

E1400.8
Im 7

7511621

Government Documents

FEB 4 1976

Dallas Public Library



**“Impact Conference”
Study Guide
1976**

CHAIRMAN
Mrs. Dorothy R. Robinson
Palestine



VICE CHAIRMAN
Bill Elkins
Dallas

THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION
IN TEXAS

(Advisory Council to the State Board of Education)
P.O. Box 1886
Austin, Texas 78767

MEMBERS

Bob Avina
San Antonio

J. L. Boone, Jr., EdD.
College Station

Ellwood E. Collins
Texarkana

W. T. Crouch
Itasca

Dr. Michael DeBakey
Houston

Don Gray
Hartingen

Joe Gunn
Austin

J. W. Hamby
Plainview

James H. Harwell
Austin

J. R. Jackson, EdD.
Lake Jackson

William L. Jones, Jr.
Kingsland

Robert A. McAbee
Fort Worth

Hugh E. McCallick
Houston

Frederick McClure
San Augustine

Ray A. Meyer
San Antonio

Jack W. Page
El Paso

David E. Pickett
Dallas

E. D. Redding
Houston

S. Don Rogers
Austin

Milton J. Schiller
Waco

Marcos A. Vann
Fort Worth

Mario Yzaguirre
Brownsville

December 17, 1975

TO: THE CITIZENS OF TEXAS

I am pleased to greet you on behalf of the Advisory Council for Technical-Vocational Education in Texas and to express appreciation for your personal interest in education.

This study guide contains four parts and an Appendix. The first two parts are aimed at acquainting you with why the Advisory Council wants to hold an "Impact Conference" in your community; the Council's goal and objectives for holding the "Impact Conference"; concerns and questions which the Advisory Council would like your community to address; and a suggested format and activities for fulfilling the goal and objectives.

Part Three contains brief profiles on each of the communities in which the Advisory Council has asked to host an Impact Conference.

Part Four and the Appendix of this study guide trace the growth and changes in vocational education in recent years and also provide background information on the Advisory Council's role and scope. A Glossary of Terms is also provided.

You are asked to review this study guide carefully. If you have any questions in advance of the day the Conference will be held in your community or if you are unable to participate in the Conference and you have a concern that you would like to voice, please contact the Advisory Council at the address above.

A special expression of gratitude to leaders in your community who are responsible for planning the Conference and to those of you who are deeply concerned for the well-being of our young people and adults.

Sincerely,

Dorothy R. Robinson
Dorothy R. Robinson
Chairman

PURPOSE: "To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state."

T A B L E O F C O N T E N T S

	Page
Letter of Transmittal	i
 Part I	
Why an Impact Conference is Being Held in Your Community.	2
Purpose of Study Guide.	2
Goal & Objectives for Impact Conference	3
Concerns & Questionnaires to be Addressed in Fulfilling Goal/Objectives	3
Committee Responsible for Planning Conference/Suggested Activities.	3
Advisory Council Task Force	5
Suggested Impact Conference Schedule.	5
Suggested List of Citizen Involvement	6
 Part II	
Concerns to be Addressed During Impact Conference	8
Survey Instruments Being Used in Impact Conference.	14
Designation of Individual(s) to Oversee Each Instrument	14
Administering & Tabulating High School Career Interest Survey	14
Followup Survey of 1973-74 Vocational Graduates/Leavers	15
High School Senior Career Interest Survey Instrument.	18
Follow-up Survey Instrument	19
 Part III	
1976 Impact Conference Profiles	22
 Part IV	
What Part Four is All About	39
Vocational Education: Rising From Obscurity to Prominence.	40
Technical-Vocational Program Offerings in Public Secondary and Post-Secondary Institutions in Texas 1964-65, 1973-74, and 1974-75	50
The 1980's: Trouble on the Horizon - Underemployment of Over-Educated a Threat	56
Vocational Education as Viewed by ACTIVE	58
Summary of Adult Performance Level Study.	60
 Appendix	
Emphasis of ACTIVE Recommendations	62
A Summary Report of Advisory Council Activities	69
Categorical Listing of Council Members.	70
Glossary of Terms	74



Part One

**“Impact Conference”
Study Guide
1976**

WHY AN IMPACT CONFERENCE IS BEING HELD IN YOUR COMMUNITY

A part of the responsibilities of the Advisory Council for Technical-Vocational Education in Texas is to hold public forum activities each year to obtain citizen input relevant to the planning and management of technical, vocational, manpower, and adult education in Texas.

Since 1969 when the Council was first established, over 60 public forum activities have been held ranging from Governor's Conferences in Austin to Regional Hearings and Community Conferences in cities, large and small, across the state.

Over 12,000 citizens from all walks of life have participated in these activities. Their concerns have not only benefitted their own communities, but have also provided the foundations for Council reports to the Governor, Legislature, State Board of Education, U.S. Commissioner of Education, and National Advisory Council on Vocational Education.

The impact that "grass roots" input has had upon the policy and decision makers at all levels of government and education are reflected in the profound growth and changes that have swept public education in recent years, especially vocational education. Between 1968-69 and 1973-74, vocational enrollments in Texas increased 65 percent and expenditures supporting vocational programs more than tripled.

Neither time nor progress stands still; therefore it is imperative that citizen input be obtained on a recurring basis.

Your community is one of about 20 across Texas that have agreed to host an "Impact Conference" during February 1976. Your community, along with the others, are fairly representative of the state with regard to geography, size, types of vocational programs and other criteria.

Initial contact regarding an impact conference in your community was made with public education officials as well as with chamber of commerce representatives and the chairman of your local vocational advisory committee.

They made the initial step by agreeing to host an impact conference. The rest depends not only on their help, but also your help.

PURPOSE OF STUDY GUIDE

The purpose of this study guide is to cite the Advisory Council's goal and objectives for holding a conference in your community; to discuss concerns and questionnaires that need to be addressed or completed to fulfill the goal and objectives; and to offer suggestions as to what activities may be needed to ensure that the goal and objectives are met. *Your community may want to develop additional goals and/or objectives that it would like to see met.*

To stimulate thought, this guide also provides a suggested format for conducting the planning and follow through on the conference. Depending upon when you actually become involved in the conference, some of the activities may have been completed.

Information is also provided on the Advisory Council's previous recommendations and activities to acquaint you with its past. Also provided for your review is a look at possible problems awaiting us in the 1980's; a look at the Council's perception of the objectives of vocational education; a review of an adult performance level study conducted in Texas; and a look at the growth in vocational programs, enrollments, expenditures, etc. in recent years.

GOAL AND OBJECTIVES FOR IMPACT CONFERENCE

The goal for the impact conference is to "assess the impact that vocational, technical, manpower, and adult education programs and services are having in meeting individual and community needs for living and making a living."

The objectives for the impact conference are:

1. Assist administrators and practitioners of local vocational, technical, manpower and adult education programs and services in assessing the effectiveness of these programs and services in meeting individual and/or community needs.
2. Assist local advisory committees, community groups, and others in assessing the impact that vocational, technical, manpower and adult education programs and services are having in meeting individual and community needs.
3. Involve local advisory committees, education and manpower officials, community groups and others in evaluation activities such as: student placement and follow-up; student career interest surveys; determining available resources of the community and the impact that these have upon individual and community needs.
4. Obtain input from individuals and community groups through informal "rap sessions" and forums concerning the impact of vocational, technical, manpower and adult education programs and services in meeting individual and community needs.
5. Disseminate information on recent studies, proposals and opportunities in vocational, technical, manpower and adult education from the state and national levels.

As was noted earlier, your community may want to develop additional goals and/or objectives that it would like to see met.

CONCERNS & QUESTIONNAIRES TO BE ADDRESSED IN FULFILLING GOAL/OBJECTIVES

Part Two of the Study Guide, beginning on page 8, contains a variety of concerns and questions and two survey instruments aimed at soliciting a variety of citizen input needed to fulfill the goal and objectives. These should be closely reviewed. Your community may have additional concerns it would like to see addressed.

Exactly how the concerns and questions will be addressed and how the two survey instruments will be administered depends upon the committee responsible for planning the overall conference.

COMMITTEE RESPONSIBLE FOR PLANNING CONFERENCE
SUGGESTED ACTIVITIES FOR PLANNING COMMITTEE

In the Advisory Council's initial contact with your community, it asked that a "General Planning Committee" be established with the overall responsibility of planning the conference, and that a specific individual be designated as "Conference Coordinator." The Council also asked that a specific date be set up between either December 17-19 or January 12-23 whereby the Council and Planning Committee can meet to further plan the conference.

It was suggested that the Planning Committee be comprised of as broad a cross section of citizens from the community (See Suggestion List of Citizen Involvement on page 6). From the overall planning committee, it might be desirable to form a Steering Committee comprised of about 5 or 6 persons. The Planning Committee was asked to designate one or two days between February 2-27 at which time the Impact Conference can be held.

In preparing for the actual conference, the Planning Committee should closely review the concerns and questions and two survey instruments contained in Part Two of this Study Guide. The Committee may want to add additional concerns or questions to be answered.

Once Part Two has been closely reviewed, the Planning Committee should consider the following suggested actions:

1. Determine what types of citizens in the community can best address each of the concerns/questions contained on pages 8 -13. It may be that some citizens can address several concerns/questions.
2. Determine what activities need to be undertaken to answer those concerns/questions. Consider the following:
 - a. Some concerns/questions may need advance research/study and therefore it might be feasible to set up study groups to address specific concerns/questions well in advance of the Conference:
 1. A specific time frame might be set aside the day(s) of the Conference for these groups to report their findings. It would be advisable to have them prepare their findings in written form.
 2. One or more persons might be appointed to each study group with additional participation coming from various segments of the community who are attuned to the concerns/questions to be addressed. (See Suggested List of Citizen Involvement)
 - b. Some concerns/questions may best be addressed by having representatives of the community present the day of the Conference. Set aside specific time frames for "rap sessions" or mini forums at which time concerns can be expressed.
 - c. The Planning Committee may desire to set-up a "Speaker's Bureau" comprised of representatives of the Committee as well as other segments of the community to appear before civic, professional, and community groups, etc., in advance of the Conference. They can explain why the conference is being held and solicit their attendance at the conference to listen and be heard. An afternoon or evening "community type meeting" may be in order.
3. Suggestions are offered on page 14 as to how the two survey instruments might be administered. The Planning Committee knows its community better than anyone else; therefore, it should take whatever action is necessary to administer the survey instruments:
 - a. The Council would like to have the instruments tabulated by the community and a time frame set aside the day of the conference for the findings to be reported. It might be advisable to have the results typed up for dissemination to the Council and possibly others.
 - b. It might be advisable to form separate study groups to handle each of the surveys.
4. The Impact Conference might be an ideal mechanism to promote the growth and needs in vocational education through: the development of exhibits; the dissemination of news releases and photos to the media by the education system(s) or involve the media heavily in the Conference to where they would handle the publicity; the use of a "speaker's bureau" whereby vocational students, instructors and employers

in the community can appear before civic and professional groups to discuss the growth and benefits of vocational education; tours or an open house whereby the community can tour vocational facilities.

The preceding suggestions are offered to stimulate thought on the part of the Planning Committee as to what can be done or needs to be done to make the Impact Conference a success. It's evident that the Conference can not only benefit the Council, but also it can be immensely valuable to the community itself.

ADVISORY COUNCIL TASK FORCE

The Advisory Council will form a "Task Force" which will be present for the Impact Conference. This task force will be comprised of three or more Council members and at least two Council staff members.

The Council will notify members of the State Legislature, State Board of Education, and the Coordinating Board, Texas College and University System, who serve your area about the Conference. The Planning Committee might want to send out letters of invitation seeking their involvement.

Representatives of the Texas Education Agency as well as other state agencies who have field offices in your area will also be notified by the Council. Their involvement in the Conference might also be encouraged by the Planning Committee.

Members of the Council Task Force would be available to speak before civic and community groups and respond to news media activities the day of the Conference. Council or Staff members could be available prior to the day of the Conference to appear before civic or community groups or the media if special arrangements were made in advance.

SUGGESTED IMPACT CONFERENCE SCHEDULE

To stimulate thought as to a possible schedule for the day of the conference, the Advisory Council offers the following suggestions:

1. A briefing and orientation meeting between the Planning Committee and Council Task Force at about 9 a.m. to go over the day's schedule.
2. Beginning at about 9:30 a.m., the Council Task Force would like to meet, if possible, with the administrations and boards of education of the public education institutions serving your community.
3. From about 10:30 a.m. until noon, specific amounts of time could be set aside for study groups to report their findings related to specific concerns/questions.
4. During the afternoon, specific amounts of time could be set aside whereby the Council Task Force could meet separately in brief "mini forums" with such groups as students, faculty, employers, labor leaders, local advisory committee members, civic groups, community action type agencies, etc.
5. An evening "community type" meeting could be scheduled whereby the entire community is invited to attend. Representatives from each mini-forum held during the day could report on what transpired at their meeting. Reports could also be given on special projects (career interest survey, student follow-up, etc.) that were completed or researched prior to the Impact Conference. The meeting could then be opened up for further input from the audience.

There is a possibility that more than one day might be required to conduct the Conference or that the Planning Committee may wish to include tours of some of the unique aspects of the community for the Council Task Force. The Advisory Council is available to assist the Planning Committee in any way, but the Council fully recognizes that the Planning Committee has the full discretion in planning and following through on the Conference.

SUGGESTED LIST OF CITIZEN INVOLVEMENT IN IMPACT CONFERENCE

This list should be used as a "guide" in identifying persons or groups that should be involved in Impact Conference activities. Your community may or may not have all these groups represented. There may be groups in your community that are not covered by this list that you feel should be involved.

- | | |
|---|---|
| 1. Members of Boards of Education
(Local, State, Coordinating Board) | 13. Organized Labor and/or Employee Groups |
| 2. Educational Administrators
(All institutional levels) | 14. Chambers of Commerce |
| 3. Faculty (All institutions) | 15. Business and Industry Groups, such as
Industrial Development Groups
Texas Manufacturers Assn., Local
Associated General Contractors, Local
Mechanical Contractors, Other
Local Employer Groups |
| 4. Directors, Supervisors & Counselors
(All institutions) | 16. Health Industry Groups & Organizations |
| 5. Representatives of Special Needs Groups
Adults
Disadvantaged
Handicapped
Veterans | 17. Apprenticeship Committee Members |
| 6. Student Groups - All levels | 18. Private School Representatives |
| 7. Former Students
(Employed and in school) | 19. Private Employment Agencies |
| 8. Members of Vocational Advisory
Committees | 20. Ministerial Organizations and
Church Groups |
| 9. Education Service Center Personnel
(and similar personnel) | 21. Community Organizations
Civic Clubs
Parent/Student Teacher Assn.
Women's Clubs
Professional Organizations
and others |
| 10. Representatives of Professional
Organizations | 22. Manpower & Other Planning Groups |
| 11. State and Federal Agencies
Texas Education Agency/USOE
Texas Employment Commission/USDOL
Texas Rehabilitation Commission/DHEW
Department of Public Welfare/DHEW
Department of Mental Health and
Mental Retardation/DHEW
State Department of Health/DHEW
Texas Industrial Commission
Military/DOD | 23. Members of the State Legislature |
| 12. Minority Groups (G. I. Forum, Urban League, LULAC, NAACP, and others) | 24. Local and County Government Officials |
| | 25. News Media |
| | 26. Interested Citizens |



Part Two

**“Impact Conference”
Study Guide
1976**

CONCERNS TO BE ADDRESSED DURING "IMPACT CONFERENCE"

This section of the "Impact Study Guide" contains a variety of concerns and questions aimed at assessing "the impact that vocational, technical, manpower, and adult education programs and services are having in meeting individual and community needs for living and making a living."

The committee charged with the over-all planning of the "Impact Conference" should closely review these concerns and questions. Utilizing the "Suggested List of Citizens To Be Involved In The Impact Conference" cited on page 6, the Planning Committee should determine which groups and/or individuals in the community can best address these concerns. This list may not be all inclusive as it relates to your community.

Some of these concerns and questions may necessitate the formation of "study groups" to gather and analyze information in advance of the day of the "Impact Conference" with a segment of the conference program set aside for these groups to report their findings. Other concerns may be best addressed simply by having a cross section of citizens from the community present the day of the Conference with specific times set aside to address these concerns/ questions.

The following is a list of special concerns/questions to be addressed during the Impact Conferences. The Planning Committee may want to add to these concerns:

1. *Determine the comprehensiveness of vocational offerings in relationship to the area's job market. (Relating vocational planning to jobs available)*

This concern might best be addressed by representatives of education, business, industry, labor and government. The following should be taken into consideration when addressing this particular concern:

- a. Are there existing or projected job opportunities in your area that could be filled by vocationally trained people but will go unfilled due to a lack of trained manpower?
 - b. Are any of these manpower shortages sufficient enough in numbers as to warrant the development and/or expansion of vocational programs by the public education institutions in your area?
 - c. Do employers in your area recruit vocationally trained persons from outside your job market to fill job opportunities generated by the economy in your area?
 - d. Indicate which vocational programs offered by the public education institutions in your local area should be deleted and/or redirected in keeping with the local job market supply/demand situation.
2. *Look at the placement and follow-up of vocational students and the impact that the follow-up information has upon the planning and management of local programs.*

The Advisory Council is proposing that each community, using a questionnaire developed by the Council, follow-up on all students who completed/left vocational programs offered by public education institutions in 1973-74. The information obtained from this follow-up would to a large extent address this concern. The Planning Committee, however, may want to involve additional citizens such as school personnel and other former students in addressing this concern. The questions on the next page might be taken into consideration:

- a. Is a regular follow-up conducted by the public education institutions for vocational education graduates/leavers? If so, on what frequency and for what period of time?
 - b. Do the public education institutions in your community have a job placement center? If no, is a specific person given the responsibility for overseeing the placement of students? What is this individual's title? Explain the extent to which business and industry people are involved in placement and follow-up activities. Are these coordinated with the Texas Employment Commission?
 - c. Explain how placement and follow-up information is used in the planning and management of vocational education. Are the results of placement and follow-up activities made public? If so, to what extent?
 - d. What are some of the problems encountered in placement and follow-up activities such as providing personnel for those activities; record keeping; facilities; cooperation with business, industry, labor, etc.?
3. *Determine the provisions and problems encountered in enhancing the career development of disadvantaged and handicapped persons in your community. (These are persons who need special attention due to physical, emotional, learning, or other types of problems).*

This concern might best be addressed by school administrators, teachers, guidance personnel, social or community action type agencies, employment services, etc. In addressing this concern the following should be taken into consideration:

- a. Do the public education institutions in your community offer vocational programs aimed specifically at individuals who need special attention due to physical, emotional, learning, or other types of problems? If yes, indicate scope of programs. If not, give reasons.
 - b. Explain the extent to which the public education institutions in your community work with social or community action type agencies, employment services, etc., in identifying and serving persons with special needs. To what extent are persons with special needs kept abreast of the programs and services available to them?
 - c. Do disadvantaged and handicapped persons have the option of participating or not participating in vocational programs in keeping with their interests and abilities? Explain how persons are screened in or out of these programs.
 - d. To what extent do the terms disadvantaged and handicapped radiate a negative image in your community which inhibits many persons with special needs from seeking or participating in vocational education programs?
4. *What provisions are made by local public education institutions in eliminating sex stereotyping in vocational programs?*

This concern might best be addressed by a cross section of academic and vocational students, male and female, who can participate in an informal "rap session" with members of the Advisory Council the day of the Impact Conference. The following might be taken into consideration when addressing this concern:

- a. To what extent are the public education institutions actively seeking or recruiting females for programs aimed traditionally at male students and vice versa?

- b. To what extent do the public education institutions depict females in traditional male roles and vice versa in the promotion of vocational education programs? This promotion of vocational education could entail guidance and counseling activities; brochures; news releases to the news media; etc.
- c. Prior to the day of the Impact Conference, a composite listing of all vocational programs offered by the public education institutions should be compiled for each of the past three years and a percentage of male/female enrollees in each vocational program area should be noted.
- d. What staff development activities have been conducted to alleviate sex stereotyping in vocational programs? Have the public education institutions adopted a formal policy against sex discrimination?

5. *Provisions and support of local vocational advisory committee activities.*

This concern might best be addressed by school officials, business, industry, labor, and government personnel who either serve on and/or are interested in local vocational advisory committees. The following should be taken into consideration by these people in addressing this concern:

- a. A list should be developed citing the number/types of vocational advisory committees that serve each public education institution in your community. This list should indicate what process is used in selecting members. The number of times each committee meets per year should be indicated. An indication should be given as to any provisions made by public education institutions to provide these committees secretarial or clerical help.
- b. A list should be developed containing representative activities and accomplishments during the past year (1974-75) for each vocational committee which serves the public education institutions in your community.
- c. Do the public education institutions have a written uniform policy for the involvement/support of vocational advisory committees in the planning and management of vocational education? Provide copy of policy.
- d. Is it a policy of the vocational education departments of the public education institutions in your community to request in writing recommendations from advisory committees, and to respond in writing as to acceptance, rejection, or plans for the implementation of these recommendations?
- e. What are some of the problems encountered in bringing about an effective relationship between the public education institutions and business/industry as it relates to the involvement of vocational advisory committees in the planning and management of programs?
- f. Position papers should be developed by school officials as well as business and industry people as to what the role and scope of local vocational advisory committees should be in keeping with the needs of individuals and the needs of the economy in your community.
- g. How can the effectiveness of vocational advisory committees be improved in your community?

6. *What provisions are made for the involvement of vocational ancillary and instructional personnel in community activities to provide upgrading experiences?*

This concern might best be addressed by a cross section of education and business, industry, and labor people. When addressing this concern, the following might be taken into consideration:

- a. To what extent do the public education institutions in your community provide special opportunities/incentives to vocational personnel to become involved in community activities that will not only enhance their ability to utilize people from the community in school activities, but also will enable them to keep programs relevant to social and economic needs.
 - b. List or cite the community organizations in which local vocational personnel maintain an active relationship. What can be done to improve these relationships?
 - c. Do the public education institutions in your community have a personnel exchange agreement with the work community for the purpose of keeping each other abreast of new developments and changes that will keep vocational programs relevant?
 - d. Should it be a mandatory requirement that vocational personnel upgrade their knowledge of what's going on in their "craft" through periodic summer employment in business and industry?
7. *Determine the comprehensiveness of adult education opportunities and the provisions made for eliminating education and employment barriers for adults.*

This concern might best be addressed by not only school officials, but also social or community action type agencies as well as business, industry, labor and government people. The following should be taken into consideration in addressing this concern:

- a. Describe the provisions made by the public education institutions in your community for adult basic and adult vocational education.
 - b. To what extent are programs for adults offered when and where adults can avail themselves of offerings? Indicate the number and types of adult education programs offered and the number of adults served during the 1974-75 school year.
 - c. To what extent do the public education institutions in your community utilize community action agencies, civic and professional groups in canvassing the community to determine the varied unmet needs of adult citizens? List the agencies and groups with whom the school system(s) work. Also indicate how many people need what kinds of services.
 - d. To what extent are the educational facilities in your community utilized after school and during the summer months to serve the needs of adults?
 - e. What programs and services, presently not offered, are most needed to better serve the needs of adults in your community?
8. *To what extent are community resources utilized in a coordinated effort to achieve maximum cost effectiveness of tax dollars?*

Responses to many of the previous concerns/questions will to a large extent answer the community resource utilization concern; however, further input may be desirable especially from any proprietary school officials in the community as

well as employers and public education officials. In further addressing this concern, the following might be taken into consideration:

- a. Are there education and training resources in the community other than public such as proprietary schools, apprenticeship training, on-the-job training programs offered by business and industry, etc.?
 - b. Describe what action has and is being taken to coordinate resource utilization in the community and to eliminate any duplication of effort in program offerings and services. How and to what extent do the public education institutions of your community relate their resources to manpower activities under CETA (Comprehensive Employment and Training Act)?
 - c. Do the public education institutions have an individual who has the specific responsibility to coordinate school/community resources? Is this a full-time responsibility?
 - d. What are some of the problems encountered in bringing about the effective utilization of community resources?
9. *What provisions are made in local policies and administrative procedures to alleviate barriers to vocational programs to all citizens of the community?*

This concern might best be addressed by school administrators and supervisors as well as individuals or groups in the community who must work closely with school officials. The following might be taken into consideration when addressing this concern:

- a. What are the public education institutions' administrative policies and procedures in your community which enable students to participate in vocational programs offered at other schools or in other school districts in the event a program is not offered at their home school?
 - b. List the barriers that inhibit the movement of students off campus and/or out-of-district to participate in vocational programs. To what extent do school loyalty and participation in extracurricular activities inhibit student movement?
 - c. To what extent are public relations activities carried out between the schools and community to keep persons of all ages and socioeconomic backgrounds abreast of the types of vocational programs offered in the community? Cite those public relations activities which are carried out on a regular ongoing basis.
 - d. What policies and/or procedures need to be changed to make vocational programs more accessible to citizens of all ages and of all backgrounds?
 - e. Should persons who are not financially able to pay for vocational training be allowed to participate in the program at no charge or at least receive some financial assistance?
10. *How can state policies more effectively serve to enhance the development and operation of vocational education?*

This concern can best be addressed by the school administration and perhaps, to some extent, by the classroom teachers. The following should be taken into consideration when addressing this concern:

- a. Are vocational education program standards realistic as they relate to the planning and management of vocational programs in your community?
- b. How can the State Plan for Vocational Education be improved to make it a more effective planning and management document?
- c. In what ways and to what extent can state leadership and administrative services for vocational education be improved?

In addition to the individuals and/or groups who will be assigned to address each of the preceding concerns, the Planning Committee might want to involve as broad a cross section of other citizens in the community to be present during the Impact Conference to not only listen but to also provide additional input.

SURVEY INSTRUMENTS BEING USED IN IMPACT CONFERENCE

The Advisory Council for Technical-Vocational Education in Texas is utilizing two survey instruments in gathering information in connection with the Impact Conference in your Community.

One of the instruments, entitled "High School Senior Career Interest Survey," is designed for all high school seniors who are scheduled to graduate at the end of the 1975-76 school year.

The other instrument, entitled "Follow-Up Survey of 1973-74 Vocational Graduates/Leavers", is directed at students with at least 2 credits in vocational education who left or graduated from the high school(s) in your community during the 1973-74 school year. The follow-up also pertains to persons classified as vocational/technical students who left or graduated from post-secondary technical-vocational programs in 1973-74.

Each of the instruments are included in this Study Guide for your review beginning on page 18. Sufficient copies of each questionnaire will be disseminated to your community as are needed to reach all the current or former students to be surveyed.

The remainder of this section of the Study Guide is devoted to suggestions as to how each of the survey instruments might best be administered; possible problems that might be encountered; and how the questionnaires might be tabulated.

DESIGNATION OF INDIVIDUAL(S) TO OVERSEE EACH INSTRUMENT

The Planning Committee for the overall Impact Conference might designate one or more persons to oversee the administration of each of the survey instruments.

ADMINISTERING & TABULATING HIGH SCHOOL CAREER INTEREST SURVEY

The individual(s) charged with overseeing the career interest survey might want to form a "study group" composed of at least one person from each of the public high schools to be involved in the survey.

The Study Group should be responsible for: informing the administration at each of the high schools about the survey as well as the superintendent's office; formulating a date and class period(s) to administer the questionnaire; determining what teachers will be involved in having the seniors complete the instrument; designating where or to whom the completed forms should be returned; and formulating a committee to tabulate the results.

Once a specific date has been determined for administering the questionnaire, the next step might be to determine a specific class period(s) when all seniors can be reached.

After the date and time of administering the questionnaire have been determined, all teachers to be involved in having their seniors complete the form should be brought together for a meeting or someone from the Study Group could meet with each individually to discuss the survey.

All seniors should be allowed at least a minimum of 20 minutes to complete the instrument. It should be the discretion of the Study Group as to whether seniors not present the day the instrument is administered should be contacted on another day.

There is at least one major foreseeable problem that may be encountered in administering the questionnaire that you, the teachers, and seniors should be aware of well in advance of when the instrument will actually be filled out.

Question 4 asks each senior to indicate the total credits they will have earned at the end of the 1975-76 school year. (See page 18)

Most students know what courses they have taken in high school; however, many students may have difficulty in determining the number of credits earned for each course they took. The conversion from the semester to the quarter system further complicates matters.

All credits or units to be listed in response to Question 4 should be based on the quarter system. This will necessitate, in many instances, translating what a half or full credit earned on the semester system is on the quarter system.

The teachers that will administer the questionnaire should advise all seniors at least one week in advance that they will be asked to fill out a career interest survey. They should be informed that they will be asked to list all the credits by course that they will have earned for grades 9-12 at the end of the 1975-76 school year.

These seniors should be informed that they will be asked to list these credits based on the quarter system. They should understand how credits are computed on both the semester and quarter system.

Once the forms have been gathered up, the study group might want to designate a committee to tabulate the forms. A student youth organization or other type of student group at each of the high schools might be asked to tabulate the instrument. The Advisory Council would like to have a total "tally sheet" for each high school which denotes:

- a. High school from which forms completed
- b. Indicate total number of seniors who completed each question (Questions 1-5)
- c. Under Question 1, indicate number of seniors indicating "Part-Time" for each item, and number indicating "Full-Time" for each item. Compile a list of responses for the "other category" and indicate if response was "Part-Time" or "Full-Time".
- d. Under Question 2 and 3, indicate number of seniors that checked each item. Compile a list for the "other category" under Question 2.
- e. Under Question 4, tally the number of credits earned under each item. Then get a grand total by adding the totals for each item.
- f. Under Question 5, develop two lists. Title the first list "Couldn't Take." List all courses that students indicated they wanted but couldn't take. Some courses will be listed more than once. List these courses once and indicate the number of times they were mentioned. Title another list "Not Offered," and follow the same procedure.

FOLLOW-UP SURVEY OF 1973-74 VOCATIONAL GRADUATES/LEAVERS

The follow-up of former vocational students will possibly be the most difficult project in connection with the Impact Conference to undertake and complete. The individual(s) charged with overseeing the follow-up might want to also form a study group comprised of at least one person from each of the public high schools and/or post-secondary institutions to be involved in the follow-up. The Study Group may want to enlist the aid of vocational student organizations, civic and community groups, as well as other volunteers from the community.

One of the first steps might be to make contact with the appropriate public secondary and post-secondary school officials in order to get the names and addresses for the survey sample.

The Study Group, if it is comprised of persons from each of the public high schools and post-secondary institutions involved, might have these individuals be responsible for

getting the names and addresses of the former students from their schools. These individuals may want to enlist some help in filling in the name and address on each of the questionnaires.

While the names and addresses are being obtained, the Study Group might develop a "task force" comprised of individuals who will actually track down the former students. This is where vocational student organizations, vocational teachers, and volunteers from the community would prove valuable.

Each member of the task force should be given names that they would be specifically responsible for contacting. The task force should understand that the survey is to obtain much needed input from former students as a means of improving the quality or quantity of vocational programs; that the former students' names appear on the questionnaire only so that contact can be made. The name will not be used in the final results.

In the follow-up of former students, these steps or thoughts might be taken into consideration:

1. Go in person to address cited on questionnaire, provided address is local or within reasonable commuting distance. If the former student is still at that address, explain the reason behind the project and encourage former student to complete the form right then, if possible.
2. If former student has brother/sister or close friend still in school, they can be utilized in making contact.
3. If address is of a relative, friend or guardian, and former student no longer lives there, explain goal and ask for current address. If address is:
 - a. local or within reasonable commuting distance, try making personal contact with former student,
 - b. out-of-town or out-of-state, mail the questionnaire to the individual indicating where they should return it. (The Study Group for the follow-up project will need to make some type of provision for the possibility of having to contact former students by mail.)
4. In the event an address provided by the high school or post-secondary institution is no longer valid in that the former student, relative, guardian or friend no longer lives there, try talking with neighbors to see if they have an address or phone number.
5. If all attempts to locate former student fail, indicate this in upper left hand corner of questionnaire and return to Study Group coordinator.
6. If former student is deceased, indicate on questionnaire and return to coordinator.

Once all of the former students for a particular high school or post-secondary institution have been accounted for, the Study Group should have a tabulation committee ready to tabulate the results. A vocational student organization might be a good source for tabulating the results.

The Advisory council would like to have a total "tally sheet" for each high school and post-secondary institution which denotes:

- a. Total number of former vocational students who left/graduated during 1973-74.

Indicate number completing questionnaires; number whose whereabouts unknown; number deceased. Indicate total who graduated and total who dropped out.

- b. Indicate number of former students responding to each question.
- c. In Question One, each column would be totaled separately indicating number of times each program area was checked; the total high school credits earned by program area; and total college semester hours earned by program area.
- d. Tally to total responses to each item under each Question (Question's 2 through 8)
- e. Question Four has an "open-ended" component. This will necessitate compiling a list. If a response is cited more than once, list it one time and indicate the number of times it was mentioned.

The Study Group administering the results may wish to compute percentages for responses to each of the questions. This is left up to the Study Group. The Advisory Council would like all survey instruments completed by the former students returned to the Council.

THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION IN TEXAS
High School Senior Career Interest Survey

The Advisory Council is conducting an "Impact Conference" in your community and would appreciate your taking the time to complete this brief questionnaire. You are not asked to identify yourself.

Your School _____ City _____ Age _____

1. Indicate with a P=Part-Time, and/or F=Full-Time, your immediate plans after this school year: (Select ONLY two items at the most which most closely represent your IMMEDIATE PLANS.)

- | | |
|--------------------------------------|--------------------------------------|
| (a) _____ I will seek employment | (g) _____ Vocational School, Private |
| (b) _____ Military Service | (h) _____ Vocational School, Public |
| (c) _____ Housewife | (i) _____ Business College |
| (d) _____ Junior College (two year) | (j) _____ Adult Evening School |
| (e) _____ Senior College (four year) | (k) _____ Job Corps School |
| (f) _____ Technical Institute | (l) _____ Don't Know |
| | (m) _____ Other (List) _____ |

2. In which of the following occupational areas do you plan a career? (Check ONLY one.)

- | | |
|-----------------------------------|---|
| 1. _____ Education | 10. _____ Hospitality/Recreation |
| 2. _____ Health Occupations | 11. _____ Manufacturing |
| 3. _____ Business/Office | 12. _____ Marine Science |
| 4. _____ Consumer/Homemaking | 13. _____ Personal Services |
| 5. _____ Marketing & Distribution | 14. _____ Public Services |
| 6. _____ Communication & Media | 15. _____ Transportation |
| 7. _____ Construction | 16. _____ Agri-business & Natural Resources |
| 8. _____ Environment | 17. _____ Don't Know |
| 9. _____ Fine Arts/Humanities | 18. _____ Other (List) _____ |

After high school do you plan to pursue: (Check the ONE that most closely represents your plans.) (a) _____ an associate degree (2-year junior college), (b) _____ a bachelor or higher degree (4-years or more of college), (c) _____ apprenticeship training for a specific occupation, (d) _____ a job not requiring a license or degree, (e) _____ don't know.

3. Not including yourself, who helped you the most in making up your mind about your plans after high school? Rank the FIVE MOST HELPFUL using: 1=most helpful, 2=second most helpful, 3=third most helpful, 4=fourth most helpful, 5=fifth most helpful.

- | | |
|--------------------------------|----------------------------------|
| (a) _____ Friends | (f) _____ High School Counselors |
| (b) _____ Parents | (g) _____ Employers |
| (c) _____ Brothers/Sisters | (h) _____ Don't Know |
| (d) _____ Other Relatives | (i) _____ Other (List) _____ |
| (e) _____ High School Teachers | |

4. How many high school (grade 9-12) credits will you have earned at the end of the 1975-76 school year? (Indicate credits for below courses. Indicate all credits based on the Quarter System. This may necessitate computing credits earned on semester system over to the Quarter System. If not sure how to do this, ask a teacher and/or counselor.)

- | | |
|--|--|
| (a) _____ Bookkeeping | (i) _____ Industrial Arts |
| (b) _____ English, Literature | (j) _____ Typing, Shorthand |
| (c) _____ Fine Arts (Art, Drama, Music, Speech, etc.) | (k) _____ Vocational Agriculture |
| (d) _____ Foreign Languages | (l) _____ Vocational Distributive Education |
| (e) _____ Health & Physical Education | (m) _____ Vocational Health Occupations |
| (f) _____ Mathematics | (n) _____ Vocational Homemaking |
| (g) _____ Natural Sciences (Chemistry, Biology, Physics, etc.) | (o) _____ Vocational Industrial Education |
| (h) _____ Social Sciences/Studies (History, Government, etc.) | (p) _____ Vocational Office/Business Education |
| | (q) _____ Other (List) _____ |

5. Please indicate the two high school courses you wanted most to take, but didn't get for reason (A) or (B):

- | | | |
|-----------|---------------------------|-----------------|
| (1) _____ | (A) Couldn't Take | (B) Not Offered |
| (2) _____ | _____ | _____ |
| (3) _____ | I got everything I wanted | |

FOLLOW-UP SURVEY OF 1973-1974 VOCATIONAL GRADUATES/LEAVERS

Name _____ Phone _____
 (Last) (First) (M.I.)
 Address _____
 (Number & Street or Rural Route) (City) (State) (Zip Code)
 High School Attended _____ College Attended _____
 Date Graduated High School or College _____ or Date Left High School or College _____

QUESTIONNAIRE

1. Check the vocational program area you received most of your training and indicate the number of high school credits and/or college semester hours you have earned in each program area.

Program Areas	H.S. Credit	College Semester Hrs.
<input type="checkbox"/> Agriculture		
<input type="checkbox"/> Distributive Education		
<input type="checkbox"/> Health Occupations		
<input type="checkbox"/> Homemaking (Useful or Gainful)		
<input type="checkbox"/> Industrial Education		
<input type="checkbox"/> Vocational Office Education		
<input type="checkbox"/> Technical		
<input type="checkbox"/> Community Services		

Please circle the letter in front of the statement which you find most appropriate and/or use the blank spaces whenever provided.

2. Since terminating your vocational-technical training, have you sought full-time employment (30 hours or more per week)? YES NO.
- What is your current employment status?
- a. I am employed
 full-time (30 or more hours per week)
 part-time (less than 30 hours per week)
- b. I am unemployed, months weeks
 but looking for work
 and not looking for work
- c. I am in the military service
- d. I am enrolled in school or training institution.
3. How many full-time jobs have you held since terminating your vocational training?
- a. 1 full-time
 b. 2 full-time
 c. 3 full-time
 d. 4 full-time
 e. 5 or more full-time
 f. None
4. How close did your first or present job relate to the vocational training you have received?
- a. I was employed in the occupation for which I was trained.
 b. I was employed in a related occupation.
 c. I was employed in a completely different occupation.
5. Did your vocational training provide you with job skills for entry into your first job?
- a. Yes
 b. Somewhat
 c. No
6. As best you know, what type of job placement services were provided by the school and the vocational program in which you were enrolled?
- a. Vocational teachers helped place students in jobs.
 b. Guidance counselors helped students find jobs.
 c. Other (specify) _____
 d. School had no placement services.

7. Check the category that applies to you on each of the following items:

Vocational education was valuable to me in developing:	Most Helpful	Helpful	Little Help	No Help
a. My career choice.....	_____	_____	_____	_____
b. Salable occupational skills.....	_____	_____	_____	_____
c. Communication skills.....	_____	_____	_____	_____
d. Good working relations with others.....	_____	_____	_____	_____
e. A positive work attitude.....	_____	_____	_____	_____
f. Proper grooming habits.....	_____	_____	_____	_____
g. A concern for productivity.....	_____	_____	_____	_____
h. A sense of responsibility.....	_____	_____	_____	_____
i. The ability to follow through on tasks.....	_____	_____	_____	_____
j. The application of basic education skills (reading, computation, communication).....	_____	_____	_____	_____
k. The ability to adapt to or cope with change.....	_____	_____	_____	_____
l. The desire to learn new job skills.....	_____	_____	_____	_____
m. The ability to follow instructions.....	_____	_____	_____	_____
n. A sense of dependability.....	_____	_____	_____	_____
o. A sense of pride of craftsmanship.....	_____	_____	_____	_____
p. A concern for safety.....	_____	_____	_____	_____
q. Techniques in looking for jobs.....	_____	_____	_____	_____
r. The ability to fill out job application forms.....	_____	_____	_____	_____
s. Techniques in preparing for job interviews.....	_____	_____	_____	_____
t. My future goals.....	_____	_____	_____	_____
u. A good teacher/student relationship.....	_____	_____	_____	_____
v. Leadership qualities in student organizations.....	_____	_____	_____	_____
w. A way to provide for paying for college cost.....	_____	_____	_____	_____
x. The ability to learn the realities of living.....	_____	_____	_____	_____
y. A sense of honesty, loyalty, and integrity.....	_____	_____	_____	_____

8. The following statements should be ranked based on your personal experiences and observations to indicate the extent to which you agree with the statements. Indicate with (1) strongly agree (2) agree (3) disagree.

- a. Vocational education provides specific skill development (skills related to the performance of a particular job) to assist the individual in entering and progressing in the work force.
- b. Vocational education is helpful in developing and/or reinforcing basic education skills, such as reading, computation, and communication, etc.
- c. Vocational education is helpful in developing employability skills, such as getting to work on time, acceptable work attitudes, ability to get along with others, honesty, integrity, loyalty, etc.
- d. Vocational education, through its student organizations, makes many contributions to students that may or may not relate directly to specific skill development, such as, leadership, scholarship, citizenship, patriotism, interpersonal relations, competition, etc.
- e. Vocational education should be an integral part of every student's educational experiences.
- f. Vocational education should have the full collaboration of the home, school, and community if its full potential is to be realized.
- g. Vocational education is an integral part of career development activities, as a means for vitalizing academic or basic education rather than a separate educational pathway.
- h. The education system must be flexible and responsive to the needs of the individual created by the interaction of the factors within the individual of interest, aptitude, ability, and circumstance.



Part Three

**“Impact Conference”
Study Guide
1976**

1976 IMPACT CONFERENCES PROFILES

AMARILLO

Amarillo is the "Helium Capital of the World" and has petrochemical operations related to the area's oil and gas production. The county seat of Potter County, Amarillo, with a population of 134,576, is the urban hub for the North Panhandle oil and ranching area.

It is the distribution and marketing center for portions of five states. Amarillo is the home of a branch of Texas State Technical Institute (Mid-Continent Campus), Amarillo College, hospitals, nursing homes, a museum and varied cultural, athletic and other recreation events. Potter County had a labor force of 47,363 and an unemployment rate of 4.3% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Amarillo Independent School District was 7,517. The fall headcount enrollment at Amarillo College was estimated to be 7,917 while the estimated enrollment at the TSTI Mid-Continent Campus was 1,055.

1975-76 Vocational Education Offerings

Amarillo ISD		Amarillo College		TSTI
Program Area	Units	Programs	Programs	Programs
Agriculture	3	0		3
Distribution	6	5		0
Health	3	8		0
Homemaking	27	1		1
Industrial	17	10		9
Office	10	6		2
Community Services	-	3		0
Technical	0	5		3
*CVAE	12	TOTALS	38	18
*VEH	2			
Industrial Arts	8			
	TOTAL			
	88			

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

Vocational-technical programs offered by Amarillo College and TSTI are made available to persons "off campus" outside of the Amarillo area when there is a sufficient interest or need shown for a particular program. For example, Amarillo College is offering during 1975-76 Banking Management programs in the field of Distribution in Dumas and Hereford.

The nearest public senior college serving the Amarillo area is West Texas State University at Canyon, about 16 miles from Amarillo.

ATHENS

The county seat of Henderson County, Athens has many plants which manufacture television sets, mobile homes, clothing, brick, and clay products. The population of Athens is 9,700. It is the home of Henderson County Junior College.

Henderson County had a labor force of 13,018 and an unemployment rate of 7.8% as of September 1975.

The high school ADA (Average Daily Attendance) for the fall of 1975 for the Athens Independent School District was 829. The fall 1975 headcount enrollment for Henderson County Junior College was estimated to be 2,108.

1975-76 Vocational Education Offerings

Athens ISD		Henderson County Junior College	
Program Area	Units	Programs	
Agriculture	1	1	
Distribution	1	1	
Health	0	1	
Homemaking	4	0	
Industrial	2	6	
Office	1	4	
Community Services	-	1	
Technical	0	1	
*CVAE	1	TOTAL	15
*VEH	2		
	TOTAL	12	

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

The nearest public senior college serving Athens is Texas Eastern University 37 miles away at Tyler. East Texas State University at Commerce is 77 miles from Athens and Stephen F. Austin State University is 88 miles away at Nacogdoches.

BAYTOWN

Baytown is basically a refining and petrochemical center. An industrial city, Baytown does a large amount of steel manufacturing. The population of Baytown is 46,000. It is the home of Lee College.

Harris County had a labor force of 964,665 and an unemployment rate of 5.2% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Goose Creek Independent School District was 3,710. The fall headcount enrollment at Lee College was estimated to be 4,467.

1975-76 Vocational Education Offerings

Goose Creek ISD		Lee College	
Program Area	Units	Programs	
Agriculture	2	2	
Distribution	2	1	
Health	0	1	
Homemaking	4	1	
Industrial	11	11	
Office	2	2	
Community Services	-	1	
Technical	0	5	
*CVAE	7	TOTAL	24
*VEH	0		
	TOTAL	28	

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

Vocational-technical programs offered by Lee College are made available to persons "off campus" outside of the Baytown area when there is a sufficient interest or need shown for a particular program. For example, Lee College is offering, during 1975-76, Horticulture and Welding programs in Dayton which is in Liberty County.

The nearest senior colleges serving the Baytown area are the University of Houston, Texas Southern University and Rice University.

BEEVILLE

The county seat of Bee County, Beeville is an agribusiness center. The population of Beeville is 16,500. There is a Naval Air Station at Beeville. It is also the home of Bee County Junior College.

Bee County had a labor force of 8,617 and an unemployment rate of 4.7% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Beeville Independent School District was 1,043. The fall headcount enrollment for Bee County College was estimated to be 2,442.

1975-76 Vocational Education Offerings

Beeville ISD		Bee County College	
Program Area	Units	Programs	
Agriculture	2	0	
Distribution	1	1	
Health	0	3	
Homemaking	3	0	
Industrial	2	6	
Office	1	4	
Community Services	-	2	
Technical	0	2	
*CVAE	5	TOTAL 18	
*VEH	2		
Occup. Orientation	1		
	TOTAL 17		

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

Vocational-technical programs offered by Bee County College are made available to persons "off campus" outside of the Beeville area when there is a sufficient interest or need shown for a particular program. For example, Bee County College is offering, during 1975-76, Law Enforcement, Business and Accounting in Nixon (Gonzales County) and Medication Administration, Nurse's Aide, Auto Body and Auto Mechanics programs in Alice (Jim Wells County).

The nearest public senior college serving the Beeville area is Texas A & I University at Corpus Christi, about 57 miles from Beeville.

BRYAN-COLLEGE STATION

Bryan-College Station is an agribusiness center. The rich lands of the Brazos Valley make the farms and ranches significant contributors to the area economy. The economy is derived largely from the Texas A & M University System which has a physical plant existing or under construction valued in excess of \$150 million, an annual budget exceeding \$77 million and more than 150 research laboratories; agribusiness serving a rich farming area and research and agriculturally oriented industrial plants. Bryan is the county seat of Brazos County and the home of Allen Academy.

The population of Bryan-College Station is 57,978. Brazos County had a labor force of 30,166 and an unemployment rate of 3.4% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Bryan Independent School District was 2,389. The high school Average Daily Attendance for the fall of 1975 for the A & M Consolidated Independent School District in College Station was 708.

1975-76 Vocational Education Offerings

Program Area	Bryan ISD	A & M Cons. ISD
	Units	Units
Agriculture	4	1
Distribution	2	1
Health	1	0
Homemaking	7	4
Industrial	4	0
Office	2	0
*CVAE	5	0
*VEH	3	0
Occup. Orientation	8	0
	TOTAL 36	TOTAL 6

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

The nearest public junior college offering vocational-technical programs is Blinn College at Brenham, about 42 miles from Bryan. Not all persons living in Bryan-College Station have to go to Brenham to take vocational-technical programs as Blinn Junior College offers some vocational-technical programs such as Fire Technology and Mid-Management in Bryan.

Bryan-College Station is the home of Texas A & M University.

DEL RIO

Del Rio, the county seat of Val Verde County, is an agribusiness center with considerable activity in sheep and goats. It is also a center for tourism and trade with Mexico. It has several plants which manufacture clothing and electronic equipment.

The population of Del Rio is 21,865. Val Verde County had a labor force of 8,733 and an unemployment rate of 11.3% as of September 1975.

The high school ADA (Average Daily Attendance) for the fall of 1975 for the San Felipe-Del Rio Consolidated Independent School District was 1,794.

1975-76 Vocational Education Offerings

San Felipe-Del Rio Consolidated ISD

Program Area	Units
Agriculture	0
Distribution	2
Health	0
Homemaking	6
Industrial	9
Office	1
*CVAE	6
*VEH	0
	TOTAL 24

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

The nearest public junior college offering vocational-technical programs is Southwest Texas Junior College at Uvalde, about 71 miles from Del Rio.

EL PASO

El Paso is the county seat of El Paso County and the fifth largest city in Texas with a population of 339,615. It was an All-America City in 1970. A trade-tourist gateway for parts of Texas, Mexico and New Mexico, it is the lowest altitude all-weather pass through the Rocky Mountains. Economic activities include apparel manufacturing, metals processing, electronics, footwear manufacturing, food processing and other plants. It is the home of the U. S. Army Air Defense Command.

It is the home of the University of Texas at El Paso and El Paso Community College.

El Paso had a labor force of 151,050 and an unemployment rate of 10% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the El Paso Independent School District was 16,109 and for Ysleta ISD, the fall 1975 high school Average Daily Attendance was 10,334. The fall 1975 headcount enrollment for El Paso Community College was estimated to be 9,686.

1975-76 Vocational Education Offerings

Program Area	El Paso ISD Units	Ysleta ISD Units	El Paso Community Col. Programs
Agriculture	3	4	0
Distribution	8	5	2
Health	0	0	5
Homemaking	23	25	1
Industrial	23	15	3
Office	14	6	2
Community Services	-	-	2
Technical	0	0	1
*CVAE	14	0	TOTAL 16
*VEH	5	0	
Industrial Arts	1	0	
	TOTAL 91	TOTAL 55	

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

FORT WORTH

Originally a livestock marketing and rail center, Fort Worth today is a mercantile, commercial and industrial center for much of West Texas, with aerospace, auto, mobile home, and agribusiness industries. It is headquarters for wholesale, retail and oil firms. Fort Worth is Texas' fourth largest city. It is an outstanding cultural center, and hosts many conventions and other activities. It serves as a distribution center for a wide area.

The population of Fort Worth is 401,837. The county seat of Tarrant County, Fort Worth is the home of Texas Christian University, Fort Worth Christian College, Texas Wesleyan College, Southwestern Baptist Theological Seminary, Tarrant County Junior College District, Texas College of Osteopathic Medicine, and the Fort Worth Manpower Skills Center.

Tarrant County had a labor force of 347,112 and an unemployment rate of 5.5% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Fort Worth Independent School District was 19,204. The fall headcount enrollment at Tarrant County Jr. College (Northeast and South campuses) was estimated to be 22,059.

1975-76 Vocational Education Offerings

Fort Worth ISD		Tarrant County Jr. College System	
Program Area	Units	Programs	
Agriculture	0	1	
Distribution	12	7	
Health	4	7	
Homemaking	47	2	
Industrial	37	5	
Office	17	8	
Community Services	-	5	
Technical	0	7	
*CVAE	21	TOTAL	42
*VEH	0		
Industrial Arts	15		
Occup. Orientation	5		
	TOTAL	158	

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

Tarrant County Jr. College offers a variety of vocational-technical programs in the surrounding communities.

GARLAND

Garland is a large industrial center with over 200 industrial plants. It has many attractive residential areas. The population of Garland is 102,354.

Dallas County had a labor force of 666,945 and an unemployment rate of 5.6% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Garland Independent School District was 6,258.

1975-76 Vocational Education Offerings

Garland ISD	
Program Area	Units
Agriculture	3
Distribution	3
Health	1
Homemaking	23
Industrial	4
Office	6
*CVAE	0
*VEH	0
Industrial Arts	7
	TOTAL
	47

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

A variety of vocational-technical programs are offered by the Dallas County Community College District's four campuses and are available to the people of the Garland community. The

fall headcount enrollment of the Dallas County Community College District was estimated to be 44,808.

The nearest public senior colleges serving the Garland area are the University of Texas at Dallas and the University of Texas at Arlington. North Texas State University and Texas Woman's University are a short distance away at Denton.

KERRVILLE

Kerrville is a tourist center with many camps for recreation nearby. Plants in Kerrville manufacture airplanes, boats, other recreational equipment, and jewelry. Kerrville is the county seat of Kerr County and the home of Schreiner Institute. The population of Kerrville is 14,572.

Kerr County had a labor force of 8,886 and an unemployment rate of 3.3% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Kerrville Independent School District was 1,084.

1974-76 Vocational Education Offerings

Kerrville ISD	
Program Area	Units
Agriculture	2
Distribution	2
Health	0
Homemaking	4
Industrial	2
Office	1
	TOTAL 11

The nearest public junior colleges offering vocational-technical programs are San Antonio College and St. Philip's College, both located in San Antonio about 66 miles from Kerrville. The nearest senior colleges would be the University of Texas at San Antonio, St. Mary's University at San Antonio, Our Lady of the Lake College at San Antonio, Incarnate Word College at San Antonio, Trinity University at San Antonio, and the University of Texas at Austin.

LA GRANGE

La Grange is the county seat of Fayette County. La Grange has plants which manufacture boats, laminated timber, livestock feeds, and process meats and other food products. The population of La Grange is 4,600.

Fayette County had a labor force of 8,599 and an unemployment rate of 1.8% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the La Grange Independent School District was 442.

1975-76 Vocational Education Offerings

La Grange ISD

Program Area	Units
Agriculture	2
Distribution	1
Health	0
Homemaking	2
Industrial	4
Office	1
*CVAE	4
TOTAL	14

*Coordinated Vocational-Academic Education

The nearest public junior college serving the La Grange area is Blinn College at Brenham, about 39 miles from La Grange. The nearest public senior college serving the La Grange area would be the University of Texas at Austin, about 62 miles from La Grange.

LAMESA

Lamesa is the county seat of Dawson County. Economic activities include agribusiness and food processing. The population of Lamesa is 11,575.

Dawson County had a labor force of 6,361 and an unemployment rate of 4.2% as of September 1975.

The high school Average Daily Attendance for the fall of 1975 for the Lamesa Independent School District was 843.

1975-76 Vocational Education Offerings

Lamesa ISD

Program Area	Units
Agriculture	2
Distribution	1
Health	0
Homemaking	3
Industrial	3
Office	1
*CVAE	3
TOTAL	13

*Coordinated Vocational-Academic Education

The nearest public junior colleges serving Lamesa are Midland College at Midland, about 56 miles away; Western Texas College at Snyder, about 63 miles away; and Odessa College at Odessa, about 76 miles away.

The nearest public senior college serving Lamesa is Texas Technological University at Lubbock, about 62 miles from Lamesa.

LONGVIEW

Longview is the county seat of Gregg County and a center for the East Texas oil industry. It has numerous plants which manufacture aircraft components, plastics, chemicals, heavy equipment, truck trailers, metal cans, brewery products, paints, hats, steel products, mobile homes, and railway equipment. Longview is the home of LeTourneau College.

The population of Longview is 49,523. Gregg County had a labor force of 34,642 and an unemployment rate of 6.1% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Longview Independent School District was 2,423.

1975-76 Vocational Education Offerings

Longview ISD	
Program Area	Units
Agriculture	1
Distribution	2
Health	0
Homemaking	10
Industrial	7
Office	2
*CVAE	3
*VEH	2
	TOTAL 27

*Coordinated Vocational-Academic Education and Vocational Education for the Handicapped

The nearest public junior college serving the Longview area is Kilgore Junior College 12 miles away. Tyler Junior College at Tyler and Panola County Junior College at Carthage are both about 36 miles from Tyler.

The nearest public senior college serving the Longview area is Texas Eastern University at Tyler, about 36 miles from Longview. Stephen F. Austin State University at Nacogdoches is 67 miles away.

LUFKIN

Lufkin is a leading center for the timber industries. It is the county seat of Angelina County, the home of Angelina College and the Lufkin State School. Lufkin is division headquarters for the U. S. Forest Service and the Texas Forest Service Cudlipp Forestry Center. The population of Lufkin is 25,430.

Angelina County had a labor force of 22,121 and an unemployment rate of 5.4% as of September 1975.

The high school ADA (Average Daily Attendance) for the fall of 1975 for the Lufkin Independent School District was 1,924. The fall headcount enrollment for Angelina College was estimated to be 2,141.

1975-76 Vocational Education Offerings

Lufkin ISD		Angelina College
Program Area	Units	Programs
Agriculture	4	0
Distribution	2	1
Health	1	2
Homemaking	7	0
Industrial	3	3
Office	2	1
Community Services	-	1
Technical	0	2
	Total 19	TOTAL 10

Vocational-Technical programs offered by Angelina College are made available to persons "off campus" outside of the Lufkin area when there is a sufficient interest or need shown for a particular program. For example, Angelina College is offering, during 1975-76, Real Estate, Welding, Electronics, Health Science, Office Occupations, Nurse's Aide, and Law Enforcement programs in Crockett (Houston County) and Livingston (Polk County).

The nearest public senior college serving the Lufkin area is Stephen F. Austin State University at Nacogdoches, about 20 miles from Lufkin.

MINERAL WELLS

Mineral Wells has many plants which manufacture plastics, electronic products, brick, feeds, clothes and other products. The population of Mineral Wells is 17,850.

Discovery of medicinal qualities in waters made the city nationally famous in the late 19th-early 20th centuries. Today modern health seekers, conventioners and retired persons still enjoy the refreshing mineral waters and baths.

Palo Pinto County had a labor force of 7,177 and an unemployment rate of 13.1% as of September 1975. A helicopter training school (Camp Wolters) closed down about two years ago, and the local economy is still in the process of making an adjustment.

The high school ADA (Average Daily Attendance) for the fall of 1975 for the Mineral Wells Independent School District was 1,004.

1975-76 Vocational Education Offerings

Mineral Wells ISD	
Program Area	Units
Agriculture	2
Distribution	2
Health	0
Homemaking	4
Industrial	4
Office	2
	TOTAL 14

The nearest public junior college serving the Mineral Wells area is Weatherford College at Weatherford, 20 miles from Mineral Wells. Ranger Junior College is only about 47 miles away at Ranger. Weatherford College offers some "off campus" vocational-technical programs in Mineral Wells.

The nearest public senior college serving the Mineral Wells area is Tarleton State University at Stephenville, about 45 miles away.

MCALLEN

McAllen is noted for its subtropical climate, access to Old Mexico, and tourist facilities. The economy is based on the visitor industry, citrus fruits, vegetables, oil, gas, international trade with Mexico, and extensive convention facilities. McAllen's population is 38,000.

Hidalgo County had a labor force of 70,455 and an unemployment rate of 12% as of September 1975.

The high school ADA (Average Daily Attendance) for the McAllen Independent School District was 3,190 for the fall of 1975.

1975-76 Vocational Education Offerings

McAllen ISD	
Program Area	Units
Agriculture	1
Distribution	2
Health	1
Homemaking	8
Industrial	8
Office	2
*CVAE	3
Occup. Orientation	3
TOTAL	28

*Coordinated Vocational-Academic Education

The nearest public post-secondary institution offering vocational-technical programs is TSTI (Rio Grande Campus) at Harlingen, about 33 miles from McAllen. Texas Southmost College in Brownsville is approximately 56 miles from McAllen. Texas Southmost College offers some "off campus" vocational-technical programs in McAllen such as Real Estate.

The nearest public senior college serving the McAllen area is Pan American University at Edinburg, about 10 miles from McAllen.

ODESSA

Odessa is a Permian Basin petroleum center. Production of oil and gas for half a century has made Odessa one of the state's important petrochemical and oilwell servicing centers. Its industries manufacture varied products, most of them for the Permian Basin oil region. It is also a livestock center. Odessa is the county seat of Ector County and the home of Odessa Junior College and the University of Texas of the Permian Basin. The population of Odessa is 78,980.

Ector County had a labor force of 48,913 and an unemployment rate of 4.7% as of September 1975.

The high school ADA (Average Daily Attendance) for the fall of 1975 for the Ector County Independent School District was 6,125. The fall headcount enrollment at Odessa College was estimated to be 3,921.

1975-76 Vocational Education Offerings

Ector County ISD		Odessa College
Program Area	Units	Programs
Agriculture	2	0
Distribution	6	1
Health	0	6
Homemaking	16	0
Industrial	19	5
Office	5	2
Community Services	-	2
Technical	0	7
TOTAL	48	TOTAL 23

Selected vocational-technical programs are offered by Odessa College in other communities such as Balmorhea when there is a sufficient interest or need shown for a particular program.

PARIS

Paris is the county seat of Lamar County. Plants located in Paris manufacture canned soups, steam generating equipment, apparel, food products, farm supplies and other products. The population of Paris is 24,050.

Lamar County had a labor force of 17,464 and an unemployment rate of 7.8% as of September 1975.

The high school ADA (Average Daily Attendance) for the fall of 1975 for the Paris Independent School District was 1,105. The fall headcount enrollment at Paris Junior College was estimated to be 2,357.

1975-76 Vocational Education Offerings

	Paris ISD	Paris Junior College
Program Area	Units	Programs
Agriculture	3	1
Distribution	2	1
Health	0	3
Homemaking	5	0
Industrial	3	6
Office	2	2
Community Services	-	1
Technical	0	3
	TOTAL 15	TOTAL 17

Vocational-technical programs offered by Paris Junior College are made available to persons "off campus" outside of the Paris area when there is a sufficient interest or need shown for a particular program. For example, Paris Jr. College is offering, during 1975-76, Mid-Management, Farm and Ranch Management, Vocational Nursing and Residential Construction Technology programs in Bonham (Fannin County).

The nearest public senior college serving the Paris area is East Texas State University at Commerce, about 38 miles from Paris. East Texas State University Center at Texarkana is 92 miles away.

PORT ARTHUR

Port Arthur is a center for oil and chemical activities. Other economic activities include shipping and rice milling. The population of Port Arthur is 57,850.

Jefferson County had a labor force of 108,705 and an unemployment rate of 8.7% as of September 1975.

The high school ADA for the Port Arthur Independent School District for the fall of 1975 was 4,286. The fall headcount enrollment for Lamar Tech University, which serves Beaumont, Port Arthur, and Oragne was 12,723. The Lamar Tech enrollment at Port Arthur was 388.

1975-76 Vocational Education Offerings

Port Arthur ISD		Lamar Tech	
Program Area	Units	Programs	
Agriculture	0	0	
Distribution	3	2	
Health	1	5	
Homemaking	10	0	
Industrial	7	6	
Office	2	1	
Community Services	-	2	
Technical	0	0	
	TOTAL 23	TOTAL 16	

The nearest public junior college is Lee College at Baytown, 67 miles from Port Arthur.

SEYMOUR

Seymour is the county seat of Baylor County and an agribusiness center. The population of Seymour is 3,494.

Baylor County had a labor force of 2,307 and an unemployment rate of 2.9% as of September 1975.

The high school ADA (Average Daily Attendance) for the Seymour Independent School District for the fall of 1975 was 231.

1975-76 Vocational Education Offerings

Seymour ISD	
Program Area	Units
Agriculture	2
Distribution	0
Health	0
Homemaking	2
Industrial	1
Office	0
	TOTAL 5

The nearest public junior college serving the Seymour area is Vernon Regional Junior College at Vernon, about 44 miles from Seymour. Cisco Jr. College is 95 miles away at Cisco and Ranger Jr. College is 97 miles away at Ranger.

The nearest public senior college serving the Seymour area is Midwestern University at Wichita Falls, 58 miles from Seymour.

SWEETWATER

Sweetwater is the county seat of Nolan County. Plants located in Sweetwater manufacture gypsum products, cement, travel trailers, metal detectors, brooms, clothing, process beef, and cotton. The population of Sweetwater is 12,220. It is the home of a branch of Texas State Technical Institute (Rolling Plains Campus).

Nolan County had a labor force of 7,397 and an unemployment rate of 3.7% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Sweetwater Independent School District was 791. The fall headcount enrollment at TSTI (Rolling Plains Campus) was estimated to be 444.

1975-76 Vocational Education Offerings

Sweetwater ISD		TSTI - Rolling Plains Campus	
Program Area	Units		Programs
Agriculture	2		2
Distribution	1		0
Health	0		2
Homemaking	3		0
Industrial	3		7
Office	0		1
Community Services	-		0
Technical	0		1
*CVAE	1	TOTAL	13
	TOTAL 10		

*Coordinated Vocational-Academic Education

The nearest public senior college serving the Sweetwater area is Angelo State University in San Angelo, 76 miles from Sweetwater.

TULIA

Tulia is the county seat of Swisher County. It is a center for farming activities. Plants located in the Tulia area manufacture clothing, farm implements, lotions, fertilizers, and other products. They also have meat processing plants. The population of Tulia is 5,500.

Swisher County had a labor force of 4,553 and an unemployment rate of 4.2% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Tulia Independent School District was 435.

1975-76 Vocational Education Offerings

Tulia ISD	
Program Area	Units
Agriculture	2
Distribution	1
Health	0
Homemaking	2
Industrial	2
Office	1
*CVAE	3
	11

*Coordinated Vocational-Academic Education

The nearest public post-secondary institutions serving the Tulia area are Amarillo College and TSTI - Mid-Continent Campus in Amarillo, about 48 miles from Tulia.

The nearest public senior college serving the Tulia area is West Texas State University at Canyon, 34 miles from Tulia. Texas Tech University at Lubbock is 71 miles away.

WACO

Waco is the county seat of McLennan County. Waco serves Central Texas for distribution, agribusiness, manufacturing, banking and general commerce. Glass, mobile homes, rubber, wood and plastic products, steel, clothing and home construction products are manufactured. Four colleges and universities, including Baylor University, provide cultural, educational and athletic activities. Waco is also a medical center. Waco is also the home of Paul Quinn College, McLennan Community College, Texas State Technical Institute and the Veterans Administration regional office. The population of Waco is 102,654.

McLennan County had a labor force of 69,813 and an unemployment rate of 7.9% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Waco Independent School District was 4,468. The fall headcount enrollment at TSTI was estimated to be 3,196 while the estimated enrollment at McLennan Community College was 3,626.

1975-76 Vocational Education Offerings

	Waco ISD	McLennan Com. College	TSTI
Program Area	Units	Programs	Programs
Agriculture	0	0	6
Distribution	5	2	0
Health	2	5	3
Homemaking	19	1	0
Industrial	5	1	17
Office	1	4	0
Community Services	-	1	3
Technical	0	0	14
*CVAE	10	TOTALS	14
	TOTAL 42		43

*Coordinated Vocational-Academic Education

Vocational-technical programs offered by McLennan County Community College and Texas State Technical Institute are made available to persons "off campus" outside of the Waco area when there is a sufficient interest or need shown for a particular program.

WEST COLUMBIA

During the Texas Revolution, this community was known simply as Columbia. It figured importantly in the history of Texas. For a short time in 1836, it was the capitol of the Republic of Texas. Today, West Columbia, with a population of 3,335, is a center for farming, livestock and oil.

Brazoria County had a labor force of 54,853 and an unemployment rate of 4.3% as of September 1975.

The fall 1975 high school ADA (Average Daily Attendance) for the Columbia-Brazoria Independent School District was 732.

1975-76 Vocational Education Offerings

Columbia-Brazoria ISD

Program Area	Units
Agriculture	3
Distribution	1
Health	0
Homemaking	4
Industrial	0
Office	1
*CVAE	3
*VEH	2
TOTAL	14

The nearest public junior college serving the West Columbia area is Brazosport College, 18 miles from West Columbia. Wharton Junior College is about 35 miles away at Wharton.

The nearest senior colleges serving the West Columbia area are the University of Houston, Texas Southern University, and Rice University at Houston, 55 miles from West Columbia.



Part Four

**“Impact Conference”
Study Guide
1976**

WHAT PART FOUR IS ALL ABOUT

This part of the Study Guide traces the growth of vocational education enrollments, expenditures, and programs; possible problems lurking in the future; the Advisory Council for Technical-Vocational Education in Texas' perception of the objectives of vocational education; and the results of an Adult Performance Level Study conducted in Texas.

"Vocational Education: Rising from Obscurity to Prominence," beginning on page 40, traces vocational education's growth between 1968-69 and 1973-74, which is five of the six years the Advisory Council has been in existence.

During this period of time, the Advisory Council made over 120 recommendations to the State Board of Education seeking to increase the number and types of vocational programs and services available to Texas' youth and adults as well as the availability of adequate funds, teachers, and supportive personnel necessary to provide these programs and services. (The emphasis of those recommendations is summarized beginning on page 62)

The Advisory Council, through public forum activities, has provided citizen input to the State Board of Education, the Governor and the Legislature for their consideration in making decisions regarding vocational, technical, adult and manpower education in the State of Texas.

Between 1968-69 and 1973-74, vocational enrollments increased 65 percent; vocational personnel increased 96 percent; expenditures grew by 187 percent; and vocational program completions by 177 percent. The growth in the number and types of vocational programs is shown under "Technical-Vocational Program Offerings in Public Secondary and Post-Secondary Institutions in Texas," beginning on page 50.

"The 1980's: Trouble on the Horizon," beginning on page 56, states that "unless society learns to prepare for change and can offer job training relevant to labor market needs, an over-educated and underemployed work force could become a serious problem in the 1980's."

"Vocational Education as Viewed by the ACTIVE," beginning on page 58, cites what the Advisory Council perceives to be the objectives of vocational education. Vocational education is first and foremost the preparation of individuals to enter and progress in the work force, but it also makes many contributions to individuals that may or may not relate directly to specific skill development--contributions which must be taken into account when measuring the overall value and need for vocational education.

The "Summary of Adult Performance Level Study," on page 60, cites that about one-fifth of the adult population in Texas between the ages of 18 and 65 is "functionally incompetent," based on the results of the Adult Performance Level Study in Texas completed in April 1975 by the University of Texas.

The APL study, which was based on the nationwide APL study also conducted by UT, sought to determine the "functional competency" level of Texas citizens in five different areas--occupational knowledge; consumer economics; health; government and law; community resources and transportation.

Functional competency was defined as "the ability to participate in the daily activities of living in and being part of a community."

VOCATIONAL EDUCATION: RISING FROM OBSCURITY TO PROMINENCE

Vocational education experienced a profound growth between 1968-69 and 1973-74. It rose from relative obscurity to be recognized as a valuable "bridge between man and his work" through its emphasis on "learning by doing."

Enrollments increased 65 percent; vocational personnel by 96 percent; expenditures by 187 percent; and vocational program completions by 177 percent.

School districts offering vocational programs actually decreased during this period from 959 to 937; however, the percent of all school districts in Texas offering vocational programs increased from 78 to 80 percent as the total number of common and independent school districts continues to decrease. Community colleges offering vocational programs increased from 40 to 56 during this period.

Federal funds and guidelines generated by the 1963 Vocational Education Act and its subsequent 1968 Amendments, which in turn sparked greater state and local support, provided the catalyst by which vocational education has grown at a phenomenal rate.

Strong commitments were made to building and equipping vocational facilities; programs for the disadvantaged and handicapped; consumer and homemaking programs; cooperative work experience programs; post-secondary technical-vocational training; research; and other activities.

Growth In Enrollments

Between 1968-69 and 1973-74, secondary vocational enrollments increased 69 percent; post-secondary enrollments by 114 percent; and adult vocational enrollments by 53 percent.

Vocational Education Enrollments¹

<i>Level</i>	<i>1968-69</i>	<i>1973-74</i>	<i>Growth</i>
Secondary	245,064	413,056	69%
Post-Secondary	33,778	72,131	114%
Adult	218,767	335,266	53%
<i>TOTALS</i>	<i>497,609</i>	<i>820,453</i>	<i>65%</i>

¹Data taken from Texas Education Agency's Annual Vocational Education Reports.

When looking at vocational enrollments by program area for all levels, the only area which showed a decrease between 1968-69 and 1973-74 was Agriculture which was down about 5 percent.

Enrollments By Program Area, All Levels¹

<i>Area</i>	<i>1968-69</i>	<i>1973-74</i>	<i>Growth</i>
Agriculture	148,892	141,947	-5%
Distribution	38,296	67,146	75%
Health	9,559	25,355	165%
Consumer & Homemaking	200,524	318,729	59%
Homemaking Gainful	3,057	19,690	544%
Office	31,838	63,889	101%
Technical	8,770	20,396	133%
Industrial	56,673	120,162	112%
*Special Programs	0	43,139	**
<i>TOTALS</i>	<i>497,609</i>	<i>820,453</i>	<i>65%</i>

¹Data taken from TEA Annual Vocational Reports.

*Includes 31,547 students in secondary orientation and exploratory programs; and 11,592 students in adult volunteer firemen and remedial programs.

**Growth percent not calculated because programs non-existent in 1968-69.

Over 70 percent of all students enrolled in vocational education at all levels in 1968-69 were in either Consumer/Homemaking or Agriculture programs. In 1973-74, Consumer/Homemaking and Agriculture enrollments constituted only 56 percent of the total enrollment.

Enrollments By Percent, All Levels

<i>Program</i>	<i>1968-69</i>	<i>1973-74</i>
Agriculture	29.9%	17.3%
Distribution	7.7	8.2
Health	1.9	3.1
Consumer & Homemaking	40.3	38.8
Homemaking Gainful	.6	2.4
Office	6.4	7.8
Technical	1.8	2.5
Industrial	11.4	14.6
Special Programs	0	5.3
<i>TOTALS</i>	<i>100.0%</i>	<i>100.0%</i>

Secondary Vocational Enrollments By Program Area¹

<i>Area</i>	<i>1968-69</i>	<i>1973-74</i>	<i>Growth</i>
Agriculture	51,220	58,095	13%
Distribution	12,238	22,818	86%
Health	1,828	4,135	126%
Consumer & Homemaking	138,162	206,861	50%
Homemaking Gainful	2,930	15,398	426%
Office	8,667	18,270	111%
Technical	2,249	198	*
Industrial	27,770	55,734	101%
Special Programs	0	31,547	*
<i>TOTALS</i>	<i>245,064</i>	<i>413,056</i>	<i>69%</i>

¹Data taken from TEA Annual Vocational Reports.

*Data Processing and Vocational Electronics, counted in Technical area in 1968-69, included in Office and Industrial areas in 1973-74.

**Exploratory and orientation programs.

***Growth percent not calculated because programs non-existent in 1968-69.

Post-Secondary Vocational Enrollments By Program Area¹

<i>Area</i>	<i>1968-69</i>	<i>1973-74</i>	<i>Growth</i>
Agriculture	314	1,289	311%
Distribution	1,408	8,596	511%
Health	5,650	11,877	110%
Homemaking Gainful	127	1,020	703%
Office	13,804	17,192	25%
Technical	5,441	9,530	75%
Industrial	7,034	22,627	222%
<i>TOTALS</i>	<i>33,778</i>	<i>72,131</i>	<i>114%</i>

¹Data taken from TEA Annual Vocational Reports.

Adult Vocational Enrollments By Program Area¹

<i>Area</i>	<i>1968-69</i>	<i>1973-74</i>	<i>Growth</i>
Agriculture	97,358	82,563	-18%
Distribution	24,650	35,732	45%
Health	2,081	9,343	349%
Consumer & Homemaking	62,362	111,868	79%
Homemaking Gainful	0	3,272	*
Office	9,367	28,427	203%
Technical	1,080	10,668	890%
Industrial	21,869	41,801	91%
**Special Programs	0	11,592	*
<i>TOTALS</i>	<i>218,767</i>	<i>335,266</i>	<i>53%</i>

¹Data taken from TEA Annual Vocational Reports.

*Growth percent not calculated because program(s) non-existent in 1968-69.

**Volunteer firemen and remedial programs.

Over 77 percent of all secondary students in 1968-69 were enrolled in either Consumer & Homemaking or Agriculture programs. In 1973-74, just over 64 percent were enrolled in these two areas.

At the post-secondary level, over 78 percent of the vocational students were enrolled in one of three areas in 1968-69---Office, Industrial or Health. Office programs constituted about 41 percent of the total post-secondary enrollment. In 1973-74, nearly 72 percent of the students were enrolled in one of these three areas. Industrial programs led the way at 31.4 percent.

Of all students in adult vocational programs in 1968-69, 73 percent were in either Agriculture or Consumer & Homemaking. In 1973-74, these two program areas constituted only 58% of the total adult vocational enrollment.

Enrollments By Percent, By Level

<i>Area</i>	<i>Secondary</i>		<i>Post-Secondary</i>		<i>Adult</i>	
	<i>1968-69</i>	<i>1973-74</i>	<i>1968-69</i>	<i>1973-74</i>	<i>1968-69</i>	<i>1973-74</i>
Agriculture	20.9%	14.1%	.9%	1.8%	44.5%	24.6%
Distribution	5.0	5.5	4.2	11.9	11.3	10.7
Health	.8	1.0	16.7	16.5	1.0	2.8
Consumer & Homemaking	56.4	50.1	.0	.0	28.5	33.3
Homemaking Gainful	1.2	3.7	.4	1.4	.0	1.0
Office	3.5	4.4	40.9	23.8	4.3	8.5
Technical	.9	.1*	16.1	13.2	.5	3.2
Industrial	11.3	13.5	20.8	31.4	9.9	12.5
Special Programs	.0	7.6	.0	.0	.0	3.4
<i>TOTALS</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>

*Data Processing and Vocational Electronics, counted in Technical area in 1968-69, included in Office and Industrial areas in 1973-74.

Disadvantaged & Handicapped Enrollments

Of the 497,609 youth and adults served during 1968-69 by vocational education, 7,842 or 1.6 percent were considered handicapped or disadvantaged (meaning they needed special attention due to physical, emotional, learning, or other types of problems). In 1973-74, 124,956 or 15.2 percent of the 820,453 persons served by vocational education were classified as disadvantaged or handicapped.

Special Needs Enrollments¹

<i>Area</i>	<i>1968-69</i>	<i>1973-74</i>	<i>Growth</i>
Disadvantaged	7,535	120,395	1497%
Handicapped	307	4,561	1386%
<i>TOTALS</i>	<i>7,842</i>	<i>124,956</i>	<i>1493%</i>

¹Data taken from TEA Annual Vocational Reports.

Special Needs Enrollments, By Level¹

<i>Level</i>	<i>Disadvantaged</i>				<i>Handicapped</i>			
	<i>1968-69</i>		<i>1973-74</i>		<i>1968-69</i>		<i>1973-74</i>	
Secondary	7,054	93.6%	59,472	49.4%	307	100%	4,082	89.5%
Post-Secondary	481	6.4	383	.4	0	0	479	10.5
Adult	0	0	60,540	50.2	0	0	0	0
	<i>7,535</i>	<i>100.0%</i>	<i>120,395</i>	<i>100.0%</i>	<i>307</i>	<i>100%</i>	<i>4,561</i>	<i>100.0%</i>

¹Data taken from TEA Annual Vocational Education Reports.

In 1968-69, almost 88 percent of the disadvantaged participated in either industrial or homemaking gainful programs with industrial programs constituting the largest enrollment at 61 percent. All of the 7,054 disadvantaged persons served at the secondary level participated in CVAE (Coordinated Vocational-Academic Education) programs.

Eighty-four percent of the handicapped served in 1968-69 participated in industrial programs while 14 percent were served by homemaking gainful programs and 2 percent participated in distribution programs.

Of the 59,472 disadvantaged persons served at the secondary level in 1973-74, 85 percent were served by either homemaking or industrial programs with homemaking programs having the largest enrollment at 67 percent. In looking strictly at the homemaking enrollment which totaled 39,812 persons, 87 percent were persons served in economically depressed areas through Consumer and Homemaking programs. Of all the disadvantaged persons served at the secondary level, 36 percent participated in CVAE programs.

Over 82 percent of the 4,082 handicapped persons served at the secondary level participated in either industrial or homemaking gainful programs with industrial programs having the largest enrollment at 49.1 percent.

Comparison Secondary CVAE & Handicapped Programs¹

<i>Area</i>	<i>CVAE</i>		<i>Handicapped</i>	
	<i>1968-69</i>	<i>1973-74</i>	<i>1968-69</i>	<i>1973-74*</i>
Agriculture	203	1,197	0	220
Distribution	305	1,253	7	49
Health	44	62	0	33
Homemaking Gainful	2,023	5,207	43	1,354
Office	171	2,206	0	98
Industrial	4,308	11,435	257	2,005
<i>TOTALS</i>	<i>7,054</i>	<i>21,360</i>	<i>307</i>	<i>3,759*</i>

¹Data taken from TEA Annual Vocational Education Reports.

*Not included in Handicapped total are 323 persons who participated in group guidance activities.

At the post-secondary level, the 383 disadvantaged persons served in 1973-74 participated in specially funded work study and cooperative programs which are separate and apart from regular vocational programs. Of the 479 handicapped served at the post-secondary level, over 92 percent participated in industrial or office programs with industrial pro-

grams having 70 percent of the handicapped enrollment.

Of the 60,540 disadvantaged persons served by adult vocational programs, over 67 percent participated in supplemental Consumer and Homemaking Programs. The remaining 33 percent participated in a variety of preparatory programs of which the majority were in the industrial education area.

Vocational Education Personnel

Between 1968-69 and 1973-74, the number of full-time teacher equivalents working in vocational education increased by 58 percent at the secondary level and 96 percent at the post-secondary level.

Adult vocational education programs are taught by secondary and post-secondary teachers, and persons from business, industry and labor. The number of persons teaching adult vocational programs increased by just over six percent between 1968-69 and 1973-74.

The total number of persons teaching vocational programs at all levels increased from 7,364 in 1968-69 to 14,018 in 1973-74, a 90 percent increase. *Because some secondary and post-secondary teachers also teach adult programs, the totals for all three levels will not add up to the totals in the preceding sentence because of duplication.*

Secondary Full-Time Teacher Equivalents By Program Area¹

<i>Area</i>	<i>1968-69</i>	<i>1973-74</i>	<i>Growth</i>
Agriculture	1,163	1,375	18%
Distribution	343	600	75%
Health	27	89	230%
Homemaking	2,181	2,777	27%
Office	233	580	149%
Technical	41	64	56%
Industrial	944	2,099	122%
*Other	0	226	**
<i>TOTALS</i>	<i>4,932</i>	<i>7,810</i>	<i>58%</i>

¹*Data taken from TEA Annual Vocational Education Reports.*

**Group Guidance, Remedial and other programs.*

***Growth percent not calculated because programs non-existent in 1968-69.*

Post-Secondary Full-Time Teacher Equivalents By Program Area¹

<i>Area</i>	<i>1968-69</i>	<i>1973-74</i>	<i>Growth</i>
Agriculture	14	56	300%
Distribution	41	244	495%
Health	315	707	124%
Homemaking	5	31	520%
Office	198	384	94%
Technical	436	322	-35%
Industrial	266	622	134%
*Other	0	131	**
<i>TOTALS</i>	<i>1,275</i>	<i>2,497</i>	<i>96%</i>

¹*Data taken from TEA Annual Vocational Education Reports.*

**Group Guidance, Remedial and other programs.*

***Growth not calculated because programs non-existent in 1968-69.*

Adult Vocational Teachers By Program Area¹

<i>Area</i>	<i>1968-69*</i>	<i>1973-74*</i>	<i>Growth</i>
Agriculture	869	1,189	37%
Distribution	415	389	- 7%
Health	43	191	344%
Homemaking	1,302	110	-1083%
Office	74	449	507%
Technical	28	101	260%
Industrial	750	1,187	58%
Other	0	85	*
<i>TOTALS</i>	<i>3,481</i>	<i>3,701</i>	<i>6%</i>

¹Data taken from TEA Annual Vocational Education Reports.

*Includes secondary/post-secondary teachers and teachers from business, industry and labor.

**Group Guidance, Remedial and other programs.

***Growth not calculated because programs non-existent in 1968-69.

NOTE: The tremendous drop in the number of teachers in adult homemaking programs is attributed to a change in accounting procedures.

The number of guidance and administrative personnel working in vocational education increased by 319 percent between 1968-69 and 1973-74.

Vocational Guidance & Administrative Personnel¹

<i>Area</i>	<i>1968-69</i>	<i>1973-74</i>	<i>Growth</i>
Guidance	64	349	445%
Directors	59	238	303%
Supervisors	62	188	203%
<i>TOTALS</i>	<i>185</i>	<i>775</i>	<i>319%</i>

¹Data taken from TEA Annual Vocational Reports.

Vocational Guidance & Administrative Personnel, By Levels¹

<i>Level</i>	<i>Guidance</i>			<i>Directors</i>			<i>Supervisors</i>		
	<i>'68-69</i>	<i>'73-74</i>	<i>Growth</i>	<i>'68-69</i>	<i>'73-74</i>	<i>Growth</i>	<i>'68-69</i>	<i>'73-74</i>	<i>Growth</i>
Secondary	30	267	790%	14	160	1,043%	10	66	560%
Post-Secondary	34	77	126%	45	67	49%	52	67	29%
Adult	0	5	**	0	11	**	0	55	**
<i>TOTALS</i>	<i>64</i>	<i>349</i>	<i>445%</i>	<i>59</i>	<i>238</i>	<i>303%</i>	<i>62</i>	<i>188</i>	<i>203%</i>

¹Data taken from TEA Annual Vocational Reports.

**There were no specific guidance & administrative personnel assigned solely to adult vocational programs in 1968-69; therefore, growth percent not calculated.

Vocational Education Expenditures

Expenditures for vocational education increased by 187 percent between 1968-69 and 1973-74. The ratio of state/local to federal dollars invested in vocational education during this period increased from \$3.15:1 to \$4.66:1.

Funds obligated specifically for secondary programs increased during this period by 88 percent while funds for post-secondary programs increased almost 500% and funds obligated for adult vocational programs grew by almost 200 percent.

Funds Obligated For Vocational Education¹

Purpose	1968-69	1973-74	Growth
Secondary	\$36,525,236	\$68,750,402	88%
Post-Secondary	8,895,256	53,078,811	497%
Adult	2,168,017	6,441,592	197%
Special Needs	2,696,560	16,960,630	530%
*Other	13,194,733	37,103,617	181%
<i>TOTALS</i>	\$63,479,802	\$182,335,052	187%

¹Data taken from TEA Annual Vocational Education Reports.

*Includes construction; guidance and counseling; ancillary services (administration, supervision, evaluation, teacher training, demonstration projects, curriculum development); research, exemplary programs; consumer & homemaking education; cooperative education; and work study.

Relationship of State/Local & Federal Funds For Vocational Education¹

Purpose	1968-69			1973-74		
	Federal	State/Local	S/L to F	Federal	State/Local	S/L to F
Secondary	\$ 3,495,041	\$33,030,195	\$9.45:1	\$ 9,514,516	\$ 59,235,886	\$6.23:1
Post-Secondary	4,446,815	4,448,441	1.00:1	5,135,525	47,943,286	9.34:1
Adult	226,526	1,941,491	8.57:1	2,362,370	4,079,222	1.73:1
Special Needs	1,348,280	1,348,280	1.00:1	7,979,840	8,980,790	1.13:1
*Other	5,779,406	7,415,327	1.28:1	7,179,737	29,923,880	4.17:1
<i>TOTALS</i>	\$15,296,068	\$48,183,734	\$3.15:1	\$32,171,988	\$150,163,064	\$4.66:1

¹Data taken from TEA Annual Vocational Education Reports

*Includes construction; guidance and counseling; ancillary services; research; exemplary programs; consumer & homemaking education; cooperative education; and work study.

Fund Obligation Growth Between 1968-69 And 1973-74

Purpose	Federal	State/Local
Secondary	172%	79%
Post-Secondary	15%	978%
Adult	943%	110%
Special Needs	492%	566%
*Other	24%	304%
<i>TOTALS</i>	110%	211%

¹Includes construction; guidance and counseling; ancillary services; research; exemplary programs; consumer & homemaking; cooperative education; and work study.

Between 1968-69 and 1973-74, over \$714 million was obligated for vocational education in Texas.

Total Fund Obligations 1968-69/73-74¹

Purpose	Funds Obligated
Secondary	\$285,817,749
Post-Secondary	150,403,829
Adult	20,407,499
Special Needs	63,144,558
*Other	194,324,788
<i>TOTALS</i>	\$714,098,423

¹Data taken from TEA Annual Vocational Education Reports.

*Includes construction; guidance and counseling; ancillary services; research; exemplary programs; consumer & homemaking; cooperative education; and work study.

Cost of Vocational Education in 1973-74 at 1968-69 Prices

To obtain a more realistic perception of the growth in vocational education expenditures between 1968-69 and 1973-74, research was done to determine what it would have cost to finance vocational education in 1973-74 at 1968-69 prices. Assistance was rendered by the Baylor University Business Research Center utilizing the average Consumer Price Indexes for these years.

For every \$10 worth of goods and services purchased in 1973-74, the same amount could have been purchased for \$7.63 in 1968-69. What this means is that the level of vocational programs and services financed in 1973-74 for \$182,335,052 could have been financed for \$139,121,645 in 1968-69. The total rate of inflation during this span of time was 23.6 percent.

When computing 1973-74 expenditures for vocational education at 1968-69 prices, the actual rate of growth in funds obligated for vocational education between 1968-69 and 1973-74 comes to 119 percent. When the 23.6 percent inflation factor is considered, the actual growth in funds obligated during this period comes to 187 percent.

Vocational Program Completions

The number of persons completing secondary gainful vocational programs increased by 83 percent between 1968-69 and 1973-74. Post-secondary program completions grew by 308 percent during this same period. Completion data on adult vocational programs was not broken out in 1968-69; therefore, the growth cannot be computed for the same period of time.

Vocational Program Completions, All Levels¹

Level	1968-69	1973-74	Growth
Secondary	33,409	61,115	83%
Post-Secondary	6,808	27,789	308%
Adult	*	22,301	*
TOTALS	40,217	111,205	177%

¹Data taken from TEA Annual Vocational Education Reports.

*Adult completion data not broken out in 1968-69; therefore, growth cannot be computed for this period of time.

Secondary Vocational Program Completions¹

Area	Vocational Program Completions		% Available for Employment		% Employed* Full-Time in Field Trained or Related Fld.		% Known* to be Unemployed	
	'68-69	'73-74	'68-69	'73-74	'68-69	'73-74	'68-69	'73-74
Agriculture	8,988	11,416	37.0%	51.4%	91.4%	70.7%	4.3%	3.4%
Distribution	6,845	12,310	65.6	61.0	95.4	77.2	1.2	3.9
Health	1,043	2,200	50.4	44.0	92.8	76.5	4.2	4.5
Homemaking (Gainful)	581	5,823	47.8	52.7	85.3	61.0	10.1	9.2
Office	5,975	10,062	53.7	62.2	84.8	79.1	5.6	7.7
Industrial & Tech.	9,977	19,304	51.7	60.7	93.3	67.5	3.7	6.0
TOTALS	33,409	61,115	50.9%	57.8%	91.7%	71.8%	3.6%	5.8%

¹Data taken from TEA Annual Vocational Education Reports.

*Percent computed from those available for employment.

Post-Secondary Vocational Program Completions¹

Area	Vocational Program Completions		% Available for Employment		% Employed* Full-Time in Field Trained or Related Fld.		% Known* to be Unemployed	
	'68-69	'73-74	'68-69	'73-74	'68-69	'73-74	'68-69	'73-74
Agriculture	90	529	15.6%	62.2%	100.0%	83.8%	.0%	2.7%
Distribution	48	2,351	65.1	59.5	100.0	78.1	.0	2.1
Health	2,199	5,256	90.5	78.2	98.1	89.7	.7	2.9
Homemaking (Gainful)	42	1,085	21.4	58.0	100.0	64.2	.0	7.0
Office	926	8,142	72.9	64.2	98.1	82.2	.2	3.8
Industrial & Tech.	3,503	10,426	54.4	55.8	98.1	85.1	.8	2.8
<i>TOTALS</i>	6,808	27,789	67.8	63.0	98.2	84.0	.7	3.2

¹Data taken from TEA Annual Vocational Education Reports.

*Percent computed from those persons available for employment.

Adult Vocational Education Completions¹
1973-74

Area	Vocational Program Completions	% Available for Employment	% Employed* Full-Time in Field Trained or Related Field		% Known* to be Unemployed
Agriculture	205	83.0%	89.5%	.0%	
Distribution	3,992	47.1	69.8	.3	
Health	1,891	66.5	94.4	1.1	
Homemaking (Gain.)	648	49.4	81.6	2.2	
Office	6,517	22.3	78.3	7.6	
Industrial & Tech.	9,048	52.1	86.1	1.6	
<i>TOTALS</i>	22,301	43.9%	82.8%	2.2%	

¹Data taken from TEA Annual Vocational Education Report.

*Percent computed from those persons available for employment.

Vocational Youth Organizations

The number of young people participating in vocational student organizations increased by about 18 percent between 1968-69 and 1973-74. The Vocational Industrial Clubs of America (VICA) experienced the largest growth in membership (96 percent) while the Young Farmers of Texas (YFT) experienced the largest decline in membership (-47 percent).

Vocational Youth Organization Memberships¹

Organization	1968-69	1973-74	Growth
Future Farmers of America	49,000	54,000	10%
Distributive Education Clubs of America	11,415	19,584	72%
Future Homemakers of America	75,862	69,377	-9%
Vocational Industrial Clubs of America	14,408	28,207	96%
Office Education Association	7,300	13,662*	87%
Texas Association of Health Occupations Students	**	2,650	**
Young Farmers of Texas	4,793	3,259	-47%
Young Homemakers of Texas	3,600	4,941	37%
<i>TOTALS</i>	166,378	195,680	18%

¹Data taken from TEA Annual Vocational Education Reports.

*Estimated

**Was not formed until after 1968-69; therefore, growth percent not calculated.

Other Information

Just over 34 percent of all secondary students in Texas (grades 9-12) in 1968-69 were enrolled in vocational education. In 1973-74, 45 percent of all students in grades 9-12 were enrolled in vocational education.

Although enrollments in vocational programs at the post-secondary level increased 114 percent between 1968-69 and 1973-74, the percent of all students enrolled in public junior colleges and the Texas State Technical Institute who participated in vocational education only rose from 39 percent to 42 percent during this period.

In 1968-69, an average of \$504 was spent to educate each child in the Texas public schools; however, only an additional average of \$167 was spent to educate each vocational student.

In 1973-74, the average amount invested in education of Texas public school children was \$894 while an additional average of \$263 was spent on each student in vocational education.

At the post-secondary level, the average cost of educating each individual enrolled in a public junior college/technical institute was \$431 in 1968-69. The average investment rose to \$554 in 1973-74. The average investment in a student attending a senior college or university in 1968-69 was \$1,465 while in 1973-74, the investment per student had risen to \$2,355.

In 1968-69, there were 106 area vocational schools in Texas. Seventy public secondary schools, 33 public junior colleges, 2 public senior colleges and Texas State Technical Institute were designated as area schools. There were 139 area vocational schools in 1973-74. Thirty-one were junior colleges, 101 were secondary schools, 3 were senior colleges, and four were campuses of the TSTI system.

*TECHNICAL-VOCATIONAL PROGRAM OFFERINGS IN PUBLIC SECONDARY AND POST-SECONDARY
INSTITUTIONS IN TEXAS 1964-65, 1973-74, AND 1974-75*

PROGRAM TITLES

	SECONDARY			POST-SECONDARY		
	64-65	73-74	74-75	64-65	73-74	74-75
AGRICULTURE						
Production only	1,158	742	722			
Production-Coop Combination	0	336	359			
Cooperative and Pre-Employment Comb.						
Feedlot	0	1				
Ornamental Horticulture			3			
Cooperative only	0	13	18			
Pre-employment Laboratory "only"						
Horticulture	0	4	2			
Farm Power and Machinery	0	1	0			
Production, Coop & Pre-lab Combination						
Forest Products Harvesting			1			
Production, Coop & Pre-lab Combination						
Farm Power & Machinery			2			
Production, Coop & Pre-lab Combination						
General Agricultural Mechanics			1			
Pre-Employment Laboratory Combination	0	223	256			
Agri-Business Technology	0			2		2
Agri-Chemical Technology	0	(1)	(1)	1		1
Animal Medical Technology				2		4
Agricultural Resources	0	(10)	(12)			
Farm and Ranch Management				17		19
Farm Equipment Mechanics						
Farm Machinery Mechanics				2		3
Farm Power & Machinery	0	(87)	(86)			
Feed Mill Operation				2		
Feedlot Employment	0	(16)	(20)			
Floriculture and Ornamental						
Horticulture	0	(35)	(33)	4		5
Forest Products Harvesting	0	(19)	(12)			1
Forestry & Technology						1
General Agricultural Mechanics						
Ginning				1		
Irrigation Technology				1		
Livestock and Ranch Operation						
Meat Processing & Marketing	0	(10)	(14)	2		3
Seed Processing Technology				1		1
Turf & Golf Course Management						2
CVAE	1	52	64			
Handicapped		7	11			
() Figures indicate a breakout of the Pre-Employment Laboratory Combination						
HOMEMAKING						
Homemaking Education	1,755	2,163	2,289			
Comb. Homemaking & Coop Education	0	195	234			
Cooperative Education	0	145	186			
Comb. Homemaking and Pre-Employment						
Laboratory		12	16			
Pre-Employment Laboratory		41	53			

PROGRAM TITLES	SECONDARY			POST-SECONDARY		
	64-65	73-74	74-75	64-65	73-74	74-75
HOMEMAKING (CONT'D)						
Pre-Employment Laboratory & Coop Combination	0	4	9			
Alteration & Tailoring					1	2
Child Care or Child Development					8	12
Dietitian Aide					2	4
Adult				4		
Home Economics						
Fashion Design					2	2
Food Service, Dietetic						
Food Service, Operation						
Interior Design					3	3
CVAE		176	176			
Handicapped		59	60			
DISTRIBUTIVE EDUCATION						
Cooperative	227	445	460			
Coop-Pre-Employment Lab. Comb.	0	141	163			
Pre-Employment Laboratory	0	12	7			
Aviation Management					1	3
Commercial Transportation					3	3
Fashion Merchandising Management					4	5
Food Marketing Management					3	
Food Service Management					1	
General Business Management						
Industrial Management						
Mid-Management					35	39
Office Management						
Petroleum Marketing Management						
Real Estate					6	21
Restaurant Management					5	6
Retail Management						
Sales Management						
Adult Distributive Education				4		
Banking					9	15
Recreation Leadership					3	
Postal Service Technology						2
OFFICE OCCUPATIONS						
*Office Occupations				1		
Cooperative	**	172	180		1	
Combination Coop-Pre-Employment	**	165	188			
Pre-Employment Laboratory	**	157	178			
Data Processing	**	45	43	19	39	38
Accounting and Computing					15	18
Computer and Console Operator					5	4
General Office Clerical					5	17
Medical Records/Transcription						6

PROGRAM TITLES

PROGRAM TITLES	SECONDARY			POST SECONDARY		
	64-65	73-74	74-75	64-65	73-74	74-75
OFFICE OCCUPATIONS (CONT'D)						
General Business					6	14
Stenographic & General Secretarial					47	48
Specialized Secretarial					11	18
CVAE	0	84	95			
Handicapped						
*Counted as technical in 1964-65		3	4			
**Did not have Vocational Office Ed.						
HEALTH OCCUPATIONS						
Cooperative		73	82			
Pre-Employment Laboratory		8	8			
Combination		6	10			
Associate Degree Nursing					22	22
Central Service Technician						
Dental Assistant				2	11	10
Dental Hygiene					9	7
Dental Laboratory Technician					2	2
Emergency Medical Technician						
Environmental Health Technician					2	2
Health Care Management					1	1
Inhalation Therapy Technology					11	12
Licensed Vocational Nursing				15	35	41
Medical Assistant					4	6
Medical Laboratory Technician					11	11
Medical Technology						
Medical Laboratory Assistant						2
Nuclear Medicine						1
Mental Health Technology					7	10
Nurse Aide					8	9
Nursing Home Administration					2	4
Occupational Therapy					3	2
Operating Room Technology					5	8
Optometric/Ophthalmic Dispensing						2
Physical Therapy Assistant					3	2
Radiologist Technology					13	13
Respiratory Therapy Technician					2	
Ward Clerk				1	1	
Associate Health Occupations						3
Cardiology-Electroencephalographic Technology						1
INDUSTRIAL EDUCATION						
Industrial Cooperative Training	103	287	300			
Environmental Technology	0	15	13			
CVAE	0	420	465			
CVAE Coop (Not affiliated with one particular occupational field)	0	151	187			

PROGRAM TITLES

PROGRAM TITLES	SECONDARY			POST-SECONDARY		
	64-65	73-74	74-75	64-65	73-74	74-75
INDUSTRIAL EDUCATION (CONT'D)						
Handicapped	82	78	86			
Aeronautical Technology						
Refrigeration and Air Conditioning	7	35	39	3	30	33
Airframe Mech.-FFA Exam. Review Course						
Airframe & Powerplant Tech.	2	6	8		3	4
Air Traffic Control					1	
Appliance Service & Repair	1	15	14		6	4
Auto Body Repair	11	54	56		13	16
Auto Parts Specialist					1	
Auto Mechanics	104	276	283	5	36	40
Auto Merchandising						
Service Specialist						
Automatic Photograph & Game Specialist						
Automotive Technology						
Bricklaying						3
Building Construction Craftsman	50	168	176			
Combination Welding (Underwater)					1	
Commercial Art	8	18	19		7	8
Cleaning and Pressing	2	1	1			
Coin Operated Machine Repair						1
Commercial Cooking	5	4	4			
Culinary Arts					1	2
Commercial Photography	6	9	8		5	5
Cosmetology	44	157	156		14	17
Construction Equipment Mechanics					2	
Construction and Maintenance Trades					7	12
Diesel Mechanics	0	2	2	5	12	15
Drafting	10	61	64		4	4
Electrical Trades	12	37	40	3	1	
Electronics	6					
Industrial Electronics		14	14		4	6
Vocational Electronics		5	5			
Fire Protection and Safety			2		14	22
Heavy Construction Equipment Mech.		1	1		1	2
Horology				1	4	4
Industrial Engines	0	1	1	1		
Industrial Management						2
Industrial Media Technology		3	2			
Jewelry Craft					1	1
Law Enforcement & Police Administration			4		42	42
Leather Trades	1	2	2			
Machine Shop	2	21	23	2	20	23
Machine Tools						
Machinist Trades						
Masonry	0	12	12		1	
Metal Trades	40	57	59			

PROGRAM TITLES

PROGRAM TITLES	SECONDARY			POST-SECONDARY		
	64-65	73-74	74-75	64-65	73-74	74-75
INDUSTRIAL EDUCATION (CONT'D)						
Mill and Cabinet	7	9	9			
Mortuary Science				1	1	1
Multi Occupation Cooperative		5	3			
Needle Trades	6	7	8			
Out-of-School Cooperative Program		13	14			
Pattern Drafting, Draping and Grading					1	
Piping Trades	2	13	15			
Plumbing/Pipefitting					1	2
Pre-Voc. Motor Transportation Technology	(10)					
Printing	13	34	38		14	15
Radio & TV Repair	27	60	58	2	19	25
Recreational Aide						4
Sewing Machine Mechanic					1	
Small Engine Repair	0	6	5		1	
Sheet Metal	2	4	4			
Teacher Aide						7
Technical Communications					3	2
Truck & Heavy Equipment Operator						2
Upholstery	0	3	5		4	4
Vending Machine Repair					1	
Vocational Plastics	0	1	2			
Water Utility Operator					1	2
Welding	6	38	39	6	32	40
Office Machine Repair						1
TECHNICAL EDUCATION						
Air Pollution Control Technology					3	
Architectural Drafting					2	4
Aviation Technology						
Avionics					2	3
Biomedical Equipment Technology					1	1
Building Materials Technology & Marketing					3	1
Chemical Technology				1	5	5
Civil and Highway Technology					3	4
Career Pilot Technology					8	10
Construction Technology					4	6
Drafting and Design Technology				10	42	40
Electrical Power Dist. Tech.					2	3
Electrical Technology				1	3	3
Electro-Mechanical Technology					4	2
Electronics Technology				9	34	31
Environmental Control					1	
Fluid Power Technology					1	1
Instrumentation Technology				3	7	5

PROGRAM TITLES

PROGRAM TITLES	SECONDARY			POST-SECONDARY		
	64-65	73-74	74-75	64-65	73-74	74-75
TECHNICAL EDUCATION (CONT'D)						
Laser Electro-Optics Technology					1	2
Library Assistant Technician					6	4
Mechanical Technology					1	2
Oceanography (Marine Science)					2	2
Petroleum and Chemical Technology				3	5	5
Photographic Technology						
Pollution Control Technology						2
Plastics Technology						
Quality Control Technology					1	2
Radio & TV Production (Telecommunications)		2	4		5	5
Refrigeration and Air Cond. Tech.				3		
Scientific Data Processing					2	2
Surveying Technology				1	2	4
Industrial Management				1	2	
Technical Illustration					2	2
Water Utilities Technology					1	1
Welding Technology						
EXPLORATION & ORIENTATION						
Occupational Orientation	69	132	181			
Industrial Arts	0	135	165			

THE 1980'S: TROUBLE ON THE HORIZON
UNDEREMPLOYMENT OF OVER-EDUCATED A THREAT

Unless society learns to prepare for change and can offer job training relevant to labor market needs, an over-educated and underemployed work force could become a serious problem in the 1980's.

By 1980, the 60 million children born during the "baby boom" era will have come of age. They will be trying to settle into permanent careers, but will face frustration because their high levels of education, job aspirations and expectations may not match with the types of available work, says Denis F. Johnston, Director of the U. S. Office of Management and Budget's Social Indicator's Project.

Johnston notes that the rate of increase in the number of workers with four or more years of college will slow over the next 15 years, but nevertheless increase from 14.7 percent in 1974 to 21.7 percent by the late 1980's.

The proportion of college grads in the work force with at least one year of post-graduate work will also rise from today's 40.6 percent to 44.6 percent by 1990. Concurrently, the percentage of all workers with at least one year of post-graduate studies will reach 9.7 percent by the late 1980's compared with 6.0 percent in 1974.

"Even if the abatement in the rates of increase in these projections which has been projected turns out to be reasonably accurate, the continuing increase in these proportions poses a serious challenge to the capacity of the economy to generate a corresponding expansion in the kinds of jobs for which these workers are qualified," says Johnston.

Russell Flanders, Chief of the Division of Manpower and Occupational Outlook in the U. S. Department of Labor, says this rise in worker education levels probably won't mean big jumps in the number of unemployed college graduates, but could result in "serious under-employment and dissatisfaction."

Flanders says the most vulnerable group will be Ph.D's who may have a tough time finding a job for which they aren't over qualified. Hordes of undergraduate degree holders will also present unfair competition for the less-educated; however, blue collar trades may offer a temporarily safe haven, since college graduates have yet to make any serious inroads there, he said.

Occupations which offer good future prospects for employment are concentrated in the "energy-producing" area, Flanders adds, although many jobs are expected to open up in the managerial, clerical, sales and technical and professional fields. Slower rates of growth are predicted for craft occupations, machine operators, and perhaps among farm jobs--for years a shrinking labor market.

The impact of potential resource scarcities and the current recession have generated a strong upsurge among the nation's youth in concern for the 'basics' of human survival--effective training in useful skills, technical competence and above all, a job, says Johnston. However, the rush to obtain job skills hasn't cut into the number of young people who will go on to colleges and universities; consequently, the threat of an over-educated work force and troublesome underemployment is serious.

In addition to their years of schooling, there are other characteristics of the baby boom generation that will affect their fortunes in the labor market. The actual time spent on the job will shrink to only about one-sixth of an individual's total lifetime, with a corresponding rise to about 25 percent in the amount of available leisure time. Thus, we

need to concern ourselves more with the way in which work and leisure interact, says Johnston.

Furthermore, the percentage of women entering the labor force is skyrocketing thus creating a greater competition for jobs and an increasing demand for more advancement opportunities. The number of women who have already entered the labor force has eclipsed the estimate of the numbers of female workers projected in 1970 for the year 2000.

Another serious problem which must be dealt with in the years ahead is the growing number of high school and college students who are becoming disenchanted with the programs available to them, and consequently, are dropping out of school with little or no job related training. Double digit unemployment is a consistent problem among young people 16 to 19 years of age.

Still another problem which may get much worse in the 1980's is the emergence among young people of what many social scientists call a "no-work" ethic.

In short, the mass media, education and its credentials are unrealistically raising the job and monetary reward expectations of young people. Because the economic system is not capable of keeping pace, young people are exhibiting anti-work attitude appraisals of the kinds of jobs that are open to them, according to a study done on "Work in America" by a special task force to the Secretary of Health, Education and Welfare.

Anti-work attitudes, combined with the decline in the numbers of low-skill and entry positions, and an increasing pessimism on the part of young people, could spell trouble in the 1980's and beyond unless, as noted at the start, society learns to prepare for change and can offer job training relevant to labor market needs.

Many government officials, economists, social scientists and educators believe that the key to more closely aligning the expectations of society with the realities of the work world is a "reorientation of the whole system of public education toward the concepts of career education."

Programs must be developed and expanded in our schools that will foster an awareness, orientation and exploration of the work world so that students can have hands-on real world experiences as a basis for career choice and for career planning.

Young people must be taught to understand their own motivations, aspirations, aptitudes, and limitations and how to weigh these against the labor market and the realities of the economic world as a prelude to preparing for careers.

Programs of career preparation such as vocational, technical and adult education at the secondary and post-secondary levels must be increased and expanded as a means of broadening opportunities and alternatives.

The central concern of education must be the capacitation of individuals for their multiple life role...economic, civil, social, family, aesthetic, etc., and recognizing within this the centrality of careers, and the importance of careers in determining where we live, work, our associates, and other factors that go to making up a lifestyle.

The key to more closely aligning community/school relations hinges to a large extent upon the effective use by our schools of local advisory committees representative of the many facets of community life. The 64th Texas Legislature (1975) gave the State Advisory Council a specific responsibility to work with local advisory committees to bring about closer school/community ties.

VOCATIONAL EDUCATION AS VIEWED BY ACTIVE

VOCATIONAL EDUCATION has received considerable visibility in recent years and some confusion has resulted in the minds of many citizens as to the objectives of vocational education. The Council here attempts to present its perception of the objectives of vocational education.

VOCATIONAL EDUCATION is first and foremost the preparation of the individual to enter the work force and to progress in it. The following elements emerge:

- The development of a specific skill. This involves actual experience in a laboratory or work station in a skill area that is basic to performance of specific tasks. (For example typing, shorthand and other secretarial skills that are necessary to perform as a secretary.)
- Basic education skills are an essential foundation to the development of most specific skills. These are generally accepted to be reading, computation and communication skills at a functional level to be commensurate with the specific skill development needed.
- Employability skills are essential to successful progress in most jobs. Considered to be a part of employability skills are: getting to work on time; acceptable work attitudes; the ability to work with and get along with fellow employees/customers; honesty; integrity; responsibility; initiative; loyalty; etc.

The development of the skilled worker requires many approaches because the needs of the workers and the employers vary. The use of vocational education programs varies widely depending upon the individual. The following are some of the uses of vocational education:

- Some students may use their job preparation immediately for employment in the job for which trained.
- Some students may find the preparation is most helpful to them in a job related to the specific area for which prepared.
- Some students may determine that they wish to pursue further training and simply use the training as a part of their total preparation.
- Some students may find that they are not interested in the area of their preparation and change their area of work and/or preparation completely, so in reality they have used this as exploration.

VOCATIONAL EDUCATION makes many contributions to students that may or may not relate directly to specific skill development. These include the following:

- Self actualization; many students discover for the first time in a vocational education program that they can perform, learn, and that they can make a contribution which motivates them to achievement.
- Leadership development; vocational student organizations have played an important role in this area through activities such as cooperative projects, contests related to jobs, responsibility of work, opportunity for performance in a variety of situations, public and community service activities, and a host of personal development activities.

- Vocational education programs provide for many students an opportunity to understand the applications of knowledge. Learning becomes for the first time meaningful and important to them.
- As a result, inschool work becomes important to them; and very often their deportment, attendance, and other rebellious qualities are modified.

VOCATIONAL EDUCATION must be an integral part of every student's educational experiences. The amount of formal vocational education that preparation programs require will vary depending upon the types of skills required by a specific occupation or job, and upon individual needs.

VOCATIONAL EDUCATION must have the full collaboration of the HOME, SCHOOL and COMMUNITY if its full potential is to be realized.

The Council has stated many times that the education system must be flexible and responsive to the needs of individuals. Such responsiveness must consider the multitude of needs created by the interaction of the factors within the individual of INTEREST, APTITUDE, ABILITY and CIRCUMSTANCE.

The Council views VOCATIONAL EDUCATION as a program that is developmental and sequential; as an important and integral part of career development activities; as a means for vitalizing academic or basic academic education rather than a separate educational pathway.

The Council has addressed in previous reports "CAREER EDUCATION...A PLAN FOR ACTION." The term career education is considered by the Council as an umbrella concept that covers all educational experiences, vocational and academic, that relate to the development of one's career. The sequential developmental steps appear to be the following:

- Career awareness that begins in the home and continues in a variety of experiences in the school and community.
- Career investigation in the education-setting usually begins in late elementary or middle school and career information is usually closely related to investigation.
- Career exploration may begin in the middle/junior high school with a variety of hands-on experiences that are designed to lead the individual to some career direction that is related to an area of preparation.
- Career preparation occurs in a variety of settings and levels and what may be preparation for one individual may be exploration for another, depending upon how effective the previous experiences have been.
- Entry into the work force may cause changes in the individual's career objectives and they may reenter the preparation phase on a full or part-time basis.
- Economic, personal and technological circumstances often cause individuals to seek retraining or an upgrading of skills in order to remain in the mainstream work force.

VOCATIONAL EDUCATION'S role in the above process will depend in large measure upon the resources available in the education setting. For example, vocational educators may be the principal resource for career information in some communities while in others there are large numbers of students and specialized personnel to meet their needs. In any situation or circumstance the community resources must be prominent in the career development process.

The Council would encourage those who evaluate vocational education to consider the total contributions, not just part of the objectives of the program.

SUMMARY OF ADULT PERFORMANCE LEVEL STUDY

Approximately one-fifth of the adult population in Texas between the ages of 18 and 65 is "functionally incompetent," based on the results of the Adult Performance Level Study in Texas completed in April 1975 by the University of Texas.

This study, which was based on the nationwide APL study also conducted by UT, sought to determine the "functional competency" level of Texas citizens in the five areas of occupational knowledge; consumer economics; health; government and law; community resources and transportation.

For the purpose of the study, functional competency was defined as "the ability to participate in the daily activities of living in and being part of a community."

Some 1,500 adults representative of the State, had their basic communication, computation, problem solving and interpersonal relations skills tested by way of a multitude of questions and task solving problems in the five general knowledge areas cited above. The types of questions and problems used in the study provided indications as to the probability of success in these areas of everyday life.

Participants in the study were tested as to their knowledge of such things as the meaning of the term "credit check;" the length of time police can detain a citizen without filing charges; the number of U. S. Senators each state has; and the normal temperature of the human body.

They were tested on their ability to accomplish such feats as interpreting an earnings statement with regard to Social Security deductions; computing annual take home pay; completing a bank deposit slip for a checking account; interpreting a graph on the effectiveness of a common pain reliever; interpreting a road map to determine where to change routes; and addressing an envelope so that it will reach its destination.

Applying the results of the representative sample to the state's total 18-65 adult population, it's estimated that 20.9 percent of the adult population is functionally incompetent in the area of occupational knowledge; 29.8 percent incompetent in consumer economics; 28.1 percent in government and law; 28.8 percent in the health area; and 21.1 percent in the area of community resources.

Persons considered "functionally incompetent" are primarily those with inadequate income, inadequate education, and low job status. About two-thirds of Texas adults with Spanish surnames, one-half of the black population, and one-fifth of the white population are estimated to be functionally incompetent.

In addition to the overall one-fifth of the adult Texas population estimated to be functionally incompetent, an additional one-third of the adult population in Texas possess functional competencies which are associated with, at best, only marginal levels of success.

The term functional competency was used to avoid the ambiguity that might arise from the term "functional literacy" which can be interpreted as the ability to write one's name, or read from the Bill of Rights, or even to do simple arithmetic sums.



Appendix

**“Impact Conference”
Study Guide
1976**

EMPHASIS OF ACTIVE RECOMMENDATIONS

The Advisory Council for Technical-Vocational Education in Texas is charged under state law to advise the State Board of Education on the vocational, technical, manpower, and adult education needs of Texas.

Over 125 recommendations have been made to the State Board since the Council's establishment in 1969. These recommendations, grouped under 20 topics, have and are seeking to ensure that all Texas citizens are adequately prepared for "living" and "making a living."

This section of the Study Guide contains the 20 topics with brief comments denoting the emphasis behind the recommendations.

For persons interested in an indepth review of the recommendations made under each topic, the Council has devoted a portion of its Sixth Annual Report to the State Board to a summary of the recommendations coupled with the SBOE's responses and subsequent actions. Copies of the report are available from the Council at the address cited on the back of this guide.

1. Redirection of Education System and Career Education Implementation

Emphasis is upon the relating of all educational experiences, academic and vocational, to the work world as students progress through the education system in order that they may have a realistic foundation in which: to base career decisions; to prepare for careers that best serve their needs as well as the needs of the economy; and to develop the ability to cope with and adapt to the ever changing needs of the economy which may necessitate upgrading their skills or retraining, as needed, to remain gainfully employed.

The accomplishment of this goal requires such actions as: the revision of high school graduation requirements to provide students greater flexibility in program scheduling; the revision of school curriculums to make them more relevant and applicable to the needs of students and the economy; and the revision of teacher preparation programs in order that school personnel can better understand how to develop and relate educational experiences to the needs of our society and economy.

2. Supplementary Delivery Systems for Education Services

Every school campus in Texas cannot economically have comprehensive vocational offerings to meet the needs of all of its students. The Advisory Council contends that "area school jurisdictions" need to be formed whereby vocational offerings in one school could be made available to students in another school nearby that doesn't have the same offerings.

Such a jurisdiction could be comprised of several schools within one school district or it could involve several school districts in one or more counties.

The Council contends that the development of programs, the transportation of students from one campus to another, etc., should be supported through an "area taxing authority" handled by a duly elected governing body comprised of persons from the participating communities. State funds should also be made available for capital outlay as an incentive to local program development.

While the formation of area school jurisdictions would go a long way in meeting the needs of most Texas citizens, the needs of some citizens in remote, sparsely populated areas might go unmet because even the formation of jurisdictions in these areas would not be economically feasible. Mobile training facilities and extension centers need to be developed to take the programs to the sparse areas.

3. Information and Data Systems for Planning and Management

The emphasis of Advisory Council recommendations in this area have been on the development of an effective, statewide supply/demand system that involves state and local agencies, groups and organizations in both collecting and disseminating information about jobs available and the availability of trained manpower to fill those jobs.

Information provided by such a system would be made available to school districts, colleges and universities, technical institutes, employers, planning regions, etc. The Council contends that the supply of trained manpower coming out of public and private education institutions should be directly related to the requirements of the job market.

A supply/demand information system has been under development since 1972 through a joint effort of the Texas Education Agency, the Texas Employment Commission, and the Governor's Office. Implementation of the system is scheduled for mid 1976.

Closely related to a supply/demand system is a "Student Follow-up System," which will provide the planners and managers of education programs long term feedback as to how former students are fairing in the work world. A follow-up system is presently under development. Some aspects of this system are slated for implementation in mid to late 1976.

4. Guidance Services

The Advisory Council contends that the guidance and counseling department of any school or college should be the catalyst within the community and education system for giving direction as to how the many resources available in the school, home and community can be utilized in serving the various career development needs of individuals.

Advisory Council recommendations in this area relate to: the expansion of guidance service personnel to include counselors, placement and follow-up personnel, and specialists in labor market information; the allocation by the state of \$200 per year per counselor to purchase occupational counseling materials; and to the revision of counselor preparation programs with emphasis upon developing specialized techniques in utilizing the available resources within an education system and community in meeting student needs.

5. Job Development and Support Aspects of Education

Periodically an industry will seek to relocate in another community or an industry within a community will seek to expand its operations. In either situation, it is not uncommon for the supply of trained manpower needed by the industry's expansion or relocation to be non-existent or inadequate in numbers.

Situations such as this create somewhat of an emergency in that the industry needs certain types of trained manpower available for work the day it begins operation and the educational institutions in the community are not geared to turning out the needed manpower.

The emphasis of Advisory Council recommendations in this area have been upon the establishment of a state level "funding reservoir" to be used in putting together or coordinating the necessary resources such as materials, equipment, instructional personnel, and facilities, needed to train the manpower while a plant is being built or expanded in order that they can go to work the day the plant begins operation.

The 64th Legislature (1975) appropriated \$1 million in discretionary funds to be used during the 1976-77 biennium for "Industrial Start-up Training" activities in Texas.

6. Adult Education and Services

Prior to 1973, there was no state statute that gave local education institutions the responsibility for the education of adults who needed basic education skills or who needed to upgrade their skills or retrain in order to become useful and productive citizens. Efforts in this area prior to 1973 had been motivated by federally supported programs and local education leadership and initiative.

Advisory Council recommendations under this topic focused primarily upon state legislation and appropriations for adult education. This action was supported by the State Board of Education. In 1973, the 63rd Legislature passed HB 147 and appropriated just over \$4 million for the 1974-75 biennium in state funds for adult education programs.

In 1975, the 64th Legislature appropriated just over \$11 million for the 1976-77 biennium for adult education. The Legislature also authorized the Texas Education Agency to use up to five percent of the funds allocated for adult education to support pilot projects in "community education."

The Advisory Council is now focusing upon an examination of barriers which inhibit adults in their pursuit of adult education programs and services that are available to them.

7. Personnel Development

One of the major emphasis of Council recommendations in this area was that preparation programs for school administrators such as superintendents and principals, contain courses that will acquaint them with the role and scope of vocational education. Senior colleges and universities which offer school administrator preparation programs are now being required by the Texas Education Agency to offer courses to acquaint prospective administrators with vocational education.

Under this topic, the Advisory Council is also concerned that agreements or relationships be established between institutions that prepare vocational teachers/administrators to ensure that credits or courses are easily transferrable from one institution to another. Agreements between institutions are in various stages of development.

It is also important that the education and work communities establish and maintain a close rapport to insure that vocational personnel are kept up-to-date on what's going on in the work world. A statewide personnel exchange program is presently being developed whereby the education and work communities exchange personnel for short periods of time.

Another Council concern in this area is that educational institutions who hire people from industry to teach should consider the number of years these people have had in business/industry and pay them based on that experience rather than start them out at beginning teaching salaries. This concern has not received favorable attention by the State Board of Education.

8. Post-Secondary Institutional Support

One of the major emphasis of Council recommendations under this topic is upon the development of a "uniform cost accounting system by the state that displays all elements of costs in technical-vocational education programs." Such a system has not been developed.

Also under this topic, the Council contends that state level discretionary funds should be made available to assist post-secondary institutions in initiating technical-vocational programs, especially programs that are quite expensive to get started. Although a request was made to the Legislature by the State Board of Education, funds were not appropriated.

The Council is also concerned that technical-vocational programs be supported at funding levels not less than the funding levels accorded programs offered at the university level.

9. Public School Occupational Programs

The emphasis of Council recommendations in this area relate to: the development of comprehensive vocational programs; the utilization of vocational teachers as resource persons for students wanting to look at careers related to vocational education; and the examination of barriers which inhibit students from participating in vocational programs.

The Council is also concerned that intensive occupational preparation should be provided to students planning to leave school. Large numbers of students leave the school system each year without preparation for a job. The Council also encourages the further development of bilingual vocational education programs.

10. Utilization of Local Advisory Councils/Committees

As the Advisory Council travels around the state, it consistently hears allegations that a communication gap exists between the school systems and the community. The Advisory Council contends that local advisory councils/committees can strengthen these lines of communication.

The Texas Education Agency has responded to the Council's request that materials be developed and made available to local advisory committees which will assist them in fulfilling their functions. The Advisory Council, itself, has developed a slide/tape presentation aimed at bringing about better and closer lines of communication between the schools and community through the use of local advisory committees.

In 1975, the 64th Legislature gave the Advisory Council the specific responsibility to "support actions and activities to encourage and strengthen local and regional vocational advisory councils in carrying out their responsibilities." Efforts will be intensified by the State Advisory Council in this area.

11. State Plan for Vocational Education

Usually, program administration is no better than the planning that goes into program development, etc. Consequently, the Advisory Council has addressed itself to this important matter in all six of its annual reports to the State Board of Education.

The Council is concerned that U. S. Office of Education Guidelines for state plan development relate more effectively to a planning and management document. Furthermore, the State Plan for Vocational Education should establish definite goals and then identify the resources necessary to achieve those goals.

Another concern of the Council in this area is that the Texas Education Agency utilize to a larger extent input obtained from local vocational plans in the development of the State Plan. The Council also advocates that a brief summary of the State Plan be developed and broadly disseminated to persons not only engaged in the planning of vocational education but also persons who show an active interest in vocational education.

12. Proprietary Schools

One of the concerns confronting the Council when it was established in 1969 was the effective utilization of proprietary schools in the overall delivery of technical-vocational education programs to Texas citizens.

In 1971, the 62nd Legislature, with the support of the proprietary school industry, the State Board of Education, the Advisory Council, and others, passed landmark legislation. This law was further amended in 1973 by the 63rd Legislature. Proprietary schools were required to be licensed, and any school not meeting the standards imposed on them by the act was not licensed in Texas. The Texas Education Agency was given the responsibility to administer the Act.

The primary concern now confronting the Advisory Council as it relates to this topic is the collection and reporting of information regarding the number of persons who complete training programs offered by proprietary schools. Such information is greatly needed in order to obtain a true picture as to the total number of people completing technical-vocational programs from both the public and private sectors. Efforts are being made to determine the most feasible way of obtaining this information in a usable format.

13. Technical-Vocational Education Curriculum and Materials System

Texas has had for several years curriculum materials centers that address themselves to developing instructional materials for some vocational program areas principally at the secondary level. The Advisory Council believes these very valuable resources should be expanded to serve all occupational areas at all levels and that these efforts should receive state leadership and coordination as well as adequate funding.

From funds appropriated by the 64th Legislature in 1975 for vocational-technical education for the 1976-77 biennium, it's estimated that about \$1.1 million is being budgeted by the Texas Education Agency for the development of curriculum materials at the secondary level. About \$300,000 has been budgeted for the development of materials at the post-secondary level. A curriculum coordinator has been appointed to coordinate all curriculum development within the state. The State Board of Education appointed a curriculum materials advisory committee in April 1975.

14. Financing of Technical-Vocational Education in Texas

The Advisory Council recommendations in this area have consistently pushed for a strong financial base in support of vocational-technical education with the flexibility to respond to the needs of individuals as well as the needs of a community. The Council has been concerned that all elements of cost for vocational-technical education be included in any system developed for funding vocational-technical education in Texas.

The Council has also emphasized that a review of program and funding needs of technical-vocational education be continued on a regular basis and that requests to the Legislature be made, as needed, to correct inadequate levels of funding as they emerge.

15. Serving the Needs of Special Groups

One of the major emphasis of Council recommendations in this area has been that technical-vocational education programs at the secondary and post-secondary levels receive a special review and evaluation to determine if the special needs of the handicapped, disadvantaged, veterans, ethnic minorities, women, and persons with bilingual and cultural needs, are being adequately served in the preparation for gainful employment.

The Council is also concerned that guidance and instructional personnel employed by local education agencies share the cultural distinctions of ethnic minorities within the community. Another concern is that traditional methods of evaluating students be revised to assure that language, cultural and other barriers do not adversely affect achievement and performance evaluations.

One other concern of the Council is that vocational-technical offerings be made available based upon the needs of the individual student and not based upon the age and/or grade level of the student.

16. Public Awareness of the Needs and Resources in Technical-Vocational Education in Texas

A study conducted by the Advisory Council in 1973 indicated the need for: more public information materials on technical-vocational education; better dissemination and coordination of public information; and leadership and follow-up in the area of public awareness with regard to determining community needs for vocational-technical programs and the resources available to meet those needs. Efforts are presently being made at the state level to address and alleviate many of the problems encountered in bringing about a stronger public awareness of technical-vocational education.

17. The Administration of Technical-Vocational Education in Texas

The major emphasis of Advisory Council recommendations in this area have been upon the improvement of planning and evaluation activities in order to make technical-vocational education more flexible and responsive to the needs of Texas' society and economy.

The Advisory Council has expressed its concern that program leadership and administration from the state level be carried out in the most effective manner as to enhance the planning and management of technical-vocational programs and services at the local level.

18. Evaluation, Planning and Accountability in Education

The Advisory Council recommendations in this area emphasize the strengthening of technical-vocational education evaluation, planning, and accountability activities in the state.

One of the several concerns behind the recommendations is that the TEA staff be strengthened and adequate resources be provided to carry out on-site evaluations of local technical-vocational programs. The evaluation teams should be comprised of professional organizations, citizens, educators, and others from outside the community being evaluated.

Another concern of the Council is that the findings of on-site evaluations as well as other types of accountability activities be utilized in developing a comprehensive State Plan for Vocational Education that addresses the total manpower training needs of the individual communities as well as the state as a whole.

In 1975, the 64th Legislature budgeted about \$900,000 for the 1976-77 biennium for the specific purpose of supporting planning and evaluation activities in the area of technical-vocational education. The Council considers this a step in the right direction.

19. Vocational Education Research

One of the principal concerns of the Advisory Council in this area is the formation of a task force comprised of state and local instructional and research personnel as well as representatives of the Advisory Council and general public to review the needs for occupational research and development in Texas.

Particular emphasis should be placed upon establishing current priorities that will most directly have an impact upon the needs of the state in relation to technical-vocational education. Emphasis should also be placed upon determining the most effective techniques and procedures for disseminating and implementing research and development findings.

20. Coordination of Resources

The recommendations of the Advisory Council under this topic relate to a Joint Committee comprised of representatives from the State Board of Education, the Coordinating Board, Texas College and University System, and the Advisory Council. The Joint Committee was established by the Vocational Education Act of 1969 (SB 261), Chapter 31, Texas Education Code, to better coordinate educational programs and services offered at the various educational levels.

Specific responsibilities of the Joint Committee relate to the review of funding formulas and teacher education in vocational education.

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 200 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

	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
Reports to Governor	Mar.	Apr.	Apr.	Apr.	Apr.	Apr.
Reports to State Bd. of Education	Sept.	Sept.	Oct.	Nov.	Nov.	Oct.
Reports to Legislature	Dec.		Dec.		Dec.	
Council Brochures	May	Oct.		Nov.		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	July (1)	Mar. (2)	July (3)	June (1)	June (3)	June (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	
Proceedings, State Plan Hearing						Jan.
Employer Survey						Apr.

A monthly newsletter is mailed to over 2,900 persons across Texas. Numerous staff analyses, working papers, background information data, surveys and other activities are done by the Council.

It has produced a film entitled "The Future...My Destination." Twenty copies are being used. Fifty sets of a slide/tape presentation entitled "A Redirected Education System" are widely used. Distribution began April 1 on a s/t presentation entitled "Education, Work and Advisory Committees," of which 25 copies were reproduced.

The Council has provided a public forum for over 13,000 citizens through numerous hearings and conferences.

THE ADVISORY COUNCIL FOR
TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

There are twenty-four members of the Advisory Council. The membership is recommended by the Governor, appointed by the State Board of Education, and confirmed by the State Senate.

The Council members are appointed to satisfy membership categories of Chapter 31, Section 31.12, Texas Education Code, and Public Law 90-576.

The current membership and the appropriate category for each member is listed below:

"Person having special knowledge, experience or qualifications with respect to the special educational needs of the physically or mentally handicapped persons."

Dorothy R. Robinson, Council Chairman, P. O. Box 1212, Palestine, Texas 75801.

Retired after teaching school for 41 years, Mrs. Robinson still rises early to work with and support programs directed at the needs of physically and mentally handicapped children.

"Representing a cross section of industrial, business, professional, agricultural, and health service occupations."

Bill Elkins, Council Vice Chairman, and President of Vocational Education Consultants, 2608 Inwood Road, Dallas, Texas 75235.

Mr. Elkins can best be described as a rancher, educator and businessman as he owns a ranch, is a former principal and school superintendent, and presently is president of a vocational education consulting firm.

"One member having special knowledge, experience, or qualifications with respect to the locally administered manpower programs sponsored by organizations having voting representatives of the socio-economically disadvantaged in their policy-making bodies."

Bob Avina, Director, Adult Education for Bexar County School Board, 203 West Nueva Street, San Antonio, Texas 78207.

Before assuming his present position, Mr. Avina directed pre-vocational diagnostic evaluation classes for Action for Community Development, Inc., in San Antonio.

"Person familiar with the programs of teachers training for technical-vocational teachers in the post-secondary institutions."

Dr. James L. Boone, Jr., Head, Department of Industrial Education, Texas A&M University, College Station, Texas 77840.

Dr. Boone has been involved in vocational-technical programs at the secondary, post-secondary and university levels throughout his professional career.

"Person representative of the general public."

Ellwood E. Collins, Executive Director, Bowie County Economic Advancement Corporation, 1510 Plum Street, Texarkana, Texas 75501.

Mr. Collins has worked as a special service worker with the Bowie County Public School System at New Boston and was director of the Bishop College Trade Schools at Texarkana, Kilgore and Gladewater.

"Person representative of local education agencies and school boards."

W. T. Crouch, Route 1, Itasca, Texas 76055

A retired dairyman, Mr. Crouch served 19 years as the chairman of the Tarrant County Board of Education and is a past president of the Texas Association of School Boards.

"Representing a cross section of industrial, business, professional, agricultural, and health service occupations."

Dr. Michael E. DeBakey, President, Baylor College of Medicine, Houston, Texas 77025.

Noted worldwide for his achievements in open-heart surgery, Dr. DeBakey is one of few people to hold the coveted "Medal of Freedom Presidential Award," and also the "World's Who's Who in Science Special Citation."

"Person familiar with vocational needs and problems of labor."

Don Gray, Business Manager & Financial Secretary, Plumbers & Pipefitters Local 823, 2809 South Highway 83, Harlingen, Texas 78550.

Mr. Gray's 16 years experience as a pipefitter has proven extremely valuable to him as a member of the State Pipe Trades Association and State Apprenticeship and Training Advisory Committee.

"Person representing the State Employment Service having special knowledge, experience, or qualifications with respect to career development, job placement, job development, or job adjustment."

Joe D. Gunn, Commissioner Representing Workers, Texas Employment Commission, 15th and Congress Streets, Austin, Texas 78778.

Mr. Gunn is a former president of the Harris County AFL-CIO and a former vice president of the Texas AFL-CIO. He is a member of the Governor's State Manpower Services Council.

"Person representing a cross section of industrial, business, professional, agricultural, and health service occupations."

J. W. Hamby, President, The Hamby Company, 2905 W. 7th Street, Plainview, Texas 79072.

In 1954, Mr. Hamby formed his own business which specialized in the distribution of farm equipment. His firm now manufactures and distributes a complete line of tillage equipment.

"Person representing state industrial and economic development agencies."

Jim Harwell, Executive Director, Texas Industrial Commission, Sam Houston Building, Austin, Texas 78701.

Besides directing the State's industrial growth, he is responsible for Texas' international trade program. He is a member of the Texas Rural Development Commission and president of the National Association of State Development Agencies.

"Person actively engaged in the Administration of community or junior college vocational-technical education."

Dr. J. R. Jackson, President, Brazosport Junior College District, 500 College Drive, Lake Jackson, Texas 77466

Dr. Jackson was the superintendent of the Brazosport Independent School District prior to coming to Brazosport College in 1967. He is president of the Texas Public Community/Junior College Association.

"Representing a cross section of industrial, business, professional, agriculture, and health service occupations."

W. L. Jones, Jr., Box 386, Kingsland, Texas 78639.

A former chairman of the Advisory Council, Mr. Jones manages real estate and banking interests in the Central Texas Area while finding time to also serve on the Governor's State Manpower Services Council.

"Person familiar with the administration of state and local technical-vocational education programs."

Robert, M. McAbee, Assistant Superintendent for Vocational Education, Fort Worth Public Schools, 3210 West Lancaster Street, Fort Worth, Texas 76107.

An educator most of his professional career, Mr. McAbee has served as a director of industrial education, a liaison director of adult education, and has worked at the Texas Education Agency in Technical Education and Manpower Development.

"Person familiar with post-secondary baccalaureate technological degree programs."

Hugh E. McCallick, Dean, College of Technology, University of Houston, Cullen Boulevard, Houston, Texas 77004.

Dean McCallick serves as a consultant to business, industry, government, and education institutions and foundations throughout the world, and has been actively involved in private proprietary institutions in technology fields.

"Person who is a present or recent vocational education student."

Frederick McClure, P. O. Box 3691, College Station, Texas 77844.

A junior at Texas A&M University majoring in Agricultural Economics, Mr. McClure is a former national secretary and state president of the Future Farmers of America. He was a 1975 "White House Summer Intern."

"Person representing proprietary vocational-technical schools of the State."

Ray A. Meyer, Director, Parish/Draughon's Business College & Technical Institute, 411 East Martin, San Antonio, Texas 78205.

Mr. Meyer has been involved in proprietary school operations since 1955. He is a member of the Governor's Committee on Post-Secondary Education and is a former president of the Texas Association of Proprietary Schools.

"Person representative of those school systems with large concentrations of academically, socially, economically, or culturally disadvantaged students."

Jack Watt Page, Administrative Assistant to Superintendent, Ysleta School District, 8445 Valdespino, El Paso, Texas 79907.

Employed with the Ysleta School District since 1949, Mr. Page has held numerous positions in addition to working closely with officials in Operation Mainstream, manpower programs, and vocational work study programs.

"Person representative of the manpower services councils."

David E. Pickett, Dallas County Commissioner, 404 Records Building, Dallas, Texas 75202.

Mr. Pickett is a former Dallas Assistant District Attorney. He is a Vietnam veteran. While in Vietnam, he was responsible for the establishment of 10 schools in the Quang Tri Province.

"Person familiar with vocational needs and problems of management and labor in the State."

E. D. Redding, Vice President & Assistant to the President, Brown & Root, Inc., P. O. Box 3, Houston, Texas 77001.

Mr. Redding was the Advisory Council's first chairman. He recently was Project Director of his firm's activities associated with the Arctic projects for British Petroleum in the Prudhoe Bay Area of Alaska.

"Person representative of local education agencies and school boards."

S. Don Rogers, Superintendent, Eanes Independent School District, 601 Camp Craft Road, Austin, Texas 78746.

Prior to assuming his present position in 1974, Mr. Rogers was with the Killeen Public Schools where he served as a junior and senior high school principal and assistant superintendent.

"Person actively engaged in Technical Training Institutes."

Dr. Milton J. Schiller, Vice President of Development and Public Affairs, Texas State Technical Institute, Waco, Texas 76705.

Dr. Schiller is a Central Texas businessman who is a former school board president, mayor pro-tem at Cameron, and a former State Legislator who served six years in the Texas House of Representatives.

"Person having special knowledge, experience or qualifications with respect to the administration of state or local technical-vocational education programs."

Marcos A. Vann, Regional Director, Office of Civil Rights, General Services Administration 819 Taylor Street, Fort Worth, Texas 76102.

Prior to his present position, Mr. Vann served as manager of the San Antonio Chamber of Commerce Human Resources Department and Director of Manpower Training Services, Inc.

"Person representing State Industrial and Economic Development Agencies."

Mario Yzaguirre, Owner, Mario's Drug Store, P. O. Box 815, Brownsville, Texas 78521.

A member of the Texas Industrial Commission, Mr. Yzaguirre also serves on the Texas Southmost College Technical-Vocational School Advisory Board in addition to attending to ranching interests.

GLOSSARY OF TERMS

The following definitions are given to be helpful in acquiring a full understanding of the meaning of this report. Some definitions are taken from published sources and so cited, while others are based upon the understanding of the Council Staff and the manner they are used in the report.

1. Adult Programs - instruction offered day or evening to adults or out-of-school youth over 16 years of age who are engaged in or are preparing to enter an occupation. Vocational education for adults is chiefly of an upgrading and updating nature, offered on a part-time basis, or of a retraining nature for persons displaced by automation or technological changes.
2. Advisory Committee - a group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs. Such committees can operate at the federal, state and local levels and often function under names other than that of advisory committee. (American Vocational Association)

Craft Advisory Committee - a group of local craftsmen, selected from a specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management. (American Vocational Association)

NOTE: Such committees are usually appointed by the governing board or chief administrator of the institution.
3. Agri-Business - (a) a blend of agriculture and business; (b) a combination of the producing operations of a farm and, in varying degrees, the services associated with them; the manufacturing and distribution of farm equipment, fertilizers and supplies; the processing, storage, marketing, and distribution of farm commodities including food and fiber; and the conservation, preservation and use of renewable natural resources. (U. S. Office of Education)
4. Ancillary Services - Those activities and functions carried out to assure quality in vocational education programs; namely, teacher training and supervision, program evaluation, special demonstration and experimental programs; development of instructional materials, state administration and leadership. (American Vocational Association)
5. Average Daily Attendance (ADA) - usually about 93% of the Average Daily Membership (ADM) or enrollment.
6. Bonus Unit - refers to an allocation to the local school district by the Texas Education Agency in accordance with policies of the State Board of Education of a unit in addition to and without regard to "classroom teacher units" allocated on a formula of one teacher for each X number of students. Bonus units are usually for vocational education, special education, administrative and special services.
7. Community College - a two-year post secondary institution operated by the board of education of a local basic administrative unit or units (including the independent local board for one or more community colleges.) Instruction is adapted in content, level, and schedule to the needs of the local community. (American Vocational Association)
8. Comprehensive High School - a secondary school with a curriculum designed to offer a diversified program to meet the needs of pupils with varying interests and abilities. (American Vocational Association)
9. Cooperative Vocational Education Program - means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, received instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling a cooperative vocational education work-study program. (Federal Register, Vol. 35, No. 4)
10. Coordinated Vocational Academic Education (CVAE) - are programs designed for disadvantaged, those with special needs, potential dropouts, etc. Students may be in pre-employment or cooperative CVAE programs in any of the occupational areas. Programs are offered in grades 7-12.
11. Disadvantaged - means persons who have academic, socioeconomic, cultural, or handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. (Federal Register, Vol. 35, No. 4) In this report, this group may be referred to as "persons with special needs."
12. Exploratory Courses - school subjects designed to provide the student with a general, overall view of the knowledge and skills involved in a field of learning or an occupation; courses which provide student with exploratory and introductory experiences in a wide range of occupations and serve as an aid in choosing a vocation. (American Vocational Association)
13. Follow-up Study - a survey to determine the occupational status of students and graduates over a span of time and how effective their training has been in relation to actual needs of the job.
14. Handicapped - means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapped condition cannot succeed in a vocational or consumer/homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. (Federal Register, Vol. 35, No. 4)
15. Occupation - a term referring to a person's regular work, business, pursuit or means of earning a living. (American Vocational Association)
16. Occupational Program Areas -
 - a. Vocational Agriculture is a comprehensive program covering the broad preparations for production agriculture activities, pre-employment and cooperative programs in agri-business. Programs are offered in grades 9-12, usually for one hour per day plus out of school activities and projects. Pre-employment programs are offered in seven areas such as Ornamental Horticulture, Agricultural Chemicals and Fertilizers, Farm Power and Machinery and others. Cooperative programs train in thirty-five areas such as Agricultural Chemical Sales, Nursery Employee, Agricultural Communications, Veterinarian's Assistant and other jobs in the broad agri-business industry.
 - b. Distributive Education provides training in the broad and growing field of distribution and marketing. Some DE programs are pre-employment, but the majority are cooperative programs. Training may be for proprietors, managers, supervisors, or employees in distributive

occupations found in such businesses as - retail and wholesale trade; finance, insurance and real estate; services and service trade; manufacturing, transportation and utilities; and communications. Programs in the high schools are for two years or in some cases one year, usually in the 11-12th grades.

- 75
- c. Vocational Homemaking Education is designed to prepare students to become homemakers, and/or to become employable in occupations requiring knowledge and skills in one or more home economics subjects -- Human Development and the Family, including Child Development and Family Living; Home Management; Consumer Education, including Family Economics; Clothing and Textiles; Food and Nutrition; and Housing. Programs are offered in grades 8-12, and usually for one hour during the school day. Students in comprehensive programs have supervised home experiences as supplements to school instruction. There are pre-employment and cooperative programs in the broad areas of consumer and homemaking education fields.
 - d. Health Occupations programs at the secondary level are principally cooperative programs in the broad health field. A demonstration program for Licensed Vocational Nursing has been established at the secondary level. A variety of training stations are found in the offices of doctors, dentists, hospitals, nursing homes, medical laboratories and clinics. Because of licensing and other requirements, the majority of Health Occupations programs are found in post secondary institutions.
 - e. Vocational Office Education provides some training in pre-employment programs but the majority is in cooperative programs in the multitude of jobs and specialties in the growing field of business and office activities. Skills taught in academic programs are often utilized in the training in this field. Most activities of this program are in grades 11-12 for three hours a day.
 - f. Vocational Industrial Education provides training in pre-employment or day trade programs as well as in cooperative programs normally referred to as Industrial Cooperative Training (ICT). Approximately 20% of the enrollment in this program is in the ICT programs. Training is conducted in almost every occupation in the industrial area found in a community in which there is a cooperative training station. Training is provided in nearly thirty-five areas in pre-employment programs in fields such as aircraft maintenance, automotive, building trades, photography, electronics, radio and television, welding and other areas. Programs are offered principally in the 11-12th grades for three hours per day.
- 17. Post-Secondary Vocational Education - designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. The term shall not be limited to vocational education at the level beyond grade 12 if the vocational education needs of the persons to be served require vocational education at a lower grade level. (American Vocational Association)
 - 18. Pre-employment Training - instruction and practice in the skills and principles of an occupation or payroll job, given to persons before their placement on a job. The instruction may be given as a formal course or curriculum, or it may be a short intensive program of orientation and instruction immediately prior to employment. (American Vocational Association)
 - 19. Programs - as used in the State Plan for Vocational Education refer to instructional programs. For example: In vocational agriculture, the comprehensive or production aspect would be considered one program; the

cooperative and pre-employment parts would be considered as additional and separate programs; the adult activities would be considered as an adult program. Using this definition, one teacher could be operating three programs in vocational agriculture. Similar applications could be made to other vocational areas.

- 20. Secondary - is grades 7-12, but as used in this report usually has reference to High School or grades 9-12 with a distinction being made between Junior and Senior High School students.
 - 21. Technical Education - the branch of education devoted to instruction and training in occupations above the craftsman or trade levels, but generally not professional in nature. Instruction may not be baccalaureate in content but is evaluated usually by credit criteria rather than by clock hours. The courses qualify persons for employment in paraprofessional positions and as technicians, engineering aides and production specialists. (American Vocational Association)
- As reported elsewhere in this report - Technical Education at the secondary level in Texas means electronics programs in the Vocational Industrial Education Division and data processing in the Vocational Office Education Education Division of TEA.
- 22. Technical Institute - a school whose purpose is to educate and train persons for careers in vocational and technical fields at levels beyond the twelfth grade. Usually it is so designated to distinguish it from the junior college and the community college, whose purposes may be both vocational-technical and academic. (American Vocational Association)
 - 23. Vocational Education Unit (VEU) - is a term used to identify the financial obligation of the Minimum Foundation Program as it relates to Vocational Education. Units are allocated based upon State Board of Education policies to local schools. Units are measured as 1, 1/2 or 3/4. When one unit is used, it means one teacher. When 1/2 unit is used it can mean that the Minimum Foundation Program is charged for one-half of the teacher salary and the local district pays the remaining but assigns the teacher full-time into vocational duties OR a 1/2 unit may be allocated to two different and neighboring school districts with the one teacher spending 1/2 time in each of the two districts. When 3/4 unit is used, it means that the local district must pay 1/4 of the cost of the unit, but assign the teacher full-time duties in vocational education. For this reason the total units in vocational education, for example, may be 6150, but the number of vocational teachers could be 6175.
 - 24. Vocational Education - vocational or technical training or retraining which is given in schools or classes.....and is conducted as a part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or subprofessionals in recognized occupations and new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree. (American Vocational Association)

This is a reprint of a Glossary of Terms published by the Advisory Council in January 1973

**The Advisory Council
for Technical-Vocational
Education in Texas**



**P.O. Box 1886
Austin, Texas 78767
Phone
(512) 475-2046**