Act:
		<p>Cotulla 1/11/91</p> <p>Vernon 1/22/91</p> <p>Beaumont 1/24/91</p> <p>Dallas 2/7/91</p>
		<p>El Paso 2/19/91</p> <p>Harlingen 2/21/91</p> <p>Austin 2/27/91</p>
	<p>Texas Council on Vocational Education Newsletters (4 in 91-92)</p> <p>Texas Council on Vocational Education Newsletters (5 in 90-91)</p> <p>Awards Banquets 91 and 92</p>	<p>Local Advisory Committee Videotape (Update)</p> <p>Texas Vocational Education Awards Banquet - 90 and 91</p>
		Each Council Meeting

Council Recommendations

Vocational Education in Texas Prisons: *An Investment for Yesterday's At-Risk Youth*

December 1992

The Texas Council on Vocational Education was asked by the State Board of Education to review and analyze the vocational and applied technology education programs offered in correctional institutions through the Texas Department of Criminal Justice. This is also a federal mandate.

Recommendation	Made To	Status
Implement a comprehensive, long-range plan that will identify the need for vocational training, develop training strategies for inmates serving both short and long sentences, identify strategies to enable inmates to obtain employment upon release, and develop methods to create a learning environment for inmates.	TDCJ, Windham School, TEA	Response Pending
Expand lab space to be able to offer more vocational courses to meet the demands.	Legislature, Windham School, TDCJ	Response Pending
Establish a system of Regional Education Centers at designated units where clusters of vocational training programs would be located and where students would be transferred, with priority given to offenders who are within one year of release.	Windham School, Legislature, TDCJ	Response Pending
Design and implement a follow-up system to track the employment and recidivism rates of vocational education certificate holders and compare them to a control group or all of the non-participants.	Windham School, TEA, TDCJ	Response Pending
Develop a more systematic process for placing inmates in vocational education, including interest/aptitude inventories and labor market information.	TDCJ, Windham Schools	Response Pending
Provide a more systematic process to better integrate vocational education and prison jobs.	TDCJ, Windham Schools	Response Pending
Allow Foundation School allocations to be made to Windham to provide vocational education to inmates who have graduated from high school.	Legislature	Response Pending
Shift the authority to make exceptions to the "one-vocational course" rule downward to the level of principal and regional supervisor.	Windham Schools	Response Pending

Council Evaluates \$70 Million Annual Split (*Federal Funding Distribution Project*)

February 1992

The Council was asked by the State Board of Education to evaluate the process used to divide more than \$70 million annually in federal vocational education funds between the Texas Education Agency and the Texas Higher Education Coordinating Board. The Council urges a stronger role for the Joint Committee on Vocational Education and more emphasis on special population students in making the funding decisions.

Recommendation	Made To	Status
<p>Current Process Due to the distribution process changes, the 1992-93 division of federal funds between the Texas Education Agency and the Texas Higher Education Coordinating Board should be considered an <i>additional transition year</i> from the old to new federal law; thereby, the division of funds for each basic grant program under the 1990 Perkins Act should be based on the same process and fiscal agent status as the 1991-92 split.</p>	Joint Advisory Committee and State Board of Education	Accepted. Acted upon Council recommendations.
<p>Joint Committee The Joint Advisory Committee should be utilized to identify (i.e., review, modify and approve) the criteria and data bases to be used each year, and then review the suggested funds distribution ratios between the Texas Education Agency and Texas Higher Education Coordinating Board prior to submitting its recommendations to the State Board of Education for final action.</p>	Joint Advisory Committee and State Board of Education	Accepted. Joint Committee met in September for initial discussion.
<p>Basic Grant The division of basic grant program funds each year should be based on a base formula that takes into account auditable contact hour data that reflects: (1) the ratio of unduplicated special populations participating in vocational instructional programs at the secondary and postsecondary levels; (2) the ratio of total students participating in vocational instructional programs at these two levels; and (3) a higher weight assigned to special populations in the formula.</p>	Joint Advisory Committee and State Board of Education	Accepted.
<p>Basic Grant The division of basic grant program funds each year should be based on a review of the required and authorized uses of federal funds for each program under the basic grant, particularly with regard to age restrictions, special focuses, and delivery system capacities, for possible refinement to the funding ratios identified through application of the base formula. Any modifications should be tied to auditable data or general agreement approved unanimously by the Joint Advisory Committee.</p>	Joint Advisory Committee and State Board of Education	Accepted.
<p>Basic Grant The division of basic grant program funds each year should be based on a mechanism that permits the two agencies (TEA & THECB) to review each other's data bases for accuracy and compatibility.</p>	Joint Advisory Committee and State Board of Education	Accepted.

(Federal Funding Distribution Project Continued)

Recommendation	Made To	Status
<p>Special Programs The division of special program funds each year should be based on the TEA and Coordinating Board providing written justification to the Joint Advisory Committee as to why one or the other should be granted sole fiscal agent status for special program funds or joint stewardship of these funds.</p>	Joint Advisory Committee and State Board of Education	Accepted.
<p>Special Programs The division of special program funds each year should be based on both secondary and postsecondary institution eligibility to respond to requests for assistance (proposals), regardless of which agency is the fiscal agent for disbursement of funds.</p>	Joint Advisory Committee and State Board of Education	Accepted.
<p>Special Programs The division of special program funds each year should be determined by TEA and THECB proposal review teams comprised of individuals from secondary and postsecondary institutions.</p>	Joint Advisory Committee and State Board of Education	Accepted.
<p>Special Programs Secondary and postsecondary institutions should be encouraged to develop joint proposals; however the unique roles of and diverse populations to be served by the two levels of education should receive top priority when establishing criteria for the disbursement of special program funds.</p>	Joint Advisory Committee and State Board of Education	Accepted.
<p>Fund Analysis The TEA and Coordinating Board provide to the Joint Advisory Committee and their respective boards, at least biennially, an analysis of how the basic grant and special program funds were utilized (i.e., programs, service, initiatives) and the benefits derived.</p>	Joint Advisory Committee and State Board of Education	Accepted.

Measuring Real World Outcomes: Defining Expectations, Performance (*Demanding Excellence, Rewarding Quality*)

October 1991

The Council was asked by the State Board of Education to assist in identifying criteria to measure post-high school graduate performance in the workplace. The Council has urged the Texas Education Agency to follow up on at least a sample of all high school students to measure their success in postsecondary institutions and the workplace. One way this follow-up can take place is through the use of the Unemployment Insurance Wage Record System. It can be used in its current form. However, several groups, including the Texas Higher Education Coordinating Board and the Texas Education Agency, will be striving to include additional information in the current system. The Council will support any measures that would hold vocational education more accountable.

Recommendation	Made To	Status
<p><u>Post-Graduate Performance</u> Expand post-graduate performance in the workplace indicators to include further education and training. Include employment status, earnings, postsecondary enrollment, completion of "2+2" programs, degrees and certificates.</p>	State Board of Education	Accepted.
<p><u>Post-Graduate Performance</u> Include in post-graduate performance criteria a set of surveys which measure employer, postsecondary, and student satisfaction from a random sample of students from each district.</p>	State Board of Education	Accepted.
<p><u>Post-Graduate Performance</u> Include a longitudinal measurement of post-graduate performance through a random sample of students from each class.</p>	State Board of Education	Accepted.
<p><u>Post-Graduate Performance</u> Take advantage of database systems being used by other states (e.g., Unemployment Insurance Wage Record System).</p>	State Board of Education	Accepted.
<p><u>Academic Indicators</u> Expand the number of academic excellence indicators to include a measurement of personal management skills and competencies required by both employers and postsecondary educators.</p>	State Board of Education	Accepted.
<p><u>Quality Work Force Planning</u> Use Quality Work Force Planning Committees to conduct employer surveys to gather information not derived through a database search. The regional planning groups should assist local school districts in analyzing labor outcomes for the region.</p>	State Board of Education	Accepted.

Perkins, Job Training Partnership Act: Adequacy, Effectiveness, Coordination (Evaluating Systems, Identifying Changes)

May 1991

The Council is mandated by federal law to evaluate the delivery system of federal programs funded through the Job Training Partnership Act and the Carl Perkins Vocational and Applied Technology Education Act.

Recommendation	Made To	Status
<p><u>Cross Representation</u> Encourage cross representation on the Texas Higher Education Coordinating Board, the Texas Education Agency, and committees on the Master Plan for Vocational Education. Encourage cross representation through state forums and planning sessions.</p>	United States Department of Labor	Accepted.
<p><u>Cross Representation</u> Provide incentives to local PICs for involving vocational representation.</p>	United States Department of Labor	Accepted.
<p><u>Different Functions</u> Vocational education should become more performance based and be interconnected with JTPA's performance standards. Both systems should have performance measures which are tied to industry needs; measure post-program results; use an unemployment insurance wage record system; incorporate an employer feedback loop; and build in incentives and sanctions. The systems should be different for adults and youth.</p>	United States Department of Labor	Accepted.
<p><u>Different Functions</u> Youth enhancement performance criteria should be tied to the State Board of Education's list of essential elements for vocational programs.</p>	United States Department of Labor	Accepted.
<p><u>Different Functions</u> State agencies should promote model programs around the state to aid the coordination process.</p>	United States Department of Labor	Accepted.
<p><u>Regional Planning</u> Provide state funds for all three local agencies to develop regional planning (\$4.7 million for the 1991-92 and 1992-93 biennium).</p>	United States Department of Labor	Accepted.
<p><u>Eligibility</u> Youth JTPA participants should be crosswalked to the Chapter 1 requirements.</p>	United States Department of Labor	Accepted.
<p><u>Eligibility</u> Secondary documentation sources should be allowed for eligibility requirements.</p>	United States Department of Labor	Accepted.

(Evaluating Systems, Identifying Changes Continued)

Recommendation	Made To	Status
Eligibility On-site income eligibility should be encouraged.	United States Department of Labor	Accepted.
Distance Use high school campuses as community college sites for occupational courses and share the cost of facilities and equipment.	United States Department of Labor	Accepted.
Distance Income eligibility should be determined using a graduated rather than fixed scale.	United States Department of Labor	Accepted.
Distance Use mobile learning centers which can travel from one community to the next teaching remedial and pre-employment skills.	United States Department of Labor	Accepted.
Distance Small schools should co-op together to gain JTPA funds.	United States Department of Labor	Accepted.
Planning Calendar More coordination at the state and local levels should take place to coordinate planning document requirements including secondary and postsecondary Carl Perkins funds and JTPA contract awards.	United States Department of Labor	Accepted.
Inconsistent State Regions Consolidate state planning regions into a uniform standard for all agencies.	United States Department of Labor	Accepted.
Proprietary School Coordination All governmental funding (state and local) should be considered in the cost of training.	United States Department of Labor	Accepted.
Lack of Financial Support Financial stipends for living expenses should be granted to help students stay in training programs until they complete their training.	United States Department of Labor	Accepted.
Lack of Single Database A statewide case management system is needed to track services and program completions of all Texas citizens.	United States Department of Labor	Accepted.
Competitive Bid Process Provide carry-on programs in the form of a one-year grant with a three-year extension. Extensions would be granted based on results without reapplication. A cap should be placed on the percentage of funding given for extended JTPA education service contracts.	United States Department of Labor	Accepted.

Master Plan for Vocational Education: Its Impact on Local Texas Communities (Hearing Concerns, Identifying Needs)

May 1991

The Council found that the current educational system must be redefined and restructured in order to accommodate the work force in the 21st Century. The Council urges that the general education track in high school be replaced with a graduation plan that would allow students to pursue further education or move into the work force, greater access to education and training through extended school days and year-round school, a comprehensive career guidance program, and the development of performance standards.

Recommendation	Made To	Status
Develop and implement a comprehensive career assessment, guidance, and counseling program that reaches all students, beginning no later than grade six, with periodic checkpoints to assist students in identifying and refining their education and training.	State Board of Education	Accepted. The provision for a comprehensive career assessment, guidance, and counseling program has been implemented. This program should reach all students included in the <u>Comprehensive Guidance Program for Texas Public Schools</u> . It is supported in detail in the <u>Comprehensive Career Development Guidance Program for Texas Public Schools</u> .
Require the development of a four-year high school graduation plan for all students that prepares them to enter the work force and pursue further education and training. The general education track at the high school level should be eliminated and college preparatory and vocational curriculums integrated along with industry requirements that link with certificate, associate degree, and baccalaureate degree programs at the post high school level.	State Board of Education	Accepted in part. Most schools in Texas require students to develop four-year course selection plans. Emphasis is placed on inservice training for counselors to ensure that students are developing and pursuing four-year graduation plans that are realistic in terms of appropriate sequencing of courses that focus on the career aspirations of students and their parents. The State Board of Education will be reviewing current graduation requirements to ensure that such requirements are consistent with the needs of the real world.
Greater access to education and training through extended school days and year-round schooling.	State Board of Education	Accepted. The mechanisms for year-round schooling and extended school days are available to districts under rules adopted by the State Board of Education. The Legislature has appropriated \$1.5 million for the current fiscal year to be used to provide incentives to encourage schools to implement the year-round school concept. At the present time, several schools are initiating year-round schooling.
Develop performance standards that evaluate secondary and postsecondary institutions on post-program outcomes, to include employment, wages, and preparation for further education and training.	State Board of Education	Accepted. A funded project is identifying core standards and measures to be used with secondary programs. These standards will be validated during 1991-92. It is anticipated that the Academic Excellence Indicator System will include outcomes related to vocational education. The Council is encouraged to advise the TEA and the State Board on the development of these indicators prior to their adoption.

Vocational-Technical Education

Facts In Brief

Institutional

- During the 1991 program year, vocational education programs, services, and activities were made available to 938 local school districts. (*TEA Annual Performance Report, Vocational Education Program Year 1991*)
- During the 1991 program year, vocational education programs, services, and activities were made available to 618,942 secondary Texas students. (*TEA Annual Performance Report, Vocational Education Program Year 1991*)
- During the 1991 program year, vocational education programs, services, and activities were made available to 16,256 Texas adult students in need of training or retraining through 43 local school districts. (*TEA Annual Performance Report, Vocational Education Program Year 1991*)
- Of Texas secondary students in vocational programs, 124,350 (20.12 percent) were 11th and 12th grade students in programs designed to provide students with entry level job skills during the 1990-91 school year. (*TEA Annual Performance Report, Vocational Education Program Year 1991*)
- The United States Department of Education says 5.8% of United States adults between the ages of 18-34 were enrolled in a postsecondary education program in October 1990. (*Vocational Training News (VTN), November 26, 1992*)
- Of the 5.8 percent of adults in the United States between the ages of 18-34 who were enrolled in a postsecondary education program in October 1990, 43% were in community or junior colleges, 19% were in trade and technical or business colleges, 10% were in a four-year college, 5% in business-run programs, and 24% in other types of adult vocational-technical education. (*VTN, November 26, 1992*)
- Thirty-two percent of all 1990 United States high school graduates have earned 4 or more vocational education credits. (*VTN, November 26, 1992*)
- The United States Department of Education says 6.4% of women between the ages of 18-34 were enrolled in a postsecondary vocational education program. (*VTN, November 26, 1992*)

Special Populations

- Sixty percent of vocational education students in the United States were female in 1991. (*VTN, November 26, 1992*)
- The fastest growing group in the nation in the past decade was prison inmates. Nationally, eighty-two percent of prisoners are high school dropouts. (*VTN, June 18, 1992*)
- Twenty-six percent of physically challenged students in the United States took at least eight vocational education courses, compared to 13% of non-physically challenged students. (*VTN, November 26*)
- Reported enrollment during program year 1991 showed a total of 55,287 physically challenged secondary students in Texas enrolled in vocational education. (*TEA Annual Performance Report, Vocational Education Program Year 1991*)
- During 1990-91, \$1,037,578 in Carl D. Perkins funds were spent to eliminate sex bias at the postsecondary level in Texas. (*TEA Annual Performance Report, Vocational Education Program Year 1991*)
- During 1990-91, \$1,531,538 in Carl D. Perkins funds were spent to help physically challenged individuals in Texas. (*TEA Annual Performance Report, Vocational Education Program Year 1991*)

In Brief (continued)

Disadvantaged Populations

- During Program Year 1991-92, the number of disadvantaged individuals enrolled in vocational education was 116,102. Of that total, 77,878 received additional services (i.e., equipment, counseling, specialized instruction, etc.) in mainstreamed programs at the postsecondary level. Only 992 were served in non-mainstreamed programs. (*TEA Annual Performance Report, Vocational Education Program Year 1991*)
- One in five Anglo Americans with a high school education in the United States is employed in a circumstance which does not allow him/her to keep above the poverty level. (*VTN, August 1992*)
- One in three Hispanics with a high school education in the United States is employed in a circumstance which does not allow him/her to keep above the poverty level. (*VTN, August 1992*)
- Two in five African Americans in the United States with a high school education are employed in a circumstance which does not allow them to keep above the poverty level. (*VTN, August 14, 1992*)
- Almost forty percent of school age children (5-17 years old) live in poverty in Texas. (*Fiscal Notes, September 1992*)

Vocational Education for Special Populations

The federal Carl D. Perkins Vocational and Applied Technology Education Act places a very high priority upon assuring that quality vocational education programs are available to special populations.

Physically Challenged Individuals

Local school districts in Texas continued to progress, during program year 1991, toward the goal of providing programs, services, and activities to physically challenged students in the least restrictive environment. Reported enrollment during program year 1991 showed a total of 55,287 physically challenged students enrolled in vocational education programs. During program year 1991, 48,147 (87.09 percent) physically challenged students were enrolled in mainstream programs, while 7,140 (12.91 percent) students with disabilities were enrolled in separate programs. Physically challenged students were enrolled in 395 (73.42 percent) of the 538 secondary courses available in the state.

Career portfolios have been developed by local school districts to identify transition skills needed by physically challenged students in the following areas: (1) employment skills, (2) work related social skills, (3) self-help/independent living skills, (4) generalized skills (mathematics and communication), and (5) job specific skills. The portfolios will be used by school personnel to plan for appropriate instruction leading to transition from school to work.

Postsecondary

The total number of postsecondary physically challenged individuals enrolled in vocational education during program year 1991 was 12,545. Of that total, 8,157 (65.02 percent) received additional service (i.e., equipment, counseling, specialized instruction, etc.) in mainstream programs at the postsecondary level; only 183 (1.46 percent) were served in separate programs throughout the state.

Physically challenged vocational students benefited from cross-referral and information sharing among campuses and state and local agencies. Counselors from postsecondary institutions and local centers of the Texas Department of Mental Health/Mental Retardation (MHMR) communicated with numerous community-based organizations.

Guidance counseling activities and services included employment of additional counselors to provide for identification/recruitment of physically challenged students; career counseling and exploration; diagnostic testing; substance abuse counseling; student referrals to state and local resources; sponsorship of local physically challenged student leadership organizations; transition workshop; and material on financial aid; resume preparation, and parental conferences.

Disadvantaged Individuals

Texas has made efforts to meet the goal of providing educationally disadvantaged students equal access to high quality vocational education programs, services, and activities. During program year 1991, local education agencies served a total of 277,547 disadvantaged (excluding limited English proficient) secondary students enrolled in vocational programs. Less than ten percent of the secondary disadvantaged students were enrolled in separate programs for the academically disadvantaged.

During program year 1991, continued efforts at the state and local levels were made to ensure that students with limited English proficiency (LEP) were provided equal access to high quality vocational education programs and services. The total number of secondary LEP students enrolled in vocational education was 26,309. During 1991, 23,642 (89.86 percent) LEP students were enrolled in mainstream programs while 2,667 (10.14 percent) were enrolled in separate programs designed to serve academically disadvantaged students in vocational education.

Unique expenses for students with limited English proficiency include teacher training addressing the needs of LEP students, curriculum materials in other languages, curriculum materials for students with low-level reading ability, special vocational assessment materials designed for LEP students, and bilingual interpreter services. In program year 1991, data shows that LEP students were enrolled in 314 of the 538 (58.36 percent) courses offered in Texas.

Postsecondary

The number of disadvantaged individuals enrolled in vocational education during program year 1991 was 116,102. Of that total, 77,878 (67.07 percent) received supplemental services in mainstreamed programs at the postsecondary level. Only 992 were served in non-mainstreamed programs.

The supplemental services provided to disadvantaged students in vocational education were categorized into four basic categories: (1) instruction; (2) guidance and counseling; (3) equipment; and (4) support services. Instructional services included individuals and small group tutorial assistance, developmental classes for basic skills, study skills' workshops, small group sessions for supplemental instruction, computer-assisted instructional labs, test monitoring, and specialized materials for curriculum.

Criminal Offenders in Correctional Institutions

Vocational education was provided to 13,468 individuals in Texas correctional institutions during the 1991 program year. These educational programs and activities are conducted by the Texas Youth Commission and the Texas Department of Criminal Justice. Six campus sites operated by the Texas Youth Commission served 2,968 (22.04 percent) individuals at the secondary level, and 24 units of the Texas Department of Corrections served 10, 500 (77.96 percent) adults.

The Texas Youth Commission and the Texas Department of Criminal Justice provided vocational education in the following areas: agriculture and agribusiness, business and office education, allied health education, consumer and homemaking education, industrial technology education, occupational home economics education, occupational orientation and prevocational education, marketing education, and trade and industrial education.

Adults in Need of Retraining

During program year (PY) 1991, 43 local education agencies assisted in the development, implementation, and operation of programs, services, and activities for 16,256 adult students in need of training. These adults fell into one or more of the following categories:

- Individuals who graduated from or left high school and who need additional vocational-technical education training for entry into the Texas labor force.
- Individuals already in the labor market.
- Unemployed individuals who require training to obtain employment or increase their employability.
- Employed individuals who required training to update their skills to qualify for higher pay or more dependable employment.
- Displaced homemakers and single heads of households who were entering or reentering the labor force.
- Individuals who need training for new employment opportunities or retraining in new skills required by changes in technology.
- Adults 55 or older.
- Adults who also were receiving training under JTPA, Title III-Employment and Training Assistance for Dislocated Workers.

Postsecondary

During PY 1991, Carl D. Perkins funds supported crucial skill training and retraining in Texas public postsecondary institutions for 402,518 postsecondary/adult vocational students. Of that total, 244,578 (60.76 percent) were enrolled in degree or certificate programs and 157,940 (39.24 percent) were seeking entry-level job skills, upgrading of skills for current jobs, pursuing career changes and /or obtaining or maintaining licensure.

Single Parents or Homemakers

Texas serves adolescent parents and pregnant adolescents in secondary programs. The goals of the program are to keep participants in school during pregnancy and after the birth of the child, and to educate them in health care practices. In program year 1991, 57 federally funded programs sponsored by the Texas Education Agency served 9,002 single parents and homemakers. These individuals received a variety of direct services such as career guidance and counseling, day care for children, transportation, and summer school tuition.

Texas serves single parents (ages 17-25) who are high school dropouts and have sole responsibility of child rearing. The purposes of the program are to: (1) help participants become effective parents and homemakers; (2) encourage participants to complete high school; and (3) help students identify occupational interests and obtain a job or enroll in vocational training.

Postsecondary

In PY 1991, 60,225 single parents/homemakers were enrolled in vocational education programs utilizing Carl D. Perkins funds such as day care, transportation assistance, career guidance and counseling, books, and materials needed to participate in vocational education programs. Orientation activities, job placement assistance, and individual and personal counseling were other support services provided to single parents and homemakers.

Secondary Vocational Education Enrollment

This data portrays vocational education secondary school enrollments by service area designation and by racial/ethnic designation.

Secondary Enrollment in Vocational Education in Texas

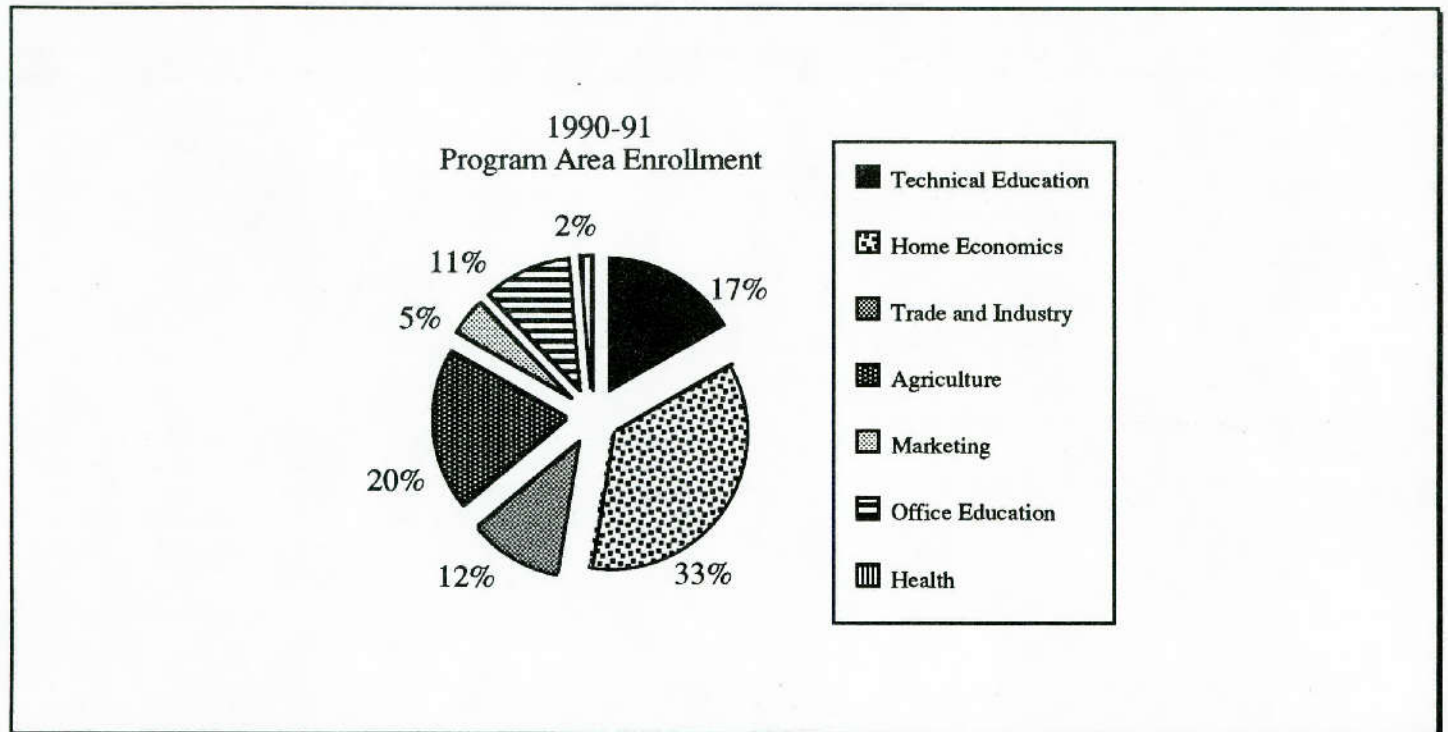
Program Area Data PY89 and 90

Program Area	1989-90 Data	1990-91 Data	Percent Change
Technical Education	115,654	100,699	12.93 -
Home Economics	201,506	187,498	6.95 -
Trade and Industry	77,675	67,398	13.23 -
Agriculture	85,410	117,153	37.17 +
Marketing	25,640	26,987	5.25 +
Office Education	55,287	63,898	15.58 +
Health	8,459	9,002	6.42 +
Total Number	593,921	572,635	4.14 +

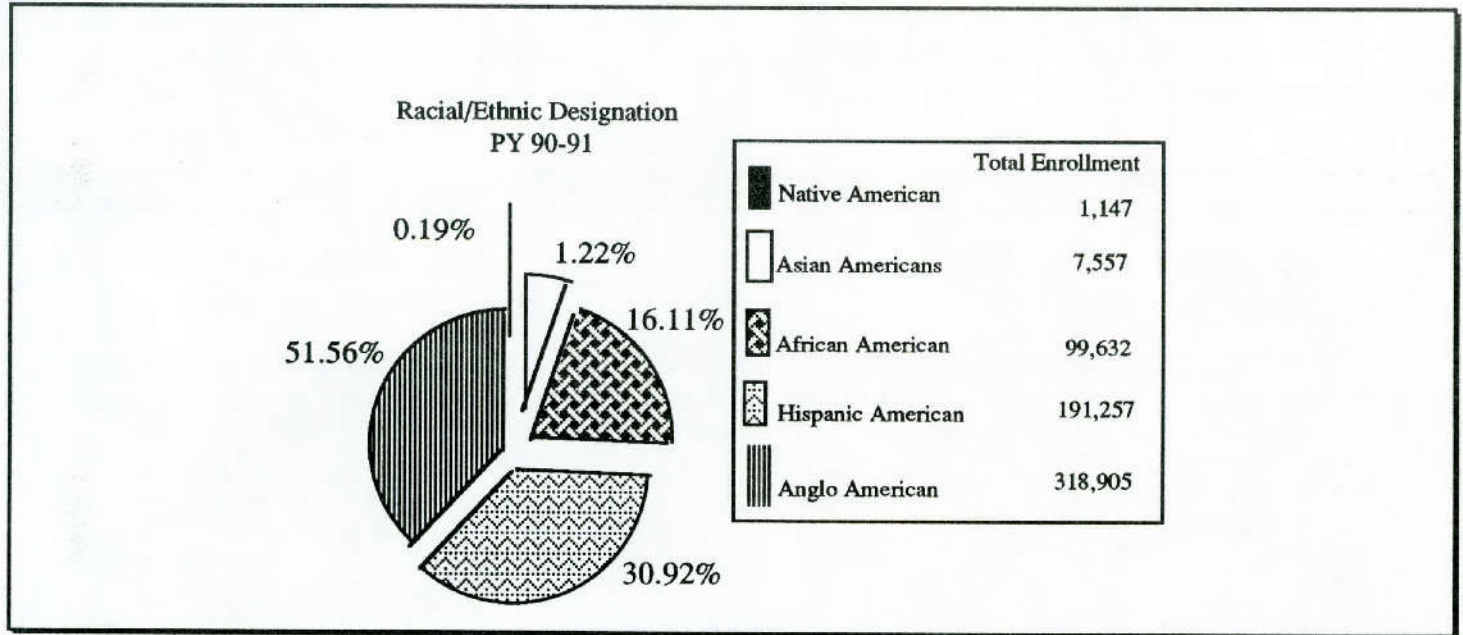
Program Area 1990-91 Data by Race

Percent Native American	Percent Asian American	Percent African American	Percent Hispanic American	Percent Anglo American
0.19	2.08	19.37	31.99	46.37
0.19	1.11	19.14	32.21	47.34
0.18	0.96	15.79	45.21	37.85
0.19	0.20	5.98	17.16	76.48
0.16	1.09	16.01	28.26	54.48
0.16	1.79	16.42	35.24	46.40
0.24	5.31	20.51	35.95	37.99

Source: Texas Education Agency



Secondary Vocational Education Enrollment



Source: Texas Education Agency

Special Populations in Secondary Institutions for Program Year 1990-91

Designation	Percent
Disadvantaged	27.03%
Handicapped	3.92%
Limited English Proficiency	3.34%

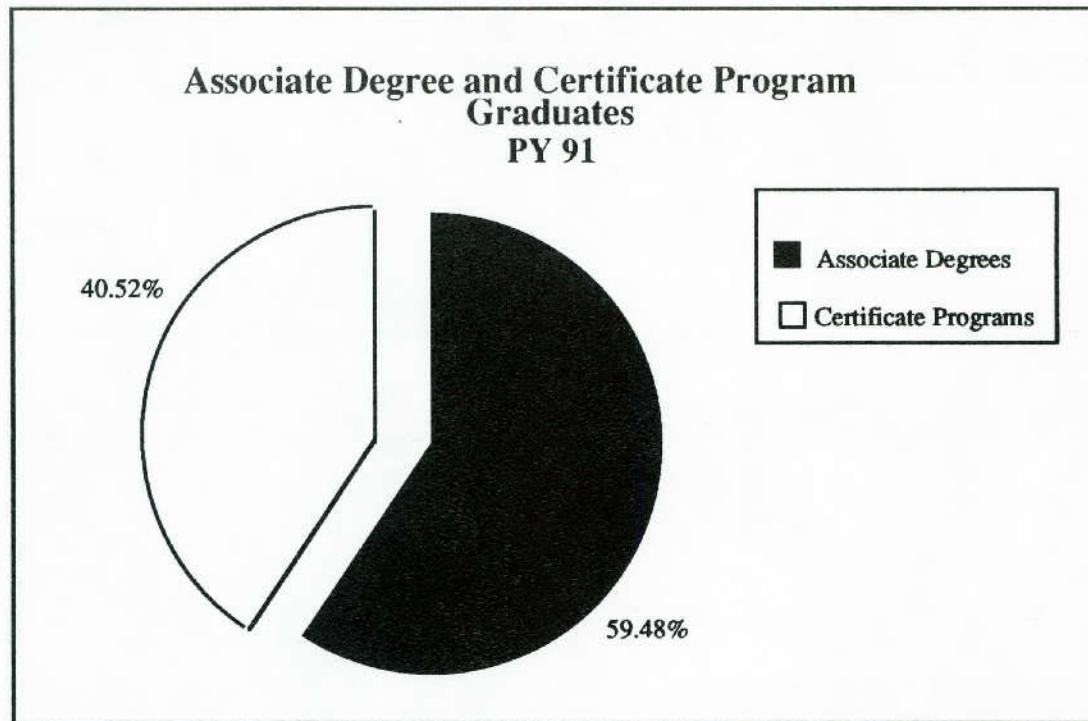
Source: Texas Education Agency

Postsecondary Vocational Education Enrollment

This data portrays vocational and technical associate degrees and certificate programs awarded by program area designation.

Associate Degree and Certificate Programs Awarded in Texas by Program Area for 1990-91

Program Area	Associate Degrees	Certificate Programs	Total
Technical	2,025	816	2,841
Industrial/ Other	915	2,015	2,930
Nursing/Allied Health	4,053	3,341	7,394
Data Processing/Programming	930	529	1,459
Marketing/Management	1,018	164	1,182
Office/Business Technologies	2,124	878	3,002
Public Service Technologies	612	61	673
Home Economics	293	181	474
Agriculture	123	236	359
Related	36	42	78
Total	12,129	8,263	20,392



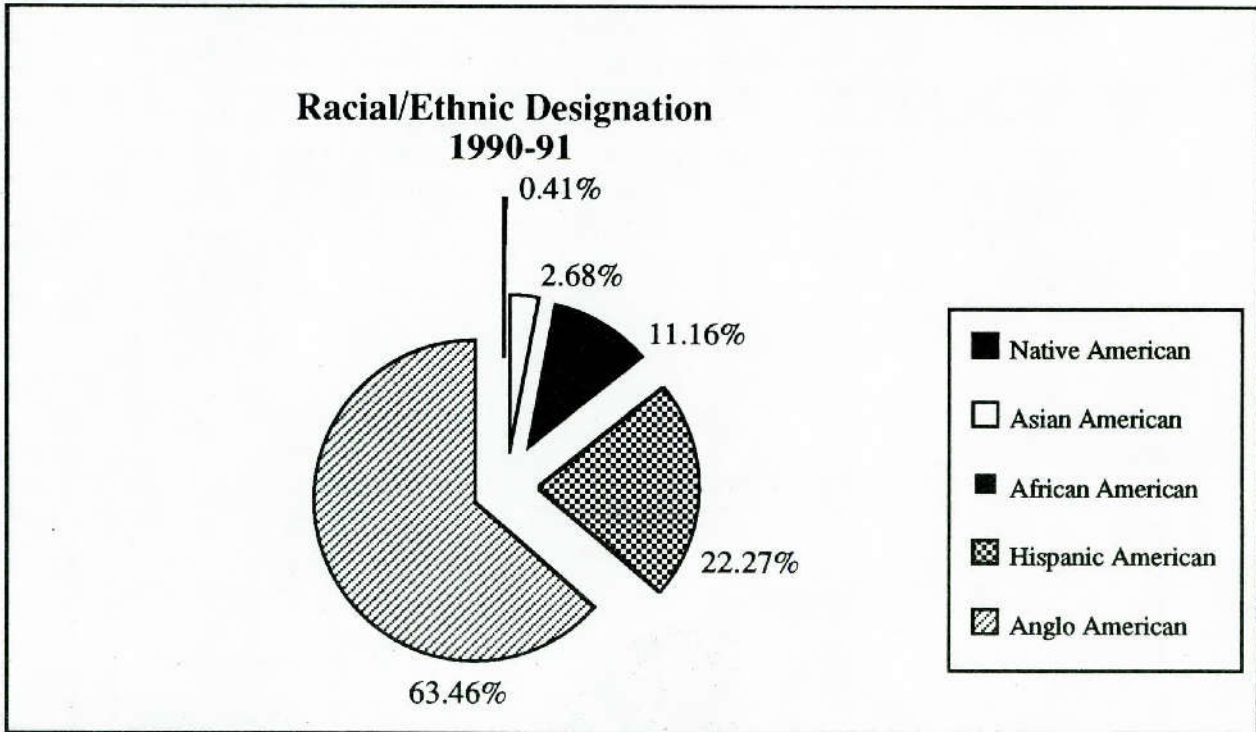
* NOTE: Fiscal Year 1990-91 begins September 1, 1990 and ends August 31, 1991. Degrees and certificates may have been awarded during semester or quarter within the fiscal year.

Source: CBM-009, Graduation Report, 1990-91 Fiscal Year, THECB

Postsecondary Vocational Education Enrollment

Racial/Ethnic Designation of Students Enrolled in Postsecondary Programs

Designation	Percent	Number	Male	Female
Native American	0.41	1,002	485	517
Asian American	2.68	6,553	3,521	3,032
African American	11.17	27,262	10,762	16,500
Hispanic American	22.27	54,360	25,557	28,803
Anglo American	63.46	154,895	72,539	82,356
Total	99.98	244,072	112,864	131,208



Unduplicated Enrollment of Students who Declared Technical Majors

Academic Year	Total Technical Declared Majors
1988-89	148,265
1989-90	169,414
1990-91	184,097

The above information counts only include students who declared technical majors during an academic year that begins September 1 and ends the following year on August 31. Undeclared majors are NOT included in these headcounts.

The above counts only include regular technical students who have declared a technical major at a community or technical college. No undeclared majors were included in the headcounts.

The above counts do not include any adult-vocational student enrollments. The Texas Higher Education Coordinating Board does not collect student level adult-vocational enrollment data. Adult-vocational data are summarized by institutions and by CIP Codes on the CB-114; however, these data are not certified.

Postsecondary Vocational Education Enrollment

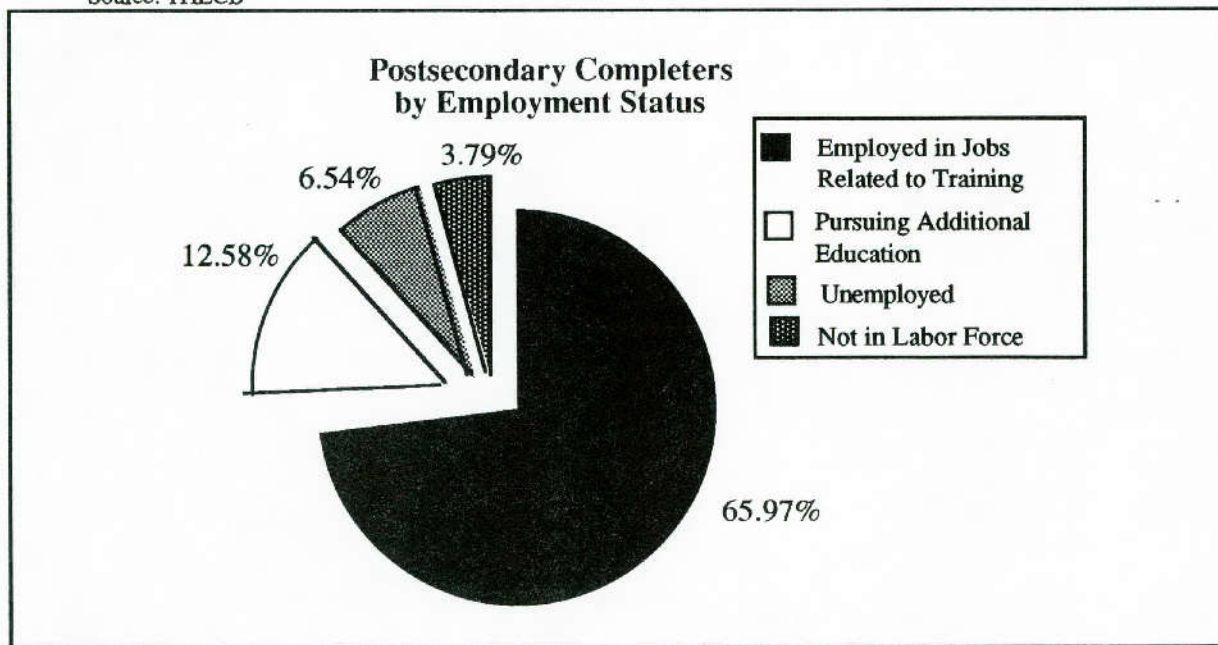
Special Needs Designation of Students Enrolled in Postsecondary Programs in Program Years 1990-91 and 1991-92

Designation	90-91 Enrollment	91-92 Enrollment	Percent Change
Physically Challenged	12,545	13,545	7.97% increase
Limited English	25,027	26,880	7.4% increase
Academically Disadvantaged	116,102	97,810	44.05% increase
Economically Disadvantaged		69,435	
Individuals in Correctional Institutions	Data not available	3,927	
Single Parent	60,225	63,124	4.81% increase
Sex Bias	30,390	23,192	23.69% decrease
Total	244,289	228,982	6.27% decrease

Follow-Up Survey of Postsecondary Completers by Major Program Area

Program Area	% In Jobs Related to Training	% Pursuing Additional Education	% Unemployed	% Not Seeking Work
Technical Education	60.54	13.63	8.85	3.53
Home Economics	64.37	15.87	4.79	5.69
Trade and Industry	58.10	12.77	10.19	5.31
Agriculture	57.01	28.04	3.74	8.41
Marketing	61.44	13.30	5.28	3.70
Office Education	47.80	20.14	9.95	5.31
Health	84.26	6.19	2.30	2.05
Total Responding	8,713	1,661	864	500
Total Percent	65.97	12.58	6.54	3.79

Source: THECB



Source: THECB

Follow-up survey data reported are for students who completed a vocational program and graduated during the 1990-91 school year. Data were collected from completers during the 1991-92 school year. A completer is defined as a student who has completed a degree or certificate program in vocational education or who has completed a planned sequence of courses designed to meet a vocational occupational objective.

Postsecondary Vocational Education Enrollment

Postsecondary Vocational/Technical Program Completers by Status

Employment Status	Total	Percent
Total Employed	21,453	50.00%
Employed - Military	118	0.28%
Employed - Related to Training	6,120	14.26%
Employed - Unrelated to Training	1,053	2.45%
Continuing Education	1,399	3.26%
Unemployed	616	1.44%
Unavailable	335	0.78%
Unknown	11,812	27.53%
Total	42,906	100.00%

This information was compiled from data received from the THECB for school year 1990-91 and the VEPSI report for federal fiscal year 1991.

Disabled Students Enrollment

Vocational training, offered in these instructional arrangements, is funded and administered through special education.

	Year	OH	OHI	AH	VH	D-B	MR	ED	LD	SH	DD	AU	Total
Vocational Education	1990-91	403	1,233	388	226	5	3,186	4,343	33,707	832	0.0	59	44,360
	1991-92	389	1,375	472	228	2	3,143	4,741	37,084	824	0.0	66	48,305
Percent Change		3.47-	11.52+	21.65+	0.88+	60.0-	1.35-	9.16+	10.02+	0.96-	0.0	11.86+	8.89+

This table represents vocational training at the junior and senior high school levels for persons with disabilities. Not included in the above table are students with disabilities served through consumer homemaking, industrial technology, and occupational programs. TEA does not break out students in programs by physically challenged conditions.

Legend: OH Orthopedically Handicapped VH Visually Handicapped ED Emotionally Disturbed DD Developmentally Delayed
 OHI Other Health Impaired D-B Deaf-Blind LD Learning Disabled AU Autistic
 AH Audibly Handicapped MR Mentally Retarded SH Speech Handicapped

Postsecondary: 1990-91 1991-92 Percent Change
 12,545 13,545 7.97% +

The vast majority of postsecondary physically challenged students is served in the "mainstream" rather than self-contained classes.

The Higher Education Coordinating Board does not break out students by physically challenged conditions.

Table Sources: Texas Education Agency, the Higher Education Coordinating Board.

Employment Outlook

In 1989, there were over 7.8 million employed Texans in many different occupations. There are projected to be over 318,000 job openings per year in Texas through the year 2000.

The following includes the top 20 occupations which will offer the greatest number of job openings in Texas through the year 2000.

The fastest growing occupations in Texas tend to require more basic vocational and technical education. Careers in health service occupations occur most often in the list of top 25 occupations with the greatest percentage increase from 1989 to 2000.

Greatest Number of New Job Openings

Occupational Title	Openings
General Office Clerk	38,750
Registered Nurse	38,250
Salesperson, Retail	38,100
Secretaries	36,450
General Function Manager	34,850
Child Care Workers	33,900
Janitors and Cleaners	29,750
Secondary Teachers	29,350
Waiters and Waitresses	29,250
Cashiers	27,800
Nursing Aides/Orderlies	22,900
Elementary Teachers	22,550
Home Health Aides	22,050
Mid-Level Managers	21,900
Maintenance Repairers	20,150
Licensed Practical Nurses	20,100
Receptionist	19,850
Truck Drivers, Heavy	18,450
Food Preparation Workers	17,850
Maids and Housecleaners	15,900
Truck Drivers, Light	15,800
Security Guards	14,700
Sales Supervisors	14,450
Accountants and Auditors	14,200

Fastest Growing Jobs

Occupational Title	Percent Growth
State Average	18.5
EEG Technicians	100.00
Surgical Technician	72.3
Home Health Aides	72.3
Personal Home Care Aides	70.6
Radiologic Technologist	66.7
Radiologic Technicians	64.1
Paralegal Personnel	63.4
Medical Record Technicians	60.2
Occupational Secretaries	58.3
Medical Secretaries	55.1
Physical Therapists	53.4
Chiropractors	52.4
Medical Assistants	51.4
Respiratory Therapists	50.6
Nuclear Medicine Technicians	50.0
Computer Systems Analysts	48.1
Dental Hygienists	47.6
Physical Therapy Assistants	47.4
Travel Agents	47.2
Advertising Clerk	47.1
Actuaries	47.1
Registered Nurses	46.9
Dental Assistants	46.5
Security Sales Agents	45.8
Dietetic Technicians	44.4

Source: TSOICC

1992 List of Priority Occupations

Priority Occupations

Adjustment and Billing Clerks	Protective Service Workers
Auto Mechanics	Engineering Technicians
Bill and Account Collectors	Firstline Supervisors
Bus Drivers, School	Service Supervisors
Business Services Agents	Painters/Paperhangers, Construction
Computer Operators	Personnel Managers
Computer Programmer/Aides	Personnel Specialist
Corrections Officers	Plumbers/Pipefitters
Dental Assistants	Police Patrol Officers
Diesel Mechanics	Preschool Teachers
Drafters	Production Clerks
Electric Powerline Installer	Radiological Technicians/Technologists
Electric Engineering Technicians	Real Estate Managers
Elementary Teachers	Receptionists
Food Service Managers	Registered Nurses
Gardeners/Groundskeepers	Sales Representatives, Wholesale
Carpenters	Sales Supervisor
Electricians	Salespersons, Parts
Plumbers	Social Workers
Industrial Truck Operators	Special Education Teachers
Insurance Sales Agent	Supervisor, Construction
Legal Secretaries	Supervisors/Managers, Clerical
Licensed Practical Nurse	Supervisors, Mechanics
Machinists	Supervisors, Production
Main Repairs, General	Systems Analyst, EDP
Management Support Workers	Tellers
Mechanic Helpers	Truck Drivers, All
Medical Assistants	Welders and Cutters
Medical Secretaries	Word Processing Typists
Health Service Workers	

Adopted by the State Board of Education, March 1992. These occupations have at least 500 projected annual openings through the year 2000, are not expected to experience decline in overall growth, have a training time within a period of three months through four years, and an average prevailing wage rate of at least \$6.44 per hour.

OES-Occupational Employment Statistics

Additional Priority Occupations

Carpenters¹

Electricians¹

Child care workers²

Agriculture in the International Marketplace³

Aquaculturalists³

Crop protection/production specialists³

Computer network systems specialists³

Information technology support specialist³

Telecommunications specialists³

Laser/electro-optics technicians³

Manufacturing/automated systems technicians³

¹Training time exceeds four-year ceiling criterion.

²The \$5.08 average wage falls below \$6.44 per hour criterion.

³New and emerging occupations.

First adopted by the State Board of Education on September 10, 1988.

Identified by the Texas Innovation Network.

Estimated Expenditures For Vocational and Applied Technology Education Programs, Services, and Activities

Fiscal Years 1991 and 1992

		Federal	
Program Purpose		1991	1992
Title II-Basic Grant		58,786,061	80,893,874
1.	(a) Sex Equity	199,457	89,360
2.	State Leadership	6,923,434	8,541,599
	(a) Professional Development	1,422,352	752,286
	(b) Curriculum Development	2,271,938	1,059,488
	(c) Assessment/Evaluation		
	(d) Other	3,229,144	1,535,131
3.	Single Parent, Pregnant Women	4,513,901	3,760,907
	(a) Dependent Care and Transfer		
4.	Sex Equity	2,145,171	1,348,980
	(a) Dependent Care Transfer		
5.	Criminal Offenders	469,805	831,326
6.	Eligible Recipient	34,935,768	61,058,689
	(a) Guidance and Counseling	6,668,255	-----
	(b) Local Administrative	1,262,514	-----
	Adult Training	7,192,832	-----
Title III-Special Programs		3,262,686	5,112,673
1.	Community Based Organization	905,685	749,605
2.	Consumers & Homemakers Ed.	2,357,001	2,280,496
	(a) Eco. Depressed Areas		
	(b) State Administrative		
	(c) State Leadership	-----	97,846
3.	Guidance and Counseling		
	(a) Equity		
	(b) State Administration		
4.	Business-Labor Education Partnership		
	(a) State Administration		
5.	Tech Prep	-----	2,082,572
6.	Supplemental Grant		
Totals		62,048,747	94,423,535
Quality Work Force (JTPA)		350,000	525,00

Fiscal Year 1992

Expenditures are estimated pending processing of all expenditure reports. State and local (nonfederal) expenditures are not required. Advances only are available at this time for the Coordinating Board.

This report reflects estimated expenditures for the TEA and Coordinating Board.

State administration is included as part of Title II-Basic Grant.

Cumulative amounts are available for:

#3. (a) - Single Parent/Homemakers

#4. (a) - Sex Equity

Non federal amounts are not available except as a part of instruction and student services.

Foundation Program salaries are not included in the report; however, the amounts are:

• FY 1991- \$293,750,178

• FY 1992- \$320,206,784

Texas Council on Vocational Education's Vision for Education

1. A comprehensive career development system should be established for all students which would include the following:
 - academic foundations taught in "real world" contexts
 - internships and work-based learning opportunities
 - SCANS competencies
 - labor market information and career planning
 - individualized education or degree plans which focus on skills, knowledge, and attitudes
 - job-seeking skills
 - portfolios which clearly identify academic and vocational competencies attained
 - performance-based assessment - pre/post and ongoing throughout
2. Vocational and Applied Technology Education should include the following characteristics:
 - competency-based curricula which enable students to accelerate learning
 - industry-based curricula using trade associations or labor to validate when possible
 - building block courses that can lead to a cluster of related jobs
 - numerous entrance and exit points throughout the system
 - flexible schedules and support systems to meet students' needs
 - access to employment at a livable wage with a chance to prosper
 - clear and labor market information driven paths into higher skilled employment through education and work-based training
 - transition programs into postsecondary education and into the work force
 - coordination between academic and vocational competencies
 - work site learning experience
 - a variety of career paths
3. Vocational and Applied Technology Education programs should be held accountable through job placements in priority occupations, continuing education placements, actual wages, and the awarding of mastery certificates validated by business, industry, and labor. Followup at some period of time in the future should measure long-term success.
4. Teachers and administrators should have continuing academic, technical, and practical training and knowledge to keep them current in both private sector and education trends. Educators and counselors should be allowed time to update skills and implement reforms.
5. Cooperation and collaboration among all education and job training providers at both the state and local levels are vital for limiting duplication and ensuring smooth program transitions.
6. The private sector should be actively involved in the education process by developing competencies, reviewing curricula, articulating standards, providing work site learning opportunities, and serving on advisory and Quality Work Force Planning Committees and Private Industry Councils.

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