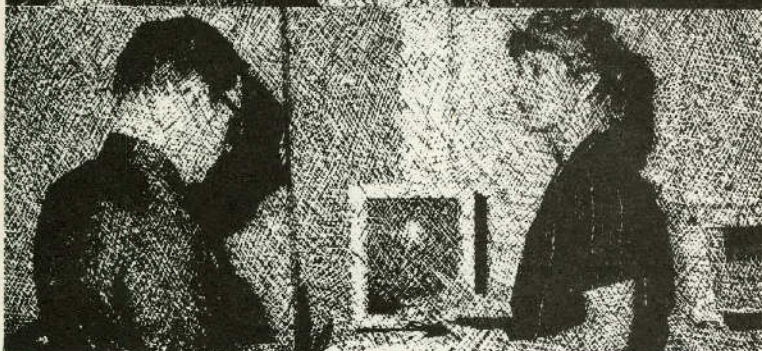
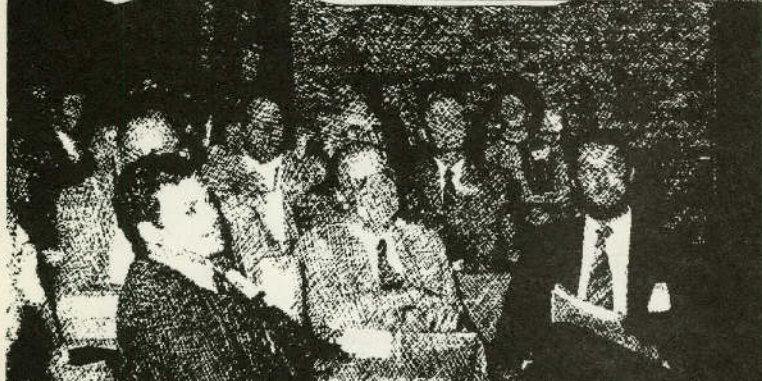
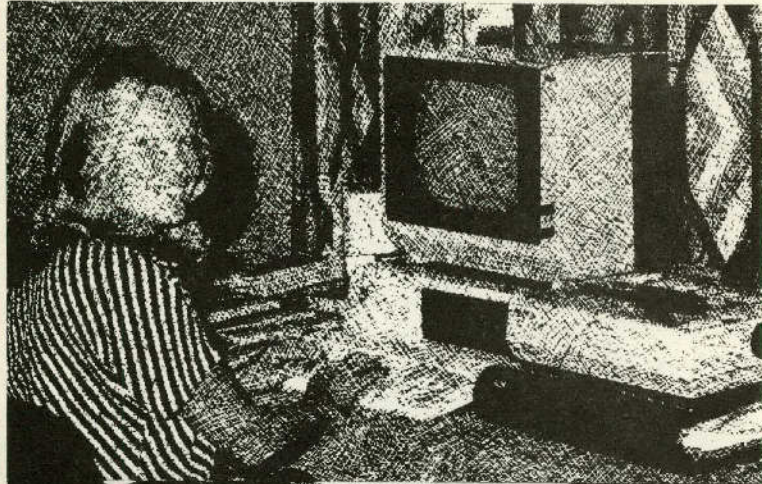


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Unified Report

to the

State Board for Vocational Education

Governor of Texas

State Legislature

by
The Advisory Council
for Technical-Vocational
Education in Texas



December 1982

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This is an equal opportunity Advisory Council and is dedicated to a policy of non-discrimination in employment. Qualified applicants will not be excluded for consideration and/or employment because of age, race, creed, color, sex, religion, national origin or qualified handicap.



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Robert Hunter
Abilene

EXECUTIVE DIRECTOR

Alton D. Ice
Austin

VICE CHAIRPERSON

Cletus G. Michel
El Paso

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

(Advisory Council to the State Board of Education)
P.O. Box 1886
Austin, Texas 78767
512/475-2046

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December 1, 1982

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

The Council's 13th Annual Reports to the State Board for Vocational Education and Governor, and its Biennial Report to the Legislature are incorporated into this Unified Report to reduce duplication of information and effort, as well as to conserve resources.

This Unified Report is submitted in response to requirements of Public Law 94-482 and the Texas Education Code, Chapter 31.

This document provides a rather comprehensive status report on Technical-Vocational Education in Texas, makes some recommendations for further improvement of programs, and identifies unmet needs.

The report is organized into sections to facilitate review and comment by recipients. The Council urges that all sections be reviewed and not just the recommendations.

The report, upon review by the State Board for Vocational Education, will be transmitted to the Secretary, U.S. Department of Education and Chairman, National Advisory Council on Vocational Education.

Sincerely,

Robert D. Hunter
Chairperson

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."



1836-1986

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Commendations

Several major state level legislative and policy changes affecting vocational education have transpired in just the past two years.

The Advisory Council commends the Governor, State Legislature, and State Board for Vocational Education for their actions regarding:

1. enactment of legislation to pay every secondary level vocational teacher for two years of business and industry work experience required for certification.
2. appropriation of \$5 million in state funds for the purchase of instructional equipment for use at the secondary school level.
3. enactment of curriculum reform legislation which recognizes vocational education as a part of a well-balanced curriculum.
4. enactment of legislation calling for a comprehensive study of vocational education to improve its quality and delivery.
5. passage of substantial pay increases for all public school teachers.
6. a special allocation to secondary school districts from general revenue funds in support of vocational education.
7. passage of policies improving the allocation of teacher units and allowing extended contracts for pre-employment laboratory teachers.
8. work begun on revamping teacher education and certification.

Thanks to the State Board for Vocational Education, the State Legislature, and the Governor, the recruitment and retention of vocational teachers will be enhanced, and vocational educators will be in a much better position to implement new programs in response to community needs.

Industry Leaders Denote High Technology at Work

Electronics, computers, word processors, and robotics are elements of high technology.

High technology is at work revolutionizing communications and marketing, design and manufacturing, energy development and health care, aerospace and national defense.

High technology is at work impacting on the types of jobs that are available, the performance of jobs, the ways people are educated, the programs to be offered and skills to be taught.

High technology is at work changing the home, the way we entertain ourselves, and the way we care for ourselves.

High technology is at work, necessitating closer industry and education ties as we work for a better tomorrow...today.

--Script from Opening Slide Presentation
Statewide Conference on High Technology

The Advisory Council and Texas Education Agency co-sponsored a Statewide Conference on High Technology, October 7-8, 1982, in Austin.

Nearly 400 individuals from across Texas, mostly educators, heard leaders from industry explain that high technology is a part of the "here and now." They stressed that education must change both what and how it teaches to keep up with the technological revolution this country will undergo in this decade.

The five-ton computer of the 1950s is now the size of a wristwatch. There will be more information generated, stored, and retrieved in the next 10 years than the previous 10 centuries.

Everything about a product - design, analysis, drafting and documentation - can now be done on a computer before it is ever manufactured.

Robotics is not very big in Texas right now, but will be within five years. There will be a day very soon when robots, using artificial intelligence, will put whole products together, using a pile of parts, and being able to speak while they do it.

"Smart machines," will increasingly replace and displace people in the work place, but at the same time, people must be trained to design, build, operate and maintain these machines.

Dramatic growth exists in the demand for computer technicians, computer operators, computer programmers, and systems analysts. Electronic technicians are in greater demand today than ever before.

Computers will become as common as the telephone, touching every office and home.

The salesperson, the draftsman, the office worker, the homemaker, the rancher, the teacher, the auto mechanic, the welder, the nurse, the student -- all are going to need "computer literacy" skills.

The future success of the United States is linked to its capacity to compete in an increasingly technological world.

Technological innovation is largely brought about by the work of scientists, mathematicians, engineers, and technicians.

The U.S. currently ranks 15th of the 19 major industrialized countries of the world in the number of scientists and mathematicians graduating each year from our schools. Only 50 percent of American students study science or math beyond the 10th grade. Japan turns out 5 times as many engineers and technicians as does the U.S.

Many industries in Texas have one thing in common, and that's severe shortages of skilled workers.

One participant at the high technology conference, who was a teacher, went back home and made the following recommendations to his superiors:

1. recognize the impact of high technology on the school district's educational system.
2. establish a dialogue with industry and government aimed at evaluating the educational products of the school district vis a vis the high technology impact.
3. establish a requirement for all school district teachers to become computer literate.
4. establish a high technology information and career awareness program within the school district.
5. implement a program aimed at giving every school district student the opportunity to become "computer literate" prior to graduation from high school.

High technology is indeed a part of the "here and now." Some

school districts and post-secondary institutions have already formed high technology advisory committees. Others will follow suit. *It would behoove all educational entities in Texas, secondary and post-secondary, to perhaps follow the recommendations listed above.*

The Council addresses the issue of "computer literacy" in this report. See page 11. There will be a Proceedings of the High Technology Conference published and disseminated.

Technology Conference, Surveys Among 1982 Activities

Technology Conference:

The Advisory Council co-sponsored a Statewide Conference on High Technology. It was held October 7-8 in Austin. Nearly 400 people attended.

The conference focused on the impact of high technology on the types of jobs available, the performance of jobs, the ways people are educated, the types of programs to be offered and skills to be taught.

A summary of the conference begins on page 1 of this report. The conference was the Council's public forum activity for 1982.

Council Surveys:

The Council conducted three statewide surveys in 1982. Two of the surveys focused on gathering an assortment of information from school districts and post-secondary institutions. The third focused on vocational teacher certification programs.

The surveys of school districts and post-secondary institutions sought information on teacher shortages, curriculum, efforts to serve special populations, program evaluations, the gathering and value of data and information, the use of advisory committees, linkages with other groups, and problems/needs in the area of funding.

All post-secondary institutions and 300 of the 950 school districts which offer vocational education in Texas were surveyed. A response rate of 94 percent was achieved for both groups. The school district respondents enroll 78 percent of all secondary level vocational students in Texas; thus, the Council feels the survey results represent the overall vocational scene in Texas.

The teacher certification survey sought information as to the adequacy of certification courses in preparing vocational teachers to perform a variety of functions in their jobs. Four hundred teachers who completed vocational certification courses within the past three years were picked at random, with 44 percent responding.

Information from all three surveys is used in various parts of this report. Copies of the survey results are available from the Council office.

In connection with teacher certification, the Council held a public hearing on this subject in August 1981. The results of the survey and the 1981 hearing were made available to the Commission on Standards for the Teaching Profession in October 1982 at a Commission hearing in Houston.

Advisory Committee Activities:

The Council continued follow-up activities in 1982 on a series of 20 Regional Workshops on Local Advisory Committees. The workshops, held across Texas in late 1981, sought to improve the organization and use of local vocational committees. Over 2,500 people attended the workshops.

Slide shows, a brochure, a handbook, and a workshop kit on the use of vocational advisory committees are available from the education service centers. The materials, which premiered during the workshops, are available for purchase from the Texas A & M University Curriculum Materials Center. They were developed at the request of the Council.

A follow-up survey of local advisory committee members is planned for 1983, drawing a sample from those who participated in the workshops, to assess progress in the use and work of local committees.

Public Information Project:

The Council, in working with the Vocational-Technical Education Development Foundation, continued the implementation of a State-wide Public Information Project. The project is designed to improve the image of vocational education by getting the "secret" out on the job opportunities and benefits available to people with vocational training.

Public information materials available in the Fall 1982 were: a poster, two bumper stickers, a Vocational Trade Fair Handbook, a slide show, entitled "Taking Chances," aimed at prospective students, and an accompanying brochure, entitled "It Takes More Than Luck to Get Up There."

Public service announcements for radio and television will be available in the Spring 1983.

Materials being developed for completion in the Summer or Fall 1983 are: Public Information Cookbook, and a videotape presentation on each vocational student organization.

The Council made a presentation on the public information project at each state inservice workshop for vocational personnel in the Summer of 1982.

Sunset Review:

The Council has been under review by the Sunset Advisory Commis-

sion. An extensive analysis of the Council's activities has been carried out in the process. The Texas Legislature will act on the recommendations of the Commission when it meets in 1983.

Council Meetings:

The Council met seven times in 1982. Four meetings were held in Austin. Meetings were also held in El Paso, Huntsville, and San Antonio.

Major agenda items included reviews, reports, and discussions on: State Plan for Adult Education; Serving Minority Students through Private Vocational Schools; Equity in Vocational Education; Oklahoma Vocational Programs; Local Advisory Committees in Action; Vocational Student Organizations; Texas Department of Corrections Programs; Building Loyal Productive Citizens; State Plan for Vocational Education and Accountability Report.

Major agenda items also included: Annual Report of the State Employment and Training Council; Research Projects Conducted by San Antonio College; Statewide Conference on High Technology.

While in El Paso, the Council toured vocational and adult education facilities and programs within the El Paso Community College District and the El Paso and Ysleta Independent School Districts. The meeting in Huntsville involved a tour of programs and facilities within the Texas Department of Corrections.

Two of the meetings in Austin involved a tour of private vocational schools and participation in the State Inservice Workshop for Marketing and Distributive Education Teachers. While at the M/DE workshop, the Council participated in a joint luncheon with the State Marketing and Distributive Education Advisory Committee.

The meeting in San Antonio included a tour of the South Central Texas Regional Training Center and participation in the National Adult Education Conference.

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

The 25 Council members, serving without pay, gave over 260 work days in 1982 to formal Council and committee meetings and hearings.

Council Committees:

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

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

The Council forms Ad Hoc committees on an as needed basis. An Ad Hoc Committee on Curriculum Reform was established and met several times in 1982 to review curriculum reform issues as they relate to vocational education. The State Legislature, in passing HB 246 in 1981, called for sweeping changes in the public school curriculum. The Council's Ad Hoc Committee will culminate its efforts with a position paper in 1983.

Linkages with Other Groups:

The Council, in fulfilling its responsibilities, was represented by appointment on or invitation to attend numerous external councils or committees in 1982.

Among these were:

1. Texas Education Agency Task Force on the State Plan for Vocational Education, which met several times in developing the 1982 State Plan.
2. State Apprenticeship and Training Advisory Committee, which advises the Texas Education Agency on forms, formulas, and procedures for requesting appropriations and distributing funds.
3. State Occupational Information Coordinating Council, which coordinates the gathering and flow of occupational information among several agencies in Texas.
4. State Employment and Training Council, which advises the Governor in the administration of various parts of the Comprehensive Employment and Training Act (CETA).

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

Members of the Council and staff participated in numerous education related meetings, such as inservice workshops for teachers, national conferences on vocational and adult education, workshops on serving the handicapped, meetings on curriculum reform and teacher certification, and meetings of local vocational advisory committees.

Council Reports:

The Council submitted its 12th Annual Report to the State Board for Vocational Education in February 1982. The report focused on: Milestones in Vocational Education; Status of Vocational Education in Texas; Statement on Vocational Education Data; Vocational Education Issues in Review; and Recommendations.

In July 1982, the Council submitted a "Special Report" to the State Board for Vocational Education, containing legislative recommendations.

Both reports are available from the Council office. A review of the recommendations contained in both reports begins on page 14 of this report.

Of course, a portion of 1982 was devoted to developing this report.

In addition to its formal reports, the Council frequently publishes the results of surveys and analysis. The Council conducted an indepth analysis of adult education in Texas in 1982. The results of that analysis are available from the Council office.

Newsletter:

A newsletter was published monthly in 1982. Entitled "ACTVE News," the newsletter kept readers abreast of current developments in the field of vocational education, including activities of the Council.

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

As an example of newsletter coverage, the ACTVE News carried an article detailing the Council's review of facilities and programs within the Texas Department of Corrections. There was a very favorable response from readers to the article.

Council Recommendations to State Board for Voc Ed

I. Personnel Development:

The present system of state inservice workshops for the professional development of vocational personnel at the secondary and post-secondary levels is sound. The system makes an excellent contribution to the personnel development needs of Texas.

The Council has observed many inservice workshops, and commends those responsible for their planning and implementation. Generally, the people responsible for the workshops conduct evaluations of the inservice activities and involve individuals from local institutions in planning subsequent workshops.

Inservice workshops, using a great deal of innovation, are planned around a variety of topics and activities which permit vocational personnel to participate in those activities which best meet their individual needs and expertise.

Rapid changes taking place in the work place make it necessary that special attention be given to activities which will keep vocational personnel up-to-date in their respective fields. Keeping this in mind:

It is recommended that the State Board for Vocational Education support the following suggestions for improving personnel development activities:

- 1. include in each state inservice workshop information on the latest developments within the field(s) being addressed by each workshop, especially with regard to changes in technology and skills.*
- 2. fully utilize funds available for personnel development from Subpart 3, which provides funds for program improvement, to get the very best resources available for the inservice activities.*
- 3. consider reinstating a program of Personnel Interchange in order to improve opportunities for vocational teachers to get hands-on experiences in industry that are related to their teaching field.*
- 4. encourage local vocational administrators and supervisors to work with instructional personnel in developing individualized personnel development plans to address the specific needs of individual teachers, through attending industry training programs, monitoring instructional programs in their field in public and private schools, and other activities which can contribute to the updating of personnel.*

5. *that attendance records be kept for each state inservice workshop and that such records be provided the sending district and institution.*

II. Adult Education (Academic):

The current State Board of Education policy framework on Adult Education was developed following the passage of state legislation in 1973 (HB 147). This legislation is codified as Section 11.18 of the Texas Education Code.

Adult Education is delivered through a co-op system, whereby school districts, post-secondary institutions, and education service centers share in the planning and delivery of adult programs. The state is presently divided into 48 cooperatives, which facilitate maximum services to a maximum number of adults.

The Council has observed several co-ops in operation, and has conducted an analysis of the state's entire co-op system. Several aspects of this delivery system have impressed the Council. They include:

1. administrative and fiscal management are consolidated into cooperatives to gain the greatest degree of economy and effectiveness.

2. cooperative activities have produced some excellent activities in the areas of curriculum and personnel development.

3. local school and institutional administrators can, through the cooperative, offer adult basic education services to their patrons without the need for outlays for administration and supervision.

4. through cooperative activities and pooling of resources, a number of services can be provided, such as: supervision of instructional activities, promotion of services, media and other instructional resources that would not be available on an individual district/institutional basis, particularly in the 900 smaller school districts of the state.

The Council's analysis of the co-op system, conducted in 1982, focused on geography, enrollments, cost of serving students, efficiency of size, and administration.

The co-op delivery system is "only generally" recognized in present State Board of Education policy. Criteria governing size and operation of co-ops is not recognized.

As the policy framework for adult education is rewritten:

It is recommended that the State Board of Education:

1. *recognize the co-op in policy as the vehicle for the delivery of adult education programs and services in Texas.*

2. *incorporate into policy criteria for the operation of Adult Education Cooperatives to achieve the following:*

a. *determine the most cost effective size of the cooperative;*

b. *essential elements needed to assure efficient management in all cooperatives.*

c. *such other criteria that would further strengthen the very fine system now in place.*

III. Adult Education (Vocational):

The Statewide Conference on High Technology emphasized that technology in the work place is fast changing. The level of skills needed by workers is rising. The frequency by which workers need to upgrade their skills or retrain is increasing.

The nature of adult vocational education is varied. There are many workers who must be completely retrained because of obsolete skills, which sometimes necessitates long periods of training, while other workers simply need to upgrade skills through short periods of training that can be accomplished without disruption of employment.

Many large employers have the capacity to upgrade or retrain their employees; however, an increasing amount of this training must be done by external resources. National figures indicate that approximately 10 percent of the work force require some upgrading or retraining each year. Presently, Texas enrolls about 4 percent of the work force in any given year in some type of adult vocational education training.

The lack of management skills in smaller businesses is particularly evident during this time of difficult economic circumstances. Business failures are greater than at any time in our recent history. The impact of this situation on employment is realized when we consider that 80 percent of new jobs are generated by businesses that employ 20 or fewer workers. Managers must have not only a basic understanding of management, but also, be informed on the latest developments in management and the multitude of factors that impact management and how they can deal with such factors.

It is recommended that the State Board for Vocational Education:

1. *seek funds for and establish a unit of specialists within the Texas Education Agency, Texas State Technical Institute, or other appropriate host institution to respond to a variety of needs in adult vocational education, such as:*

a. *review training systems, curriculum, and other resources available in the public and private sectors of the nation and assist local districts and institutions in securing and adapting these resources to local needs.*

b. *work with industrial and adult coordinators in the local districts and institutions in identifying training needs, and facilitate the resources to address such needs.*

c. *provide productivity and management training on a statewide basis to enhance the economic well-being of the state.*

d. *coordinate activities and services at the state and local levels to enhance the training and retraining of workers to achieve maximum productivity and economic development.*

IV. High Technology and Vocational Education:

The Statewide Conference on High Technology, held in Austin in October 1982, emphasized the importance and impact of technology on vocational education.

Much of the technology impacting on vocational education is computer related; consequently, the Advisory Council will address this aspect in this recommendation. This is not to de-emphasize other aspects of technology.

The office setting has been heavily impacted by technology as we have moved from memory typewriters, to word processors, to very sophisticated and comprehensive text storage and printout systems. Such rapid changes make it very difficult to keep equipment and instructional personnel up-to-date in vocational education. This is especially true in Vocational Office Education.

During 1982, Texas A & M University conducted workshops for vocational agriculture teachers on the basic operation and application of microcomputers in the field of agriculture. Over 100 teachers participated. More workshops are planned. One participant in the workshop from a relatively small school district is developing a proposal for joint usage of a microcomputer by the vocational agriculture, vocational office, and math departments.

Computers are in frequent use in many school districts, post-secondary institutions, and education service centers for instructional purposes. However, the extent of these resources and how effectively they are being used is not currently known.

There are many useful applications of computers for instruction in all areas of education. In vocational education, the applications are for instruction as well as job performance. Even though some occupations do not require direct use of computers, practically all are at least influenced by computers. Computer literacy is very important for teachers and students alike.

It is recommended that the State Board for Vocational Education:

1. *conduct a statewide computer resource, utilization, and needs survey of secondary and post-secondary institutions as it relates to instruction.*

2. develop a plan of action for developing computer literacy among vocational personnel and students, and expanding current microcomputer technology in the vocational education curriculum.

3. secure funding, implement the plan, and develop evaluation and revision activities to assure that changes in technology and needs are reflected in materials available for the system.

Status of Council Recommendations

Since 1970, and prior to this report, the Advisory Council has made 255 recommendations to the State Board for Vocational Education. In some instances, recommendations were made to update or refocus on previous recommendations. On other occasions, recommendations were made to emphasize or demonstrate a continuing need. The most notable examples are the recommendations on "credit for work experience." The first recommendation was made in 1970 on this subject. Eight additional recommendations were made in subsequent years, and in 1981 the Legislature passed a law implementing the recommendation.

The following is a status report on the Council's 255 recommendations, as of July 1982. In developing this status report, some judgments had to be made. Every aspect of a recommendation may not have been addressed and in some cases is no longer applicable or no longer a concern.

1. Accepted and action complete.	133 items	52%
2. Accepted and action in progress.	72 items	28%
3. Accepted but no action.	23 items	9%
4. Returned for further study.	2 items	1%
5. Recommendations rejected.	18 items	7%
6. Items recommended in June 1982 on which no formal action had been taken at the time of this analysis.		
	<u>7 items</u>	<u>3%</u>
	255 items	100%

To obtain a copy of the 65-page status report on previous recommendations, contact the Advisory Council office.

Status Report on Previous Recommendations

The Advisory Council published two other major reports in 1982, both of which were to the State Board for Vocational Education.

In February, the Council submitted its 12th annual report, entitled "Successes and Challenges." That report made recommendations in three areas; (1) vocational student organizations; (2) utilization of resources; and (3) multiple cooperative programs.

In July, the Council submitted a "special report," containing legislative recommendations. That report addressed: (1) transportation; (2) vocational teachers; (3) instructional materials; (4) allocation of units; (5) area vocational school jurisdictions; (6) post-secondary equipment needs; and (7) adult education.

Following are summaries of Council recommendations and State Board responses.

12th Annual Report Recommendations

I. Vocational Student Organizations:

On the subject of vocational student organizations, the Council recommended that:

1. a policy statement be developed supporting vocational student organizations.
2. the state staff provide technical assistance/support to student organizations at all levels.
3. teacher education programs be strengthened as it relates to preparing teachers to effectively organize/support vocational student organizations.
4. student leaders/advisors determine ways of achieving organizational activities and experiences within limited resources.
5. vocational student organization activities be further developed at the post-secondary level.

In its response, the State Board indicated that the State Plan for Vocational Education has contained provisions in support of vocational student organizations since 1977-78, and that it plans to

include a statement in board policy when they are updated, possibly in 1983.

The State Board indicated that job descriptions of the state staff provide for technical assistance/support; that teacher education programs include information on student organizations; that changes in activities have been made due to limited resources; and that efforts will continue to be exerted to develop student organizations at the post-secondary level.

II. Utilization of Resources:

Recommendations on this subject called for:

1. a review of constraints and barriers to the effective utilization of vocational programs, facilities, institutional levels and settings, advisory committees, and other resources.

2. that a plan of action be developed to eliminate constraints and to facilitate articulation between educational programs and levels.

In its response, the State Board said that when the results of the legislative mandated study of vocational education (HCR 23) and curriculum reform legislation (HB 246) are implemented, a plan of action will be developed to enhance program articulation and resource utilization.

III. Multiple Cooperative Programs:

The recommendation on this subject called for the State Board for Vocational Education to develop rules which will allow small school districts to offer a vocational program which addresses more than one occupational area (i.e., marketing, industrial, office, health, etc.) in the placement of students at job training stations in the community.

In its response, the State Board said there are currently four multiple occupational training units in operation in small schools. An exemplary and innovative project, focusing on these programs, is scheduled for 1982-83 to secure information for developing appropriate guidelines and procedures for necessary future program expansion.

Special Report Recommendations

I. Transportation:

On this subject, the Council recommended that current law be changed to allow payments to individuals for reimbursement of transportation expenses incurred while participating in vocational education when it is not economical to use school-owned vehicles. Often, a student must go to another campus or school district for a vocational program.

In its response, the State Board said the present system for transportation seems to be adequate. To make the change would add a tremendous liability to participating school districts.

II. Vocational Teachers:

The Council recommended that current law be changed to allow post-secondary teachers to instruct high school students without having to be certified to teach at the high school level. This would apply in situations where a school district contracts with a post-secondary institution to provide vocational training to some of its students.

The State Board concurs with the recommendation but does not believe this will require an amendment to law. The Board plans to adopt a rule specifying that teachers approved by the Texas Education Agency to teach vocational students at the post-secondary level do meet the requirements for contracted instruction.

III. Instructional Materials:

On this subject, the Council recommended that current law be amended raising the state allocation per vocational teacher unit for instructional materials from \$400 to \$600, and that the allocation as it applies to pre-employment laboratory units be increased to \$1,000.

The State Board concurs with the proposition that additional state funds for instructional materials and supplies would benefit the existing vocational education units; however, due to limited funds available, this recommendation is not considered a priority area.

IV. Allocation of Units:

The Council recommended that statutory and/or policy provisions be made to make adults eligible students for the allocation and re-allocation of vocational teacher units under the Foundation School Program.

In its response, the State Board said that to expand the Foundation School Program to include adults would have a tremendous economic impact on not only vocational education but also the entire educational system in Texas. The current systems for serving adults appear to be adequate.

V. Area Vocational School Jurisdictions:

On this subject, it was recommended that current law be amended to make provisions for Area Vocational Schools that would cross county lines and/or encompass parts of several counties based on a jurisdiction that would serve the needs of citizens for vocational education.

The State Board said that currently, the cross-county jurisdiction issue is being studied in South Texas; however, preliminary investigations suggest that amending the law may not provide sufficient authority to deliver vocational services equitably among the school districts involved. It appears premature to recommend legislative changes until the most appropriate methods for addressing this situation can be identified.

VI. Post-Secondary Equipment Needs:

The Council recommended that \$5 million be appropriated to the Texas Education Agency during the 1984-85 biennium for the purchase of equipment to initiate or redirect occupational education programs at the post-secondary level to train people for jobs in skill shortage areas.

The biennial budget proposed by the Texas Education Agency requests \$5 million for post-secondary programs and \$5 million for secondary programs for each year of the biennium, for a total of \$20 million.

VII. Adult Education:

On this subject, there were two recommendations:

1. that \$15 million in state funds be appropriated the first year of the '84-85 biennium and \$17.5 million in state funds be appropriated the second year of the '84-85 biennium for use in providing adult academic education.

2. that \$3 million in state funds be appropriated the first year of the '84-85 biennium and \$5 million in state funds be appropriated the second year of the '84-85 biennium for use in providing adult vocational education.

In its response, the State Board said the importance of adult education is recognized. The biennial budget proposed by the Texas Education Agency requests an increase in funding for adult education, raising the amount from \$7.2 million per year for the 1983-84 biennium to \$10 million per year for the 1984-85 biennium.

Enrollments, Completions Denote Voc Ed Status

Enrollments:

Vocational education in Texas served over 957,000 persons in 1982, 75 percent more than in 1970.

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

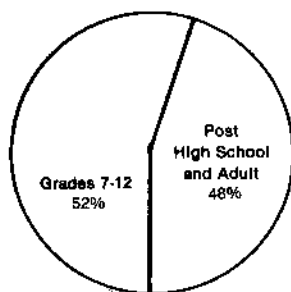
Individuals were provided opportunities to develop occupational skills for use in business, industry and homemaking.

Vocational education in 1982 also provided career exploratory programs for junior and senior high school students, as a means of acquainting them with the many career opportunities in the economy. Such exposure is to help students make realistic career choices. Such programs enrolled 6,400 students in 1970.

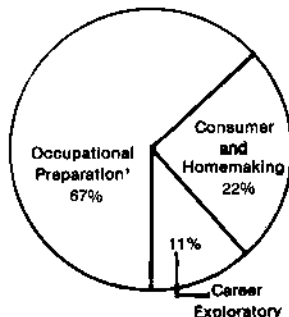
Table 1 displays where vocational enrollments were in 1982, the instructional emphasis of the enrollments, and the specific program areas in which instruction was received.

Table 1—1981-82 Vocational Education Enrollment (957,789 students)

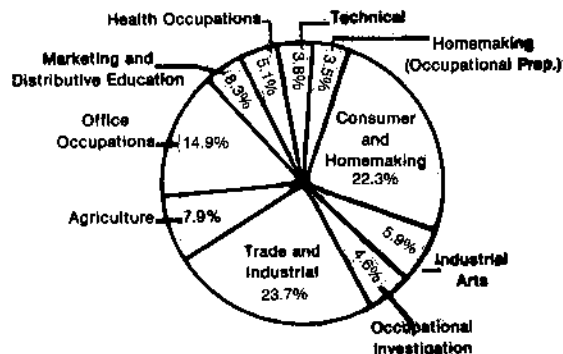
Where Enrolled



Enrollment Emphasis



Program Enrollment



*70,530 students in this grouping received their vocational training on public school district campuses, with the remaining students receiving instruction through public community colleges and the Texas State Technical Institute System.

†Just over 8% of voc. ed. students participated in co-op training programs, where they attended school for one half day and worked at a job in the community the other half school day.

Table 1 Source: 1982 Vocational Education Data System (VEDS)
Texas Education Agency

Special Focuses:

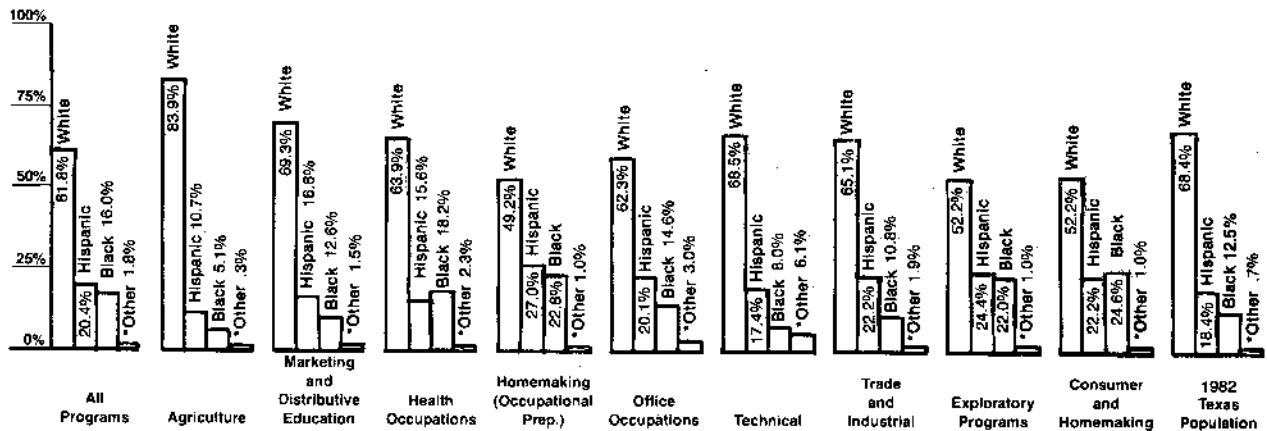
Legislative mandates over the years have encouraged vocational education to pay particular attention to serving handicapped as well as economically and educationally disadvantaged persons.

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

Table 2, below, and Table 3 on the next page display vocational enrollments in 1982 by ethnicity and sex in each program area. Table 4, page 21, depicts vocational education's efforts to serve handicapped persons.

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

Table 2—1981-82 Vocational Education Enrollment Ethnic Composition



*Other category includes American Indian/Alaskan Native, Asian or Pacific Islander, and Non-Resident Alien.

Table 2 Source: 1982 Vocational Education Data System (VEDS)
Texas Education Agency

Table 3—1981-1982 Vocational Education Enrollment by Sex

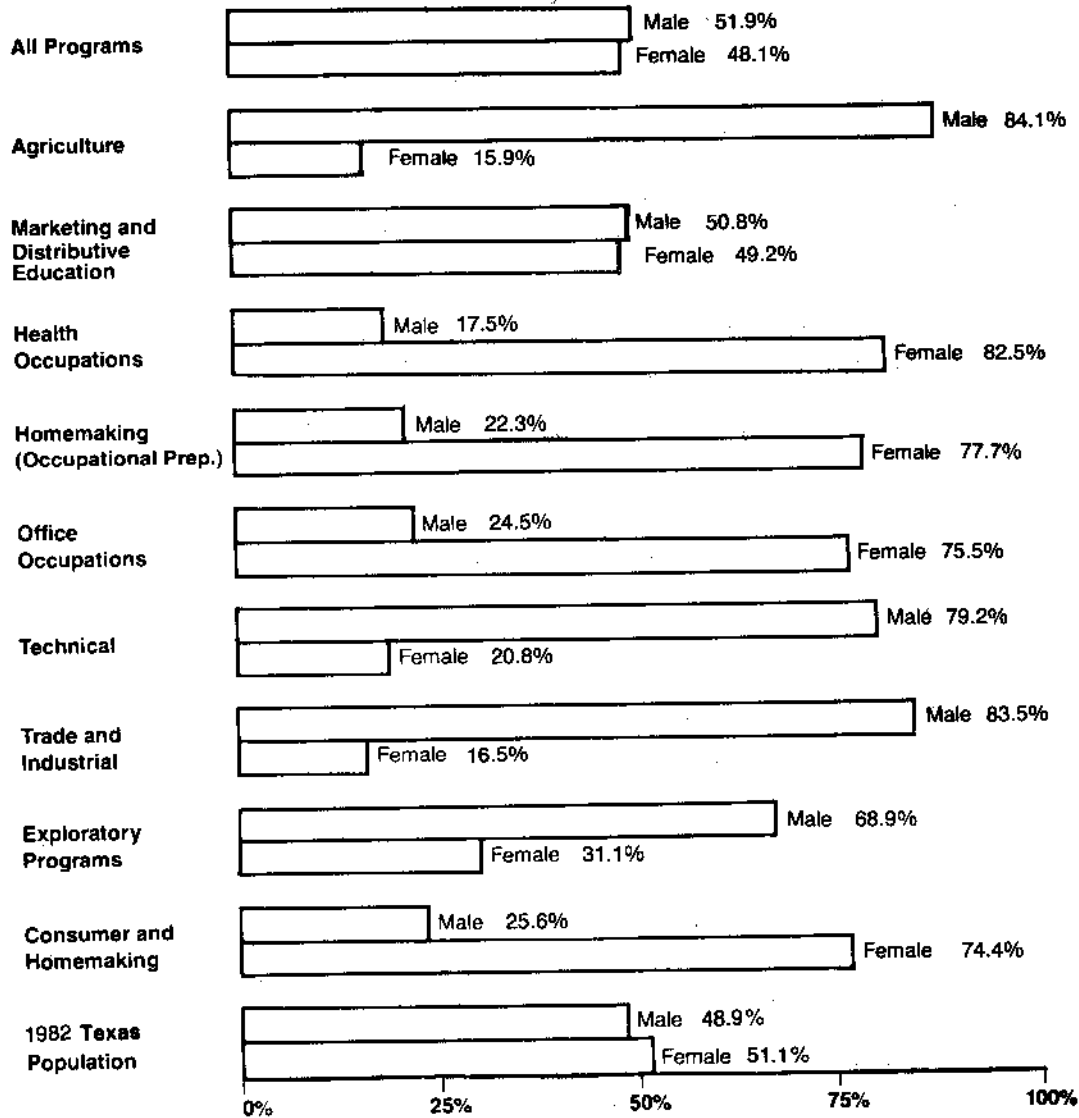
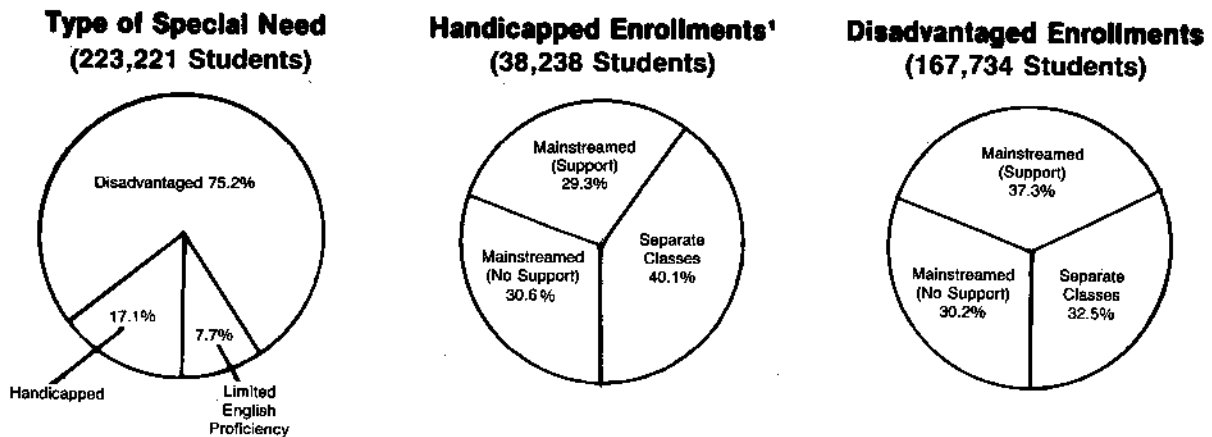


Table 3 Source: 1982 Vocational Education Data Systems (VEDS)
Texas Education Agency

Table 4—1981-82 Vocational Education Special Populations Enrollments*



*Out of 957,789 students served by vocational education in 1981-82, 23% were identified as having "special needs." A breakout is not shown for LEP (Limited English Proficiency) students; however, 29% were mainstreamed with no support, 44% were mainstreamed with some support.

Table 4 Source: 1982 Vocational Education Data System (VEDS)
Texas Education Agency

Status of Completions:

Table 5 on the next page displays the "status" of vocational students who completed occupational preparation programs in 1981, the latest year for which completion data is available.

Sixty-four percent of the completions in 1981 entered the labor force and were available for employment. This compares to a 53 percent rate in 1970.

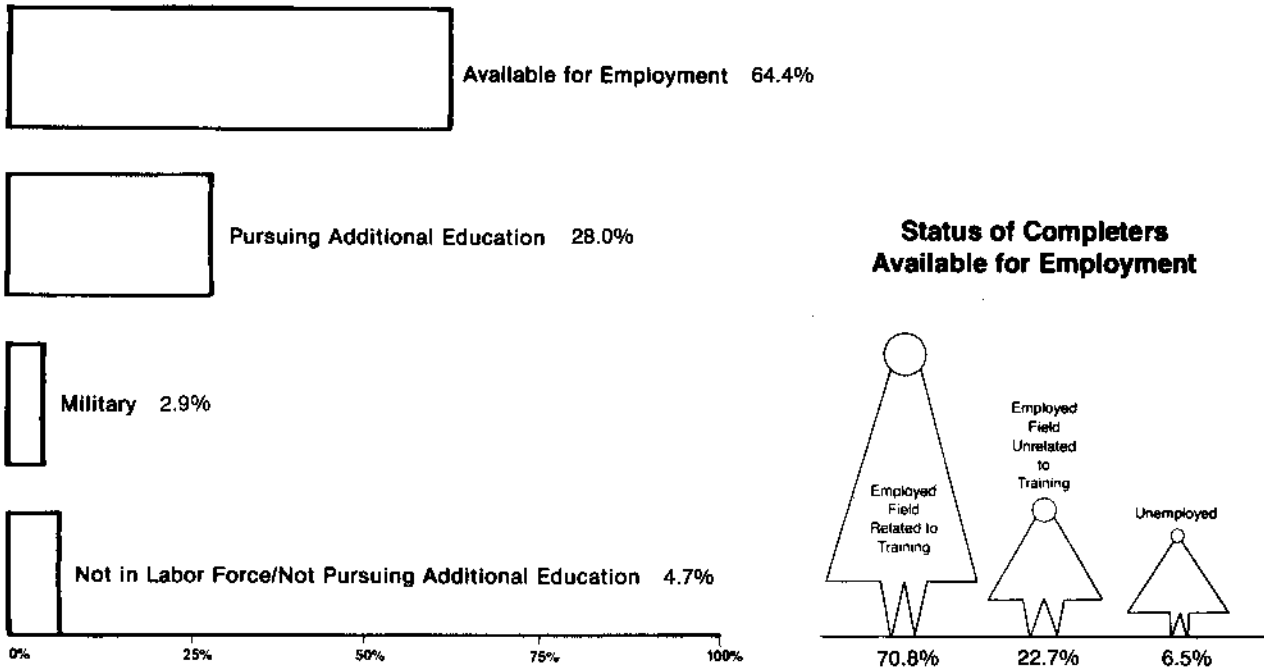
Fewer vocational graduates were unemployed in 1981 than in 1970 at the time follow-up studies were conducted. Vocational education completers entering the labor force have consistently experienced unemployment rates no more than half as much as those rates reported for their age bracket.

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

It is the Council's opinion that timely and meaningful management decisions affecting programs, services and directions for voca-

tional education cannot be rendered in the absence of reliable supply/demand information.

Table 5—Status of Students Completing Vocational Education Programs*



*This table represents data compiled on vocational students completing programs in 1980-81, the latest year in which data is available. Percentages computed in this table are based on 75,511 completions, of which 48,626 were known to be available for employment. There were actually 94,886 completions; however, the Texas Education Agency listed 19,375 completions as "status unknown."

Table 5 Source: 1982 Vocational Education Data System (VEDS)
Texas Education Agency

Average Per Pupil Cost:

Table 6 on the next page displays the average per pupil cost to provide vocational instruction in 1982, the latest year for which financial data was available at the time this report was developed.

The figures shown relate directly to "instructional costs" and do not include the costs of administration, counseling and other factors included in the state's total vocational education expenditures.

This table relates to students served in grades 7-12 and at the post high school/adult levels.

When all funds spent for vocational education in Texas in 1982 (\$401.1 million) is compared to the overall number of persons served (957,789) in all programs, the average per pupil cost was \$418.

Table 6—1982 Average Per Pupil Cost for Vocational Instruction*

	Grades 9-12	Postsecondary/Adult
Agriculture	\$ 543.73	\$ 539.12
Marketing & Distributive Education	617.01	242.16
Health Occupations	637.91	1,236.60
Homemaking (Occupational Prep.)	610.18	665.99
Office Occupations	576.99	461.13
Technical	1,549.33	676.90
Trade & Industrial	828.37	658.16
Consumer & Homemaking	273.66	14.52
All Programs	\$ 502.35	\$ 466.12

*These figures represent average per pupil costs for 708,570 vocational students served in 1982 through regular programs offered at high schools, community colleges, and the Texas State Technical Institute System. This table relates strictly to "instructional costs," and does not include administrative costs. Per pupil costs were not computed for over 100,000 students who participated in career exploratory programs.

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

Table 6 Source: 1982 State Plan for Vocational Education
Texas Education Agency

Vocational Personnel:

There were 16,555 personnel working in vocational education in 1981, of which 14,405 were teachers. The remaining personnel were administrators, supervisors, consultants, and counselors.

Nearly 11 percent of vocational administrative/supervisor personnel were minorities, while 24 percent were female.

Response to Federal Rules/Regulations

Federal rules and regulations require the Advisory Council to conduct certain reviews and evaluations and to report the results in its annual reports.

This section is in response to specific rules and regulations, published by the U.S. Department of Education, October 3, 1977. The Advisory Council uses several strategies for conducting reviews and evaluations (i.e., public forums, Council meetings, surveys, analysis of data).

Voc Ed Goals/Objectives

1. *Evaluate the effectiveness of vocational education programs, services, and activities in meeting the goals/objectives set forth in the State Plan for Vocational Education. (104.97(a))*

Each year the Texas Education Agency sets forth expected goals, objectives and outcomes for the forthcoming year. These are listed in a State Plan for Vocational Education.

In the same state plan, the Texas Education Agency, through an "Accountability Report," cites projected and actual outcomes for the previous year.

The Advisory Council reviewed the Accountability Report for 1980-81. Sixty outcomes are listed under 15 objectives and six goals.

The outcomes related to information/technical assistance; enrollments; services for special needs groups; overcoming sex bias and stereotyping; research, exemplary and curriculum development projects; guidance and counseling; consumer and homemaking education; program evaluations.

Twenty-five of the 60 outcomes were met or exceeded, and another 12 outcomes were within 10 percentage points each of being met.

Areas in which outcomes were exceeded include the number(s) of:

- .secondary and post-secondary/adult students enrolled in vocational education;
- .disadvantaged persons enrolled in vocational education;
- .post-secondary/adult students enrolled in energy related programs;

- workshops/in-service meetings for administrators to increase awareness of sex bias, sex stereotyping, and sex discrimination:

- females enrolling in technical programs;

- exemplary and innovative projects.

Areas in which "reality" fell short of projected outcomes include the number(s) of:

- handicapped and Limited English Proficiency persons completing vocational education.

- secondary students participating in work study programs (for youth who need earnings from employment to continue voc ed);

- vocational students provided day care services;

- displaced homemakers, single heads of households, part-time workers, and women/men enrolled in voc ed who wish to seek employment in job areas traditionally considered for the opposite sex;

- males entering health and office occupations programs; females entering agriculture programs;

- local schools conducting evaluations and submitting reports;

- local schools evaluated by on-site visits of state staff and/or approved third party evaluators.

The accountability report also cited projected and actual federal and non-federal expenditures for 1980-81. Fewer federal funds than projected were expended for work study programs, support services for women, day care services, eliminating sex bias/stereotyping, and conducting evaluations.

Program Evaluations

2. Review the program evaluation results developed by the State (Texas Education Agency). (104.97(b))

The Texas Education Agency implemented a Vocational Education Evaluation System (VEES) in the fall of 1982. The system was over two years in the making.

There are 351 school districts and 32 post-secondary institutions included in the initial VEES survey. They have until January 1983 to complete and return all the forms. The Advisory Council will review the results.

The Council was involved in the development of the VEES. The Council is concerned now, as it was when the system was being developed, that the VEES is heavily "compliance oriented" and not sufficiently structured to benefit the planning and management of programs at the local level.

In the absence of a statewide evaluation system, the Advisory Council has had little to review in the way of program evaluations developed by the State.

The Texas Education Agency conducted 127 on-site monitoring visits in FY '81. Members of the Council and staff were extended the courtesy of participating in several visits as observers. The Council was impressed with the professionalism of the TEA and local level vocational staffs. The TEA itemized both the strengths and weaknesses of the local vocational programs. Local schools were very positive and receptive to suggestions for improving their programs.

The Advisory Council, itself, conducted surveys in May 1982 of local school districts and post-secondary institutions.

The Council surveys involved all post-secondary institutions in Texas which offer vocational and nearly 300 of the state's 950 school districts offering vocational. Over 92 percent of the school districts and 94 percent of the post-secondary institutions responded. The school districts who responded enroll 78 percent of all secondary level vocational students in Texas.

The surveys generated information regarding teacher shortages, administration of programs, benefits of contracting for instruction, constraints to implementing programs, coordination of resources, extent of services to special needs groups, evaluation activities, funding, etc.

According to the school districts, the top five evaluation indicators in determining the effectiveness of their vocational programs are: (1) quality of instruction in each program; (2) employer satisfaction with program graduates/leavers; (3) placement in jobs for which trained; (4) enrollment in each program; and (5) student's evaluation of program.

Post-secondary institutions use the same five evaluation indicators, except that they list "employer satisfaction with program graduates/leavers" as their number one indicator.

A "lack of facilities" is the number one constraint to local school districts implementing vocational programs. A "lack of funds for equipment" was mentioned most frequently by post-secondary institutions.

Over 83 percent of both the school districts and post-secondary institutions regard information provided by the Texas Education Agency useful to some extent in conducting occupational program evaluations in their school systems.

Copies of the survey results are available from the Advisory Council.

Federal Funding

3. *Review the analysis of the distribution of federal funds within the State submitted by the State according to the State Plan for Vocational Education and the Accountability Report. (104.97(c))*

According to the "Accountability Report for Fiscal Year 1981," published by the Texas Education Agency, Texas expended \$347.9 million on vocational education, of which \$56.2 million were federal dollars.

The \$56.2 million in federal funds is nearly \$10 million more than original expenditure projections. The expenditure of more federal dollars in FY '81 than anticipated is a result of "carry-over" funds from previous years rather than increases in dollars at the federal level.

In FY '81, Texas expended more dollars than projected on instructional programs; research and exemplary projects; guidance and counseling; special programs/services for disadvantaged persons; and consumer and homemaking education.

Fewer federal dollars than projected were expended on coordinated statewide planning; work study programs; support services for women; day care services; and evaluation.

In its 1982 surveys of local school districts and post-secondary institutions, the Advisory Council sought information regarding how federal funds are budgeted locally and in what areas federal cuts would hurt the most.

The Advisory Council found that nearly 70 percent of school districts offering voc ed spend 26 percent or more of their federal funds on travel in connection with personnel development and instructional support; 51 percent spend 26 percent or more on equipment; 33 percent spend 26 percent or more of their federal funds on supplies/materials.

Nearly 60 percent of post-secondary institutions offering voc ed in Texas spend 26 percent or more of their federal funds on equipment; 58 percent said they spend 26 percent or more on salaries; 10 percent spend 26 percent or more of their federal budget on supplies/materials.

Local school districts say that cuts in federal funds will hurt equally in the areas of "equipment" and "travel reimbursements." Nearly 41 percent of the districts responding to the Council's survey identified equipment. An equal percent identified travel reimbursements. Nearly 17 percent said cuts will hurt in the area of supplies/materials.

Forty-seven percent of post-secondary institutions offering voc ed said federal dollar cuts will hurt the most in the area of "equipment." Nearly 14 percent identified supplies/materials and 10 percent indicated salaries.

Recommended Changes

4. *Recommend changes in programs, services, and activities as may be considered necessary by the State Advisory Council based on the results of its evaluation. (104.97(d))*

Since its establishment in 1969, the Advisory Council has made over 255 recommendations which impact on programs, services, and activities. This year's recommendations begin on page 9.

The Council has available a status report on all of its recommendations. Requests for the status report should be directed to the Council office.

Page iv of this report contains a brief review of state legislation passed in 1981 that relates directly or indirectly to past Council recommendations. Also, beginning on page 14 and on page 35 are summaries of recent Council recommendations requiring policy or appropriation action by the Legislature and/or State Board for Vocational Education.

SETC Report

5. *Review and comment on the reports of the State Employment and Training Council. (104.97(e))*

Over \$312 million in federal funds were available in FY '81 for Comprehensive Employment and Training (CETA) programs in Texas, according to the FY '81 Report of the State Employment and Training Council (SETC).

There were over 125,000 "economically disadvantaged" Texas citizens who received CETA employment and training services.

Just over \$7.9 million in CETA funds were specifically earmarked to provide supplemental vocational training to CETA clients. Local prime sponsors expended additional funds to contract with school districts and post-secondary institutions to provide vocational training to CETA clients.

According to the SETC report, there were 42,741 persons in FY '81 who participated in classroom training, on-the-job training, or work experience programs at a total cost of \$58.3 million.

In its FY '81 report, the SETC made several recommendations, all of which were made in light of the probability of increased state responsibility. The SETC believes that Texas should begin developing appropriate research and planning capabilities to aid in the efficient state level management of any federally funded employment and training programs. Among its recommendations were that the state should:

- develop an information base on job training in Texas includ-

ing (1) the nature of the labor market; (2) the demographic characteristics of Texans and their specific job training needs; (3) the available training programs offered by business and industry; and (4) the extent of services which previously have been provided by the federal government.

.examine the quality and availability of employment and training support activities including (1) job training curricula; (2) staff development and certification for job training specialists; and (3) apprenticeship programs.

The Advisory Council contends that any employment and training program should be preparation for and placement in "permanent jobs," and that all available resources should be used in a coordinated and unduplicated manner.

Efforts in Texas to prepare people to become useful and productive citizens have been and remain largely fragmented, in that such delivery systems as CETA, vocational education, proprietary schools, apprenticeship, and employer training operate with little communication with each other.

In its December 1981 report to Texas Governor Bill Clements, the ACTIVE urged the Governor's Office to take the lead in developing a state level policy base which addresses the state's total economic development, education, and training needs in a coordinated approach.

The SETC funded a "CETA/Vocational Education Linkages Project," which ended in 1982 because of a lack of funds. The project generated several documents, all of which offer suggestions and recommendations for achieving a "master plan" for employment and training in Texas. The ACTIVE is looking very closely at those documents and encourages other agencies and groups, especially policymakers, to do the same.

Employment/Training Needs

6. Identify the vocational education and employment and training needs of Texas and assess the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs represent a consistent, integrated, and coordinated approach to meeting such needs. (104.97(f))

In 1981, the State Legislature called for a statewide study to address the following issues:

.the development of a single nonduplicative and articulated state system for all public vocational-occupational training;

.the determination of the most appropriate age levels for the various kinds of vocational-occupational skill training;

- the development of a state system based upon actual and projected needs of a statewide job market; and

- the implementation of a state system that makes an appropriate range of vocational-occupational training opportunities available.

The study was completed in the fall of 1982. Many recommendations were generated. It will take perhaps several legislative sessions to implement all the recommendations.

The Advisory Council has long contended that Texas does not have an "adequate" job market supply/demand information system that is effectively communicated to local planners; consequently, employment and training activities are not consistent, integrated, and coordinated. Obviously, the State Legislature saw this and thus mandated that a study be done.

Among the major recommendations that have come out of the study are:

- the State Board for Vocational Education/Texas Education Agency be the lead agency for vocational-occupational training in Texas.

- the Texas Employment Commission be responsible for generating labor market information.

- the vocational/occupational curriculum be competency based.

- an articulated curriculum structure be developed between secondary and post-secondary levels.

- the vocational education curriculum at the secondary level be generalized.

- a system of regional field offices for articulation and coordination of service deliverers.

Over the years, the Advisory Council has undertaken surveys, held public hearings, and gathered information from various agencies on the subject of employment and training needs. The Council has and continues to disseminate employment and training information, within its limitations, through brochures, slide shows, newsletter, and other means.

The recently completed legislative study has profound implications for employment and training in Texas, and most certainly for identifying and making known the state's economic development needs. The Advisory Council will provide whatever assistance it can in bringing about a truly comprehensive delivery system for vocational education in Texas.

Response to State Legislative Mandates

This section is in response to specific responsibilities assigned the Advisory Council under state law.

The Council has also addressed these responsibilities in previous reports, copies of which are available from the Council office.

Role and Scope of Institutions

Texas Education Code - Section 31.33(1)

Recommend and evaluate the role and scope of secondary institutions, public junior colleges, community colleges, technical training institutes, and public senior colleges and universities in a comprehensive plan for developing manpower education and training in the State of Texas.

During 1979, the Advisory Council reviewed the role and scope of state supported agencies of public education which offer technical-vocational education programs or provide professional development for vocational educators. Copies of the fifty page review were provided the Commissioner of Education and Commissioner of Higher Education.

The review was provided to the contractor for the Statewide Study of Vocational Education conducted during 1981-82 under the provisions of HCR 23. The review was reportedly very useful to the study.

The Council is reviewing the provisions of school curriculum legislation (HB 246), passed by the 67th Legislature, to determine its implications for the role and scope of institutions.

During 1982, the Council did a survey of post-secondary and secondary institutions which offer vocational education. Responses were received from 94 percent of the institutions surveyed. Thirty-five questions were asked, several of which related to role and scope.

A number of barriers still exist with regard to the delivery of vocational services. The surveys and previous studies by the Council indicate that the role and scope of institutions at all levels must be flexible to permit the institution to serve the needs of the community, district, region, state or other jurisdiction and should be properly coordinated with other related resources.

Appropriate Vocational Subjects

Texas Education Code - Section 31.33(2)

Recommend the appropriate subjects to be taught at each level of training and in each of the above types of institutions.

The Council defines "subjects" as programs of instruction. Examples of such subjects are: auto mechanics; ornamental horticulture, data processing, machine shop, cosmetology, dietitian aide, child care aide, and printing.

The subject offerings of different types of institutions will vary with the needs of individuals, state and local job markets, and available funds for program development.

The development and modification of subjects or programs in vocational education is a continuous process. It is the opinion of the Council that this is clearly a responsibility of the administration of local programs with the appropriate coordination with local advisory committees and program approval of the Texas Education Agency.

The Associate Commissioner for Occupational Education and Technology, Texas Education Agency, is charged by the Texas Education Code to publish annually, "...a certified list of courses for which funds may be made available in accordance with the appropriations of the Legislature." This provision has been complied with.

In October 1982, the Advisory Council sponsored a Statewide Conference on High Technology. It was held in Austin. Nearly 400 people, mostly educators, heard representatives from business and industry call for "computer literacy" on the part of public school teachers and students. See page 1 for a summary of the high technology conference. Also see page 11 for a Council recommendation on computer literacy.

Area Technical Schools

Texas Education Code - Section 31.33(3)

Recommend a state plan designating the method and the criteria to be utilized in establishing area technical schools which will be consistent with the Vocational Education Act of 1963, as amended, the Manpower Development and Training Act of 1962, as amended, and other federal statutes.

The Advisory Council has addressed this responsibility in all of its reports to the State Legislature and the State Board for Vocational Education.

The Council has recommended a system of supplementary delivery systems supported through taxing and governing jurisdictions to provide comprehensive vocational education to all citizens of the state. Suggestions were made for criteria and guidelines for such

jurisdictions.

The present delivery system for vocational education in Texas consists primarily of 950 school districts and 66 post-secondary campuses that offer one or more vocational programs. There are specialized centers, primarily in the metropolitan areas.

The Advisory Council's 1982 survey of secondary and post-secondary schools revealed that 44 percent of secondary schools contract with other districts or institutions for vocational education. The major benefit of contracting is that it "expands the comprehensiveness of offerings." Nearly 64 percent of those responding indicated this.

The major barriers to contracting for vocational instruction as identified by school districts are, in rank order: (1) travel time and expense; (2) class scheduling/extracurricular activities; (3) lack of interest on the part of other districts and institutions; and (4) lack of student interest.

Only 27 percent of post-secondary institutions contract with school districts to provide vocational instruction. The major barriers to contracting as identified by post-secondary institutions are, in rank order: (1) lack of interest on the part of school districts; (2) class scheduling/extracurricular activities; (3) lack of teachers with secondary level certification; and (4) lack of facilities at the post-secondary institution.

In the Council's 1982 Special Report to the State Board for Vocational Education, it was recommended that travel regulations be revised to permit the reimbursement of vocational students for their travel expenses between campuses, districts, or institutions in cases where the use of school buses would not be economically feasible. The Council recommended that Chapter 28 of the Texas Education Code be amended to make provisions for the formation of area school jurisdictions that cross county lines. See page 15 of this report for the State Board's response.

The results of the legislatively mandated Statewide Study of Vocational Education (HCR 23) will, no doubt, address the delivery system, articulation of programs, and regional planning, all of which impact the delivery system. The implementation of the Curriculum Reform Act (HB 246) will also have an impact on the delivery system.

Addressing the many areas of concern should be a priority for the decision makers of the state. Not only in making appropriate program offerings available to the maximum number of students to address job market needs, but also in consideration of the impact of high technology on training and the work place.

Vocational Courses and Transferability

Texas Education Code - Section 31.33(4)

Recommend and evaluate a list of courses offered by these types of institutions eligible to be funded by the Legislature or through the allocation of federal funds. These courses shall be freely transferable among the public institutions in the State of Texas, with credit for such courses to be given on the same basis as if they had been taken at the receiving institutions.

The first part of the responsibility is delegated to the Associate Commissioner for Occupational Education and Technology in Section 31.71(d) of the Technical-Vocational Education Act of 1969, and is being carried out.

The second part of this responsibility was assessed in a 1979 Advisory Council survey of secondary and post-secondary institutions which offer vocational education. Further progress was measured by the survey on the part of institutions to provide transferability of courses and give credit for qualifying experiences. Such actions include:

1. advance standing through several systems of competency assessment.
2. articulation between programs and institutions of differing levels.
3. converting curriculum to modular format and using self-paced instructional techniques to expand the open-entry, open-exit concept.
4. providing inverted degree programs in senior institutions to better utilize previous training and experiences.

The Council's 1982 survey of secondary and post-secondary institutions revealed that 54 percent of the respondents make provisions for students to proceed at their own rate. Sixty percent of the respondents make provisions for entry and exit at different points in the courses. There is a growing practice of modular curriculum and recognition of the competencies the individual brings to the program.

There is an urgent need for more articulation between secondary and post-secondary vocational programs. This is necessary to develop the high level of competencies being required in the work place. We must go beyond the entry level in job preparation.

Vocational Education Funding

Texas Education Code - Section 31.33(5)

Recommend to the Governor and the Legislature methods of funding existing programs and propose methods for funding new programs.

The Advisory Council identified the following areas of unmet needs for funding of vocational, technical and adult education in the state. The needs were identified through public forum activities and a statewide survey of secondary and post-secondary institutions. Recommendations were presented to the State Board of Education in July 1982. The recommendations listed below are those that seem most appropriate to this report and do not include the rationale that was in the initial report to the State Board.

1. that \$5 million be appropriated to the Texas Education Agency for each year of the 1984-85 biennium for the purchase of equipment for post-secondary technical-vocational education programs.

2. that \$15 million for the first year and \$17.5 million for the second year of the 1984-85 biennium in state funds for adult basic education programs be appropriated.

3. that \$3 million for the first year and \$5 million for the second year of the 1984-85 biennium in state funds be appropriated for providing adult vocational education.

4. that section 16.103(f), Texas Education Code be amended, by changing the \$400 allocation to \$600, and that the allocation as it applies to pre-employment laboratory units be increased to \$1,000.

The Council commends the State Legislature, Governor, and State Board for Vocational Education for the 1981 passage of the Credit for Work Experience legislation and its implementation. Furthermore, commendations are in order for the appropriation of \$5 million for the 1982-83 biennium for secondary vocational equipment and for the 1984-85 request for such funding.

The Council commends the State Board for Vocational Education for the 1984-85 request for an increase in the level of funding of vocational units for secondary programs, and other improvements in vocational education programs at all levels.

Post-secondary technical-vocational programs have been funded by a student contact hour system since 1969. The Council continues to make inquiry as to the satisfaction with the system. The level of satisfaction has declined through the years from 85 percent in 1974, to 64 percent in 1979, to 60 percent in 1982. In the Council's 1982 survey of post-secondary institutions, inquiry was made as to the formula adequacy and 37 percent of the respondents were very or extremely satisfied with the formula adequacy.

In view of recent cuts in federal funding, secondary and post-secondary institutions were asked through the 1982 surveys where the greatest impacts of such cuts would be felt. Secondary respondents indicated, in rank order, that cuts would be felt with regard to: (1) equipment; (2) travel for program support; and (3) supplies and materials.

Post-secondary respondents indicated that federal funding cuts would hurt most in the areas of: (1) equipment; (2) supplies and materials; and (3) salaries.

Institutional Cooperation

Texas Education Code - Section 31.33(6)

Suggest and evaluate pilot projects and present recommendations to the Governor and the Legislature for implementing cooperative programs among the several types of institutions named hereinabove, which will provide a more effective and efficient method of supplying business and industry with trained manpower.

The charge to the Council in this section has some relationship to that contained in Sections 31.33(4) and (8). Several activities have been cited in those sections.

Industrial start-up training in Texas continues to render a very vital service, which has enhanced economic development in the state and provided excellent cooperative effort between state agencies, local education agencies and institutions, and industry. This program is recognized to be highly cost effective. The State Board for Vocational Education has requested additional funding for this program for the 1984-85 biennium.

The 1982 High Technology Conference further emphasized the imperative requirement for industry and education cooperation. Examples cited included the following:

1. making industry facilities and resources available for training.
2. firms sponsoring industry personnel for upgrading training at local institutions.
3. local institutions offering training programs on the industry premises.
4. use of personnel from industry as part-time instructors in training programs.
5. increase the number of adult vocational programs aimed at improving the competencies of managers, with particular emphasis on smaller employers.

Adult Education

Texas Education Code - Section 31.33(7)

Recommend the establishment of the responsibility of public schools, public junior colleges, community colleges, technical training institutes, and public senior colleges and universities in adult basic education, adult technical education, and adult vocational education.

The 63rd State Legislature enacted HB 147 that provides the framework for the development of adult education at all levels. In accordance with HB 147, the State Board of Education on November 10, 1973, designated the Advisory Council as the State Advisory Committee for Adult Education.

During 1982, the Council conducted an analysis of adult basic education enrollments in Texas within the forty-eight cooperatives which deliver these services through public schools, community/junior colleges and education service centers. See page 10 for recommendations to the State Board of Education for improvements in adult education.

The Council continues to work for more effective linkages between adult basic and adult vocational education. It is estimated that seven out of ten adults participating in basic education do so for the purposes of improving their employment and training opportunities.

The 1982 High Technology Conference emphasized the critical need for stronger math and science foundations for employment and training. This type of adult education activities will increase in the near future.

The priority accorded adult basic education is indicated in the Council's recommendations with regard to the level of funding of the program, indicated in Section 31.33(5).

Instructional Materials

Texas Education Code - Section 31.33(8)

Recommend, encourage, and evaluate cooperative programs between educational institutions and industry, and, with the assistance of industry, assist in the development of new curricula and instructional materials as may be required for new and emerging occupational categories as may be prescribed by industry.

Advisory committees at the local level provide a major means for cooperation and communication between education and industry. Advisory committees assist in curriculum development and review, providing job market information, recruiting and placing students, selecting equipment, and many other contributions to improve vocational programs at all levels.

Business and industry representatives serve on advisory panels to the State Curriculum Centers, and as part-time instructors for post-secondary programs. They also provide placement opportunities for the temporary employment of instructional personnel for updating competencies, and contract with institutions to provide specialized instruction to meet the needs of employers for skilled workers.

During 1981-82, the Council's Industry/Education Committee worked

with the directors of the four Curriculum Centers for Vocational Education and the State Coordinator in reviewing curriculum materials for their treatment of the concerns of entrepreneurship, private enterprise and productivity. The Texas Education Agency has required in Request for Proposals (RFPs) on curriculum development that these concerns be addressed.

Job Opportunities Information

Texas Education Code - Section 31.33(9)

Provide up-to-date information on employment opportunities in the Texas economy to persons trained in these institutions through cooperation with the Texas Employment Commission and other appropriate research agencies at both the state and national levels.

The October 1982 Statewide High Technology Conference addressed present and future employment opportunities, and the education and training that will be required to qualify for such jobs and to keep the state's economy strong. The Proceedings of the Conference will be widely distributed. Follow-up activities at the local and regional levels are being encouraged. The Council is making recommendations in this report to enhance the implementation of activities to upgrade the competencies of individuals in keeping with job market needs.

The Statewide Conference conducted by the Advisory Council in February 1980 provided an opportunity for business and industry representatives to address the subject of employment opportunities and their need for training.

In addition to the Proceedings of the conference, the Council has developed a general brochure on seven basic needs of employers regarding employees, and this is being supplemented by 12 brochures, each of which addresses employer needs that were derived from 12 seminars conducted during the conference in occupational clusters such as manufacturing, construction, marketing and distribution, transportation, and others. These materials are being widely disseminated to educational institutions and other agencies and groups with responsibilities in employment and training activities.

The legislatively mandated Statewide Study of Vocational Education (HCR 23) will address the issue of employment opportunities information and the impact this information will have on the delivery system and funding of technical-vocational education programs of the state.

Employment and Training Needs

Texas Education Code - Section 31.33(10)

Identify, after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the state and assess

the extent to which vocational education, employment training, vocational rehabilitation, and other programs represent a consistent, integrated, and coordinated approach to meeting such needs.

This item is also a responsibility under federal statutes and is discussed on page 29 of this report.

Employment and Training Council

Texas Education Code - Section 31.33(11)

Comment, at least once annually, on the reports of the State Manpower Services Council, which comments shall be included in the annual report submitted by the state advisory council.

This item is also a responsibility under federal statutes and is discussed on page 28 of this report.

Vocational Research

Texas Education Code - Section 31.33(12)

Recommend research projects as may be necessary to implement and improve a statewide system of technical, vocational, and manpower training from funds provided by appropriations from the United States Congress or private gifts, grants, or awards.

The Advisory Council continues to make recommendations to the State Board for Vocational Education for research projects to improve vocational education in the state. The Council has conducted with its own resources a number of studies, surveys, analyses, and other activities designed to assist in the improvement of vocational education in the state.

In recent months, the Texas Education Agency has changed the procedures for allocating funds received under P.L. 94-482, Subpart 3 from an open proposal to a Request for Proposal (RFP) procedure.

The Council agrees with this, in part. It is believed that the best interests of technical-vocational education would be served if a part of the funds available for Subpart 3 activities could be made available for open proposals, allowing those with interests and expertise in the field to make unsolicited proposals to address concerns not emerging from the RFP process.

The Council has, for a number of years, urged a requirement that projects prepare a brief brochure describing the project and its results. These brochures should be widely disseminated. The full project report should be made available to those who have an interest in additional information on the project.

Teacher Certification

Texas Education Code - Section 31.33(13)

Recommend and evaluate a program of teacher certification for instructors of occupational training courses.

A substantial amount of Council time and resources have been given to this responsibility during the past four years.

Following the 1979 "Teachers Speak Public Hearings," the Council did a national survey that added to the data base for developing a discussion paper entitled "Recruitment and Retention of Vocational Education Teachers." The State Board for Vocational Education responded to a Council recommendation and extended the contract for pre-employment laboratory teachers from 10 to 11 months and supported the Council's long-standing recommendation of pay for work experience required for certification, which was passed by the 1981 State Legislature.

In August 1981, a public hearing was conducted on certification issues. This was followed by a survey of recently certified vocational teachers by the Council's Industry/Education Committee. Using the results, the Council developed a position paper on Certification issues that was presented to the Commission on Standards for the Teaching Profession at a public hearing in October 1982.

The Council included questions in its 1982 survey of secondary and post-secondary institutions on the issue of teacher shortages. Over 60 percent of the secondary schools responding had shortages in four or more occupational areas. Seventy-six percent of the shortages were in the industrial area. Seventy percent of the post-secondary respondents indicated shortages, with 54 percent reporting shortages in four or more areas. The shortages at the post-secondary level were more dispersed than at the secondary level, with respondents indicating their shortages as follows: (1) Industrial (46%); (2) Office (21%); (3) Technical (20%); and (4) Health (12%).

The issue of certification, availability of qualified teachers, and pay will continue to be areas of critical concern to the Council.

Apprenticeship Training

Texas Education Code - Section 31.33(14)

Recommend and evaluate a statewide plan for the development of a comprehensive program of apprenticeship training.

The Council recognizes apprenticeship training as one of the most effective methods of training when the program is well organized and administered with a proper balance of on-the-job training and

related instruction. Approximately 10,000 persons are in formal apprenticeship programs in the state at the present time.

The Council has conducted surveys, assisted in studies, conducted joint meetings with the Apprenticeship Training Advisory Committee, made site visits to review apprenticeship training, and made recommendations to the State Board for Vocational Education.

The 65th Legislature enacted HB 788 codified as Chapter 33, Texas Education Code, which was designed to strengthen apprenticeship training in the state. The legislation established an advisory committee and a staff member has been employed within the Department of Occupational Education and Technology of the Texas Education Agency. A member of the Advisory Council serves as a non-voting member of the State Advisory Committee on Apprenticeship Training in order to coordinate the mutual interests of the two advisory bodies.

Vocational Advisory Committees

Texas Education Code - Section 31.33(15)

Support actions and activities to encourage and strengthen local and regional vocational advisory councils in carrying out their responsibilities.

During 1981-82, the Council carried out the following activities in support of this responsibility:

1. conducted a survey of local vocational educators, local advisory committee members, state vocational staff, vocational teacher educators and others to assess the needs for activities and materials to strengthen local advisory committee organization and utilization.
2. worked with the Texas Education Agency in developing and funding a project to update, redesign and develop materials for use at the local level. Two slide-tape presentations, a fifty-page handbook, brochure and workshop materials were developed. Copies were provided the 20 education service centers for loans to local schools and institutions. The handbook and brochures were provided each post-secondary and secondary institution offering vocational programs. Arrangements have been made with the Curriculum Materials Center at Texas A & M University to make these materials available on a cost recovery basis.
3. the Council made presentations at state inservice workshops for secondary and post-secondary vocational personnel during 1981-82 on the effective organization and utilization of local advisory committees. Twenty regional workshops were conducted in collaboration with the regional education service centers and planning committees for each region. There were 2,534 participants in the twenty workshops. Presentations were made to workshops during the state conferences for School Administrators and School Boards.

4. the Council used the November 1981 issue of the ACTIVE Newsletter to summarize the input from the regional workshops. A report was also included in the 1981 annual report to the Governor. The Council provides technical assistance to local schools and institutions requesting such assistance. The Council's Industry/Education Committee is planning a follow-up survey of a sample of participants in the regional workshops to assess the effectiveness of the local advisory committees.

The Council held a joint meeting with the State Marketing and Distributive Education Advisory Committee during the 1982 statewide inservice workshop for Marketing and Distributive Education personnel. The Council supports the fine work of this dedicated statewide advisory committee.

The Council has observed an increase in collaboration between employers and educators. This is attributed to the efforts of many people in Texas and also to the fact that employers and educators recognize that continuing changes in the work place has an impact on education; thus, collaboration becomes a mutual survival situation. This was particularly emphasized at the October 1982 High Technology Conference.

The Council will continue to assess the needs relating to this responsibility and take action necessary to respond appropriately.

Serving the Handicapped

Texas Education Code - Section 31.33(16)

Recommend methods through which increased numbers of physically and mentally handicapped individuals may effectively benefit from programs of vocational education offered at secondary institutions, the Texas School for the Blind and the Texas School for the Deaf, public junior colleges, community colleges, technical training institutes, and public senior colleges and universities.

Extensive recommendations were made under this sub-section in the Advisory Council's December 1978 Joint Report to the Governor and State Legislature. The recommendations were contained on pages 52-55 of that report.

Substantial progress has been made in the collaboration between the Department of Occupational Education and Technology and the Department of Special Education within the Texas Education Agency in serving handicapped students. A staff person with backgrounds in both vocational and special education now works in the Department of Occupational Education and Technology in a coordinating and liaison role to enhance services to handicapped persons.

The following recommendations are made to further enhance the delivery of vocational education programs and services to handicapped persons:

1. orient K-9 instruction of the handicapped to include pre-vocational instruction and make certain that the special education experiences develop entry level competencies needed for vocational education.

2. concentrate a larger number of special education personnel units at the secondary level to improve the transition between special education and vocational education services to the handicapped.

3. make provisions for interchange of special education and vocational education aides, teachers, and vocational adjustment coordinators as resource personnel to improve the collaboration between the two programs in better serving handicapped students.

4. stress the development of work related attitudes and behaviors in disabled persons, providing ample pre-employment training in order for these employability skills to be practiced prior to entering the job market.

5. promote work study programs for disabled persons, just as those provided for non-disabled persons.

6. make better use of 10 percent vocational education funds set aside for handicapped by involving disabled persons in planning and conducting programs.

7. involve disabled persons in providing "how to" presentations at inservice workshops for vocational personnel.

In March 1981, the Coalition of Texans with Disabilities made a presentation before the Advisory Council. Most of the preceding recommendations were suggested by the Coalition.

The Coalition of Texans with Disabilities is comprised of 18 organizations, representing persons with a broad range of handicaps. The Coalition and its affiliates have branch offices throughout Texas. It would behoove vocational educators at the local level to involve members of the Coalition on their vocational advisory committees.

To heighten the awareness among vocational educators as to the needs of disabled persons, the Advisory Council included among its exhibits at the October 7-8, 1982, Statewide Conference on High Technology, an "engineering rehabilitation" display by the Texas Commission for the Blind. Nearly 400 administrators of vocational programs from throughout Texas attended the conference and saw the display.

Texas Education Code - Section 31.33(17)

Recommend and evaluate innovative programs to assure that physically or mentally handicapped individuals who cannot readily participate in programs

of vocational education offered at secondary institutions, the Texas School for the Blind and the Texas School for the Deaf, public junior colleges, community colleges, technical training institutes, and public senior colleges and universities derive vocational education benefits from sums appropriated for vocational education by the Legislature, by extending vocational education programs through non-profit facilities operated other than on-campus settings.

During 1977-78, the Advisory Council established as one of its goals, the identification of innovative programs for handicapped students in Texas.

The Council made on-site visits to many school districts, state schools, community colleges and other institutions that serve handicapped persons to view vocational education programs and services.

Following the on-site visits, the Council published a pamphlet and a brochure entitled "Promising Practices," which highlight proven educational techniques and information for serving handicapped persons.

Both the "Promising Practices" pamphlet and brochure have and continue to be distributed throughout Texas to schools, groups, and individuals concerned about improving services to the handicapped.

Federal legislation in recent years has focused on the needs of handicapped individuals. The Texas Education Agency, during the fall of 1982, conducted monitoring visits to local school systems to ensure that they are doing the best possible job to meet the needs of handicapped persons.

Texas Education Code - Section 31.34(c)

The Council shall make a report to the Governor annually and to the Legislature not later than December 1 prior to the regular session of the Legislature, setting forth the numbers of physically and mentally handicapped individuals deriving benefits from vocational education programs within the State of Texas during the period covered by the report, indicating the severity of the handicaps of the individuals involved, reflecting the types of vocational education being received, specifying the amounts of state and federal vocational education funds expended, evaluating the impact of such vocational education services on the lives of the handicapped individuals involved, and describing the cooperation received from other state boards and agencies pursuant to Section 31.36 of this code.

A summary table on page 46 reflects the number of handicapped students who received vocational training in Texas public junior and senior high schools for 1980-81 and 1981-82. The table also reflects the various handicapping conditions and types of programs. As indicated, in the neighborhood of 30,000 disabled students received vocational education during each of the past two years at the secondary level.

The state's community colleges and technical institutes provided vocational training to 10,560 handicapped persons in 1980-81. Data for 1981-82 was not available. Nearly 99 percent of those served at the post-secondary level were enrolled in regular programs (mainstreamed). For this very reason, information is not available on handicapping conditions because such records are not kept on students in regular programs at the post-secondary level.

The majority of vocational training at the secondary level took place in industrial education and consumer and homemaking education.

During the 1980-81 school year, \$13.3 million in federal and state vocational dollars and about \$4.3 million in state and federal special education dollars were specifically expended on vocational training for handicapped persons at the secondary and post-secondary levels. Some vocational dollars from other funding categories were also used to benefit handicapped students, but specific breakouts were not kept.

When the Advisory Council conducted on-site visits in 1977-78 to school districts, state schools, community colleges, and other institutions that serve handicapped persons, the Council found that vocational educational impacts on disabled students in the following manners:

1. handicapped students learn not only job skills, but proper work attitudes, human relations skills, survival skills, orientation to the working world, alternative career choices and how to get jobs.

2. academic subjects are strengthened by stressing their practical applications when teaching handicapped students.

The Advisory Council has found that the cooperative efforts of social agencies within the community, school administrators, elected officials within the schools, parents and organizations are essential in providing the necessary united leadership to promote the cause of the handicapped and to eliminate duplication, which in turn provides knowledge to society about the needs and problems of the handicapped.

Summary of Handicapped Students
Receiving Texas Public Vocational Training, 1980-81, 1981-82

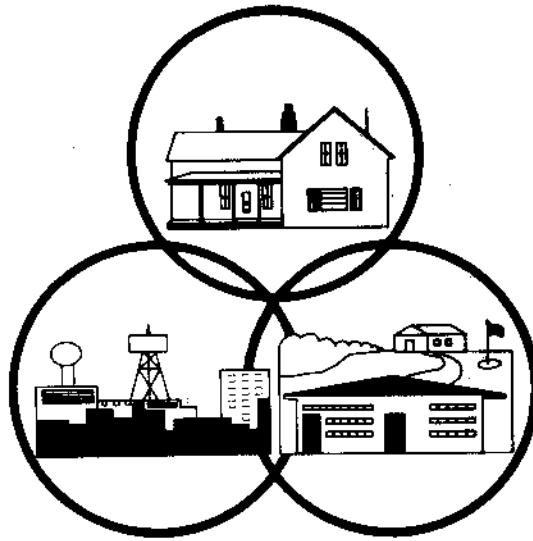
	Year	OH	OHI	HI	VH	D-B	MR	ED	LD	SH	MH	AU	P	Total
Regular Voc. Education (Mainstream)	1980-81	45	132	97	42	1	774	396	6,709	124	166	5	269	8,760
	1981-82	52	157	137	47	0	696	402	7,316	108	96	0	577	9,588
	Difference +9.5%													
Coordinated Vocational Academic Educ.	1980-81	9	20	17	4	0	291	184	2,552	9	82	1	8	3,177
	1981-82	14	28	38	12	0	291	323	2,799	12	40	0	16	3,573
	Difference +12.5%													
Voc. Education for Handicapped (Sheltered)	1980-81	17	44	57	21	2	1,815	747	3,515	27	439	1	116	6,801
	1981-82	42	43	55	27	2	1,853	454	3,226	10	132	5	3	5,852
	Difference -14.0%													
Vocational Adjustment Class	1980-81	53	87	79	20	1	2,238	829	8,287	18	390	2	5	12,009
	1981-82	55	83	71	30	3	1,914	856	7,441	31	143	0	3	10,630
	Difference -11.5%													
Totals	1980-81	124	283	250	87	4	5,118	2,156	21,063	178	1,077	9	398	30,747
	1981-82	163	311	301	116	5	4,754	2,035	20,782	161	411	5	599	29,643
	Difference -3.6%													

This table represents vocational training at the junior and senior high school levels. Over 79 percent of students in this table, for both years, fall in the 13-17 year old bracket, with remaining students falling in 18-22 year old bracket. Community colleges and technical institutes served 10,560 handicapped persons in 1980-81, of which 99 percent were enrolled in regular voc. educ. programs. Vocational instruction for handicapped persons is offered in industrial, homemaking, office, health, agriculture, and marketing/distribution occupations. There is an emphasis on putting handicapped persons in least restrictive environment. This emphasis is reflected in enrollment increases in regular and Coordinated Vocational Academic Education programs and enrollment decreases in Vocational Education for Handicapped and Vocational Adjustment Class programs. (1981-82 data is preliminary)

Legend: OH = Orthopedically Impaired
OHI = Other Health Impaired
HI = Hearing Impaired
VH = Visually Handicapped
D-B = Deaf-Blind
MR = Mentally Retarded

ED = Emotionally Disturbed
LD = Learning Disabled
SH = Speech Handicapped
MH = Multi-Handicapped
AU = Autistic
P = Pregnant

Table Source: Texas Education Agency



Appendix

Advisory Council Assigned Diverse Responsibilities

Planning:

Advise the State Board for Vocational Education in the development of the five-year State Plan for Vocational Education, Annual Program Plan and Accountability Report.

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

Evaluation:

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

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

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

After consultation with the State Employment and Training Council:

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

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

Technical Assistance:

Advise the State Board for Vocational Education on policy matters arising out of the administration of programs addressed in the five-year State Plan, Annual Program Plan, and Annual Accountability Report.

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

Reports:

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

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

Public Hearing:

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

About the Council

The Advisory Council for Technical-Vocational Education in Texas is a citizens advisory body with broad duties prescribed in some detail by state and federal laws. Key responsibilities are summarized on page 48 of this report.

The 25-member Council, established in 1969, is recommended by the Governor, appointed by the State Board for Vocational Education, and confirmed by the State Senate.

Members, which serve three-year staggered terms, represent such diverse areas as business, labor, local school boards, employment and training institutions, correctional institutions, students, minorities, women, agriculture, and the public.

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

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

1982 Council Membership (Membership Categories in Parentheses)

1. *Robert D. Hunter*, Chairperson, Abilene (representing non-profit private schools).
2. *Cletus G. Michel*, Vice Chairperson, El Paso (representing school system with large concentrations of persons with special academic, social, economic, cultural or language needs).
3. *Noe B. Calvillo*, McAllen (knowledgeable about poor and disadvantaged persons).
4. *E. W. Collins*, Beaumont (familiar with vocational needs and problems of management).
5. *Janie West Cotton*, Houston (familiar with vocational teacher training).
6. *James Currey*, Dallas (representing State Employment and Training Council).

7. *Jan Eisenhower*, Dallas (representing vocational-technical proprietary schools).
8. *Kimberly Gilliam*, Killeen (representing vocational students).
9. *Alejandro Hinojosa*, Harlingen (representing the general public).
10. *John Holcomb*, College Station (familiar with vocational needs and problems of agriculture).
11. *T. R. Jackson*, Houston (serving on local school board).
12. *Jacinto Juarez*, Laredo (representing community and junior colleges).
13. *Bobbie Kennedy*, Lufkin (current/recent recipient of adult basic education).
14. *Hortencia V. Lopez*, Port Lavaca (background in employment and training with knowledge of sex and job training discrimination and sex stereotyping).
15. *Hugh McCallick*, Edna (familiar with baccalaureate technical degree programs).
16. *James Martin*, Arlington (special knowledge of but not involved in administration of vocational education).
17. *Lane Murray*, Huntsville (representing state correctional institutions).
18. *Edith F. Patterson*, Houston (familiar with vocational education in comprehensive secondary schools).
19. *Donna Price*, Houston (familiar with vocational guidance and counseling).
20. *Richard Pulaski*, Lufkin (familiar with vocational needs and problems of labor).
21. *Dorothy R. Robinson*, Palestine (special knowledge of needs of physically and mentally handicapped persons).
22. *S. Don Rogers*, Austin (currently serving as a school superintendent).
23. *Milton J. Schiller*, Waco (actively engaged in technical training institutes).
24. *Gay Sweet-Harris*, San Antonio (representing vocational teachers).
25. *Jon Underwood*, Austin (representing state industrial and economic development agencies).

A SUMMARY REPORT OF ADVISORY COUNCIL ACTIVITIES

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

The 25 Council members give over 250 work days annually to formal Council and Committee meetings and hearings. This does not include work done as individual members on Council responsibilities, and work with groups and organizations in their areas of the State.

MAJOR REPORTS PUBLISHED BY THE COUNCIL

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
Reports to Governor	Mar.	Apr.	Apr.	Apr.	Apr.	Apr.	May	Apr.	Dec.	Dec.	Dec.	Dec.	Dec.
Reports to State Board of Education	Sept.	Sept.	Oct.	Nov.	Nov.	Oct.	Oct.	Oct.	Dec.	Dec.	Dec.	Feb.	Feb. Dec.
Reports to Legislature	Dec.		Dec.		Dec.		Dec.		Dec.		Dec.		Dec.
Council Brochures	May	Oct.		Nov.		Apr. & Dec.			Mar.	Apr.		Feb.	Sept.
Summaries of Annual Reports for Use in Public Forum Mtgs.	Sept.	Sept.		Jan.	Jan.								
Proceedings/Reports on Public Forums (1) Gov.'s Conf. (2) Reg. Hearings (3) Com. Conf. (4) State Forum (5) Impact Conf.	July (1)	Mar. (2)	July (3)	June (1)	June (3)	June (4)	June (5)	June (1)		June (2)	Sept. (4)	Dec. (4)	Dec. (4)
Legislative Directed Studies		Mar. SR 865	Dec. SCR 89	Mar. SCR 11									
Proceedings, Teacher Education Hearing		Mar.											
Career Development Handbook				Oct.									
Special Report to St. Bd. for Vocational Education					June		June		June		June		June
Proceedings, State Plan Hearing						Jan.							
Employer Survey						Apr.							
Voc. Ed. Student Follow-up									Sept.				
Promising Practices (Booklet)									June				
Tables & Charts								Aug.		Mar.		Sept.	
1980's Job Outlook Brochures												March	
Results, Surveys of Local Schools/Colleges						October				Oct.			Sept.

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

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

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

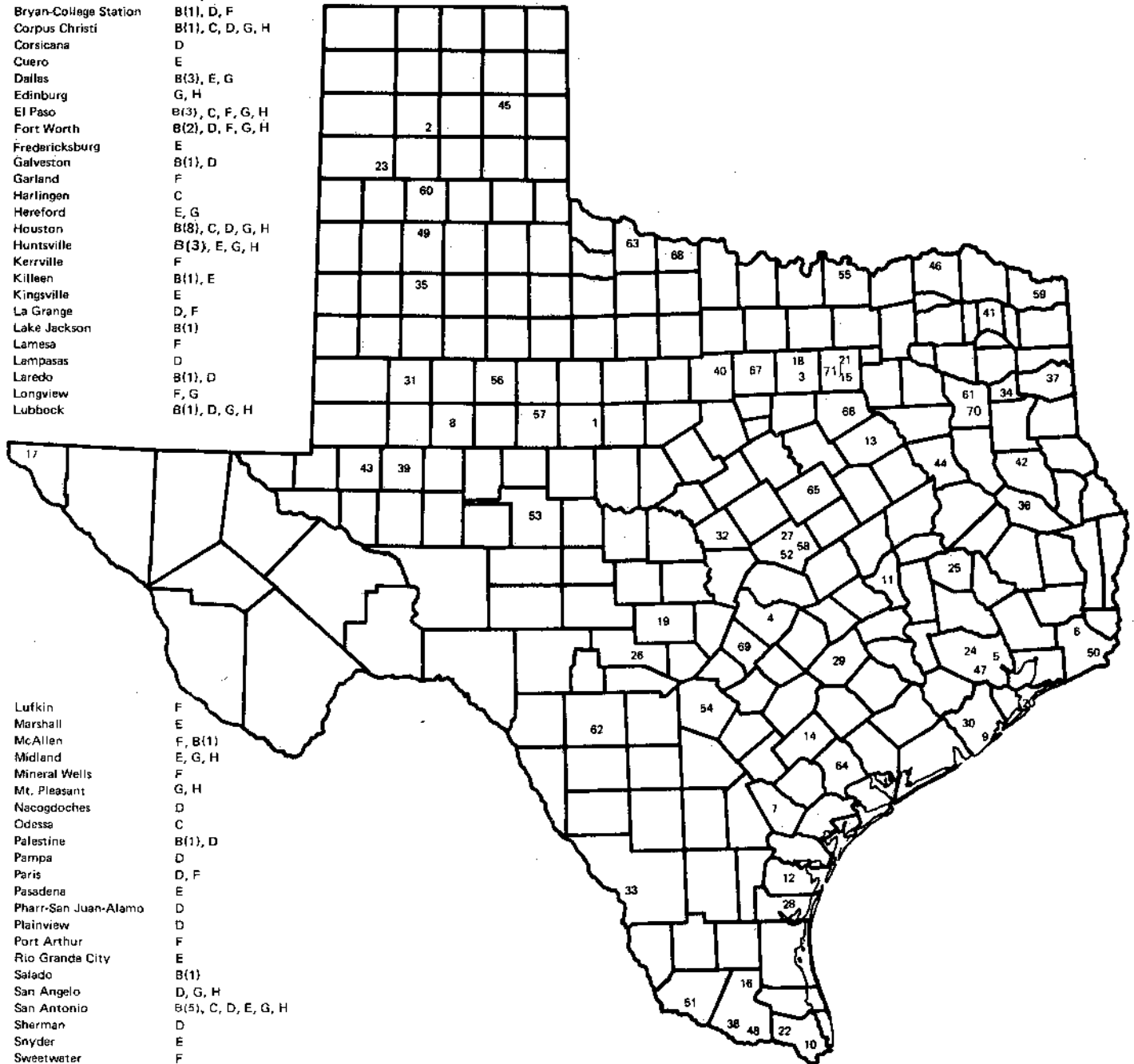
The Council has provided a public forum for approximately 20,000 citizens through numerous hearings and conferences.

GEOGRAPHIC BREAKOUT OF ADVISORY COUNCIL MEETINGS, CONFERENCES, AND HEARINGS

1969 - 1982

COUNCIL MEETINGS & CONFERENCES

- | | | |
|-----|-----------------------|-------------------------|
| 1. | Abilene | C, G, H |
| 2. | Amarillo | B(1), C, F, G, H |
| 3. | Arlington | C |
| 4. | Austin | A(8), B(62), C, D, G, H |
| 5. | Baytown | F |
| 6. | Beaumont | C, G, H |
| 7. | Beeville | F |
| 8. | Big Spring | D |
| 9. | Brazosport | E |
| 10. | Brownsville | B(1), D |
| 11. | Bryan-College Station | B(1), D, F |
| 12. | Corpus Christi | B(1), C, D, G, H |
| 13. | Corsicana | D |
| 14. | Cuero | E |
| 15. | Dallas | B(3), E, G |
| 16. | Edinburg | G, H |
| 17. | El Paso | B(3), C, F, G, H |
| 18. | Fort Worth | B(2), D, F, G, H |
| 19. | Fredericksburg | E |
| 20. | Galveston | B(1), D |
| 21. | Garland | F |
| 22. | Harlingen | C |
| 23. | Hereford | E, G |
| 24. | Houston | B(8), C, D, G, H |
| 25. | Huntsville | B(3), E, G, H |
| 26. | Kerrville | F |
| 27. | Killeen | B(1), E |
| 28. | Kingsville | E |
| 29. | La Grange | D, F |
| 30. | Lake Jackson | B(1) |
| 31. | Lamesa | F |
| 32. | Lampasas | D |
| 33. | Laredo | B(1), D |
| 34. | Longview | F, G |
| 35. | Lubbock | B(1), D, G, H |

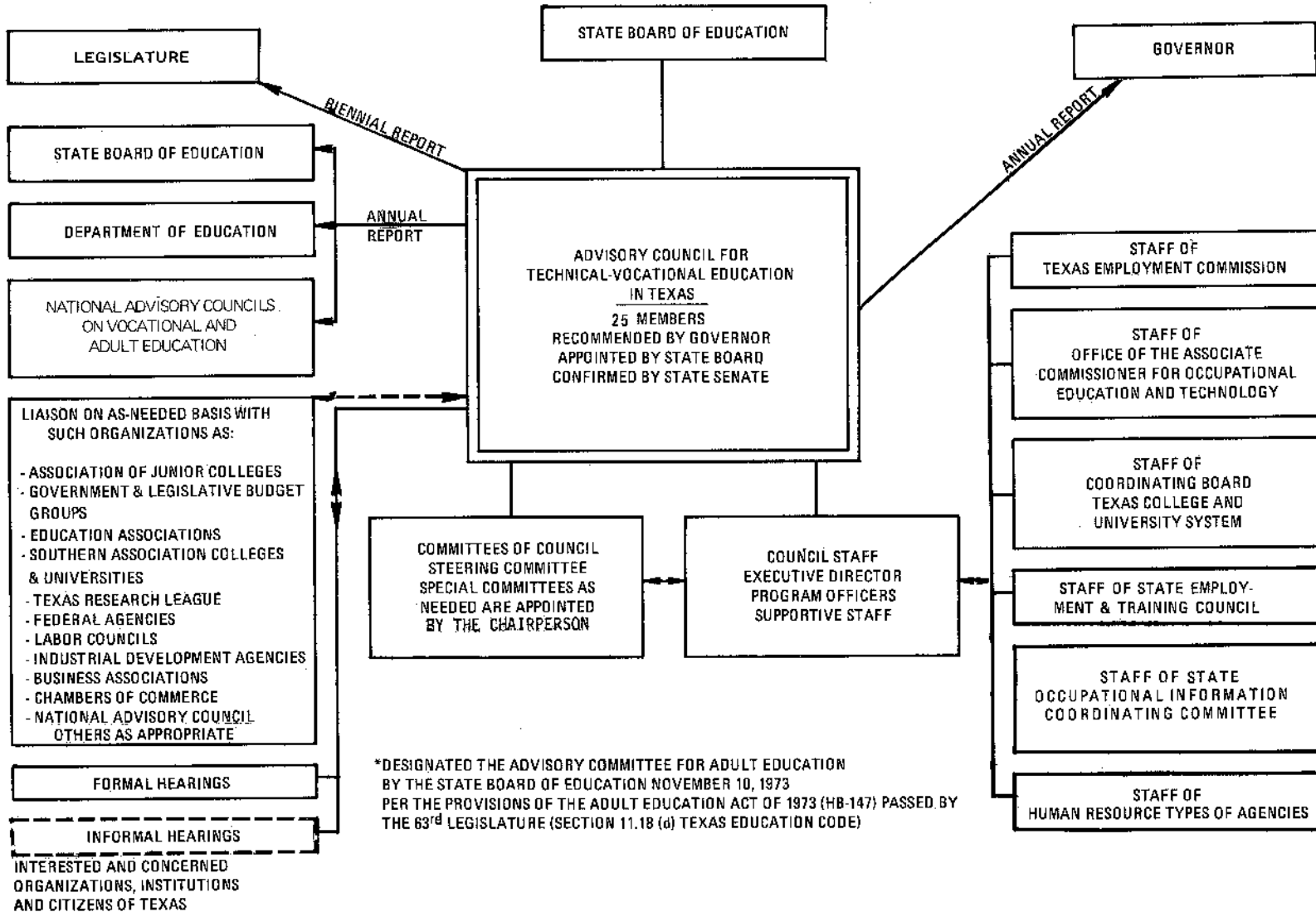


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|-----|----------------------|---------------------|
| 36. | Lufkin | F |
| 37. | Marshall | E |
| 38. | McAllen | F, B(1) |
| 39. | Midland | E, G, H |
| 40. | Mineral Wells | F |
| 41. | Mt. Pleasant | G, H |
| 42. | Nacogdoches | D |
| 43. | Odessa | C |
| 44. | Palestine | B(1), D |
| 45. | Pampa | D |
| 46. | Paris | D, F |
| 47. | Pasadena | E |
| 48. | Pharr-San Juan-Alamo | D |
| 49. | Plainview | D |
| 50. | Port Arthur | F |
| 51. | Rio Grande City | E |
| 52. | Salado | B(1) |
| 53. | San Angelo | D, G, H |
| 54. | San Antonio | B(5), C, D, E, G, H |
| 55. | Sherman | D |
| 56. | Snyder | E |
| 57. | Sweetwater | F |
| 58. | Temple | D |
| 59. | Texarkana | D |
| 60. | Tulia | F |
| 61. | Tyler | C |
| 62. | Uvalde | D |
| 63. | Vernon | E |
| 64. | Victoria | D, G, H |
| 65. | Waco | B(1), C, F, G, H |
| 66. | Waxahachie | D |
| 67. | Weatherford | E |
| 68. | Wichita Falls | C, D, G, H |
| 69. | Wimberley | B(1) |
| 70. | Kilgore | H |
| 71. | Richardson | H |

LEGEND

- A — State Level Forums '70, '73, '75, '77, '78, '80, '81, '82
 - B — Regular ACTIVE Meetings*
 - C — 1971 Regional Hearings
 - D — 1972 Community Conferences
 - E — 1974 Community Conferences
 - F — 1976 Impact Conferences
 - G — 1978 Regional Hearings
 - H — 1981 Advisory Committee Workshops
- *Numeral in parentheses indicates the number of regular ACTIVE meetings held in the city.

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



The Advisory Council for Technical-Vocational Education in Texas
P.O. Box 1886
Austin, Texas 78767
(512) 475-2046