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# ACTIVE news

The Advisory Council For Technical-Vocational Education In Texas



Dorothy R. Robinson, Chairman      Alton D. Ice, Executive Director  
Box 1886 Austin, Texas 78767 512/475-2046

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## COOPERATIVE EDUCATION FOR OUT-OF-SCHOOL YOUTH

Cooperative education programs, in which students alternate classroom study with related part-time work, are usually designed for young people still in school. Since 1972, however, the Texas Vocational-Industrial Education Program has run a co-op program for out-of-school youth that boasts an 80 percent job placement record.

Robert Patterson, the State's trade and industrial education supervisor, says the number of teachers involved has already expanded from one to 17. Since the program's inception, 4,371 students have been enrolled, with 3,514 eventually placed in jobs. Of those placed, 80.6 percent are still employed. In addition, 418 dropouts have earned regular high school diplomas and another 577 have been awarded equivalency certificates.

### HOW DOES IT WORK?

Prospective enrollees must be between the ages of 16 and 21 and high school dropouts for at least six months. Programs are open-entry, open-exit and provide year-around services.

Once enrolled in the program, the young dropouts are placed in private sector jobs where they spend a minimum of four hours at work daily, five days a week. Students attend class two hours a day, Monday through Friday, or for two-and-a-half hours, four days a week in evening classes. Regular high school credit is awarded for participation on the same basis as credits are given for a regular in-school cooperative education program.

Classroom instruction is in two phases: specific occupational training and "as needed" academic instruction that includes mathematics, science and communications skills. The occupational curriculum is developed jointly by the teacher-coordinator and each student's employer.

For more information, write to Robert Patterson, Trade and Industrial Education, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701.

## SUBCOMMITTEE UPS VOC ED FUNDING; PUTS \$35 MILLION INTO CAREER ED

The House Labor-HEW Appropriations Subcommittee May 4 rejected President Carter's recommended \$7 million cut in vocational education funding for fiscal 1979 and instead approved increases totaling \$24 million. The subcommittee also put \$35 million into the new Career Education Incentive Act.

funding to its fiscal 1978 level of \$40.994 million. The big winner was the voc ed basic grants program, which got a \$19 million increase to \$449.266 million.

Funding increases are spread fairly evenly throughout voc ed programs covered by the \$666.003 million appropriation voted by the subcommittee. The subcommittee restored voc ed consumer and homemaking education

In addition, supportive services improvement was given a \$4.75 million boost to \$112.317 million; programs of national significance were awarded a \$1.003 million increase; and state advisory council spending was increased \$1 million by allowing each state a \$100,000 minimum budget. Currently, the minimum for each state (See Funding, page 4)

## SELECTING THE ADVISORY COMMITTEE

The school must exercise considerable care in setting up advisory committees. Some will work better than others, depending upon the "mix," the leadership, and the task before it. The committee's chances of success are enhanced by a strong indication of interest by the school. This means that ranking administrators should attend meetings as often as possible, and that the school administrator be knowledgeable about committee activities. Such working harmony will greatly reward the school in its mission to provide the best education for its students.

While the board of education or board of trustees is the top level of the school organization, the superintendent or designated representative is responsible for establishing the advisory committees. In addition, the person who supervises the occupational education program is also responsible for the organization and use of these committees. As in all public educational organizations, any action to form an advisory committee, or make major changes in its structure, requires the approval of the board.

It is hoped that excerpts appearing in ACTIVE News will assist in the effective use of local advisory committees.

## JOBS- A NATIONAL CONFERENCE

The American Vocational Association, The National Academy and the State Directors of Vocational Education sponsored a National Conference on Job Creation and Development, May 3 and 4, 1978, in Crystal City, Virginia, for these purposes:

- \*To explore the impact that vocational education is having in many communities on job creation.
- \*To address ways in which vocational education can help solve the national unemployment problem of youth, women, minorities and adults through expanded and new initiatives in job creation.
- \*To explore the impact on an area's economic health when vocational education

is used to attract new industry.

Several papers were presented and used as workshop discussions for developing goals and objectives to create jobs for youth.

Some interesting topics presented included:

- \*Job Creation through Human Development.
- \*Developing and Maintaining School Business/Industry Relationships Aimed at Job Creation through Vocational Education.
- \*Vocational Education's Role in Establishing Secondary Students in Business and Industry.
- \*Job Creation Opportunities via Initiation of School Based Corporations.
- \*Vocational Education's Role in Impacting on Adult Unemployment in Job Mobility.
- \*Cooperation Education can be Successful in Job Creation and Development.
- \*Education for Development.

Plans are for the conference to be covered in the September issue of the AVA Journal. If additional information is needed, write to AVA, 1510 H Street N.W., Washington, D. C. 20005.

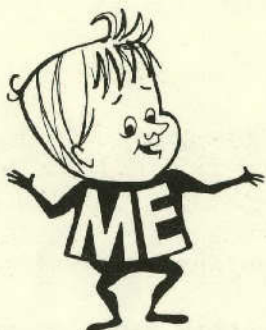
## PROMISING PRACTICES

Promising Practices is ready for dissemination.

This publication was prepared to provide basic information in capsule and graphic form about a limited number of ongoing vocational education programs for the handicapped students. The projects described were identified by local and state personnel as representatives of good practices that could be replicated elsewhere.

A limited number of the publication is available from the Council Office, 512/475-2046, P. O. Box 1886, Austin, Texas 78767.

# WHAT IS ???



The Houston Independent School District Marketing Exploration program, a three-year-old elective for ninth graders, is designed to explore the many careers in the field of marketing and distribution. Students use equipment found in the marketing industry. Classrooms are equipped with cash registers, time clocks and business forms. The class is taught through a series of activities which serve as a motivator for the students and a prelude to the related vocational program or other vocational programs.

One simulated classroom activity of Marketing Exploration uses magazines. Student roles vary during the activity. They become manufacturer's sales representatives and wholesalers. The intent of this exercise is to acquaint students with the marketing concepts of buying and selling and to explore the related careers.

The program has doubled in size. There were six programs the first year in as many schools. For the 1977-78 school year there are 12 programs in as many schools.

Does Marketing Exploration have a significant influence on student selection of related or other vocational courses? As yet, it is too early for a conclusion. Of the 1,200 students in Marketing Exploration last year, more than 900 expressed an interest in a vocational program. Over 700 were interested in Distributive Education, the related vocational cooperative program.

The contact person for the Marketing Exploration program is: Frances Gillespie, Assistant Director, Distributive Education, Houston Independent School District, 3830 Richmond Avenue, Houston, Texas 77027, Phone: (713) 623-5011.

## VOCT LEADERSHIP CONFERENCE

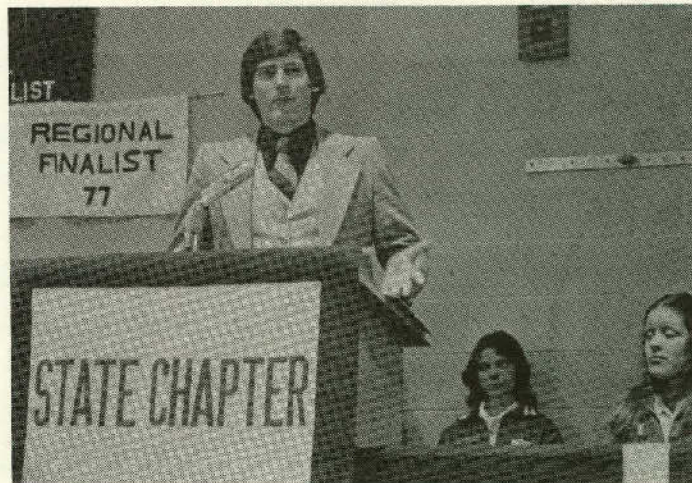
More than 1,300 persons participated in the first state Vocational Opportunities Clubs of Texas (VOCT) Leadership Conference April 22 in Waco. VOCT is a student organization for secondary industrial education students enrolled in Coordinated Vocational-Academic Education and vocational education for the handicapped programs.

The conference program included motivational speakers and leadership workshops, as well as a formal business session and awards presentation.

Approximately 700 student-made exhibits were on display at the conference, ranging from picnic tables and motorcycle trailers to decorated cakes and training station photo panels.

Students also participated in leadership contests, including such areas as job application, prepared and extemporaneous speaking, club business procedures, and opening and closing ceremonies. There was competition in both junior high and senior high divisions.

"Texas is one of a few states with an industrial education club to serve disadvantaged and handicapped youngsters," said Robert Patterson, director of industrial education at the Texas Education Agency. "We'll see this organization continue to grow and develop to provide a much-needed vehicle through which we can offer leadership, citizenship, and skill development for this group of students."



Former FFA President Bobby Tucker Addressed the VOCT Opening General Session

(FUNDING, Continued from page 1)

council is \$75,000.

Three programs were funded at their 1978 levels: special programs for disadvantaged students (\$20 million): bilingual vocational training (\$2.8 million) and consumer and homemaking education.

Funded for the first time are state planning provisions authorized under Section 102 of the Vocational Education Amendments of 1976. The \$5 million appropriation would be spent on preparation of five-year and annual plans, data collection and preparation of evaluation and accountability reports. Funding for Comprehensive Employment and Training Act programs was not included in the Labor-HEW money bill because the CETA law, which expires September 30, has not yet been renewed. The subcommittee will put together a supplemental appropriations bill this fall which will include funds for CETA and several other programs.

The new \$400 million Career Education Incentive Act was allotted \$35 million in

first-year funding by the subcommittee. The \$35 million will replace the \$10.135 million in the administration's budget request to continue career demonstration projects under the Special Projects Act.

Another program awarded a funding increase by the subcommittee was adult education. For handicapped education, the subcommittee approved the administration's request of \$2.4 million for regional vocational adult and postsecondary programs, \$835 million for state assistance, \$27 million for special population programs, \$20 million for innovation and development, \$29.75 million for media and resource services, and \$55.375 for special education manpower development.

The subcommittee bill now goes to the full Appropriations Committee for approval with committee action not expected until later this summer.

Editor: Elton Thomas

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Vocational Education in Texas  
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Austin, Texas 78767

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