

9/7 **ACTIVE news**

The Advisory Council For Technical-Vocational Education In Texas

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YOUTH EMPLOYMENT TAX CREDITS

The Carter administration has sent to Congress legislation designed to help 1.9 million disadvantaged young people to work by offering tax credit incentives to private sector employers.

Eligibility is limited to young people between the ages of 18 and 24 from families with incomes of less than 70 percent of the Bureau of Labor Statistics "lower living standard," currently about \$5,000 for a family of four. Private sector employers who hire one or more of these workers would be eligible to receive a \$2,000 tax credit in the first year of employment and \$1,500 the second year. Hirees must stay on the job at least 75 days. The same tax credit would apply to the hiring of handicapped workers.

Eligibility of young workers will be certified by the Labor Department. The income criteria are the same as under various CETA programs. Businesses will be required to maintain a record of certified workers and their length of employment.

In addition, no firm will be allowed to claim more than 20 percent of its work

force for the tax credit. Their limitation, based on normal turnover rates, will prevent firms from hiring tax credit workers at the expense of current employees.

REPLACES CURRENT TAX CREDITS

The proposed youth tax credit replaces, rather than adds to, the existing system of tax credits which cost the Treasury about \$2.5 billion a year.

Prospects for congressional approval appear bright.

NO TRAINING

The administration bill does not require that new hirees receive any special training. There may be some members of the labor force who would need additional attention, but this is a program that will get at a vast majority of workers from lower income levels who have not had experience in the labor force. Once a worker has gained some attachment to regular work experience, he will become employable in other jobs after two years of experience in tax-incentive employment.

VOC ED LIMITS CAREER OPPORTUNITIES OF BLACK STUDENTS

Black leaders are generally enthusiastic about job training, but believe formal vocational education programs limit the career opportunities of minority students, a new survey reveals.

"The image of vocational education programs is far more negative than positive," says Harland Randolph, who surveyed 1,252 black leaders, many of them vocational educators. The study was completed under the sponsorship of the Office of Education.

"The attitudes of the black leaders toward vocational training differs from their

attitude and image of vocational education programs, especially programs at the high school level," Randolph observes. "The black leaders express strong support for programs that train people to get jobs in advanced occupations and for programs that provide a solid work experience."

In the opinion of the respondents, efforts to reduce unemployment and occupational segregation must go beyond mere enforcement of civil rights or affirmative action laws. Needed is a stronger emphasis on quality

COMMUNITY EDUCATION LOCKHART STYLE

Public schools have gone "public" at Lockhart, Texas. The school system is no longer a series of island fortresses isolated from the mainstream of the community. It has opened its doors to the entire community to promote education for better individual, family and community well-being.

The Community Education Program is designed to involve the people in their schools and community and to direct public education toward the needs of the community. In short, community education brings education out of the schoolhouse isolation and spreads it throughout the society.

Lockhart began planning its program in September 1973. One of the first steps taken in the fall of 1973 was the reopening of adult basic education classes. These classes are still in progress. They offer an undereducated adult "another chance" to pick up educational skills so vital in today's changing world of work.

A learning lab is open on a regular basis for self-paced instruction in reading, arithmetic and English. It is a learning style structured for people who find it difficult to attend classes on a regularly scheduled basis. Preparations for the High School Equivalency Examination (GED) are also available.

Courses for educationally disadvantaged adults are offered. Persons with poor educational backgrounds, less than poverty-level incomes, or those who had been isolated from cultural, educational and employment opportunities were trained and retrained for jobs and job improvement.

Classes in adult vocational industrial education have been provided for the purpose of extending the trade knowledge or skill of workers, and also the development of new skills for the unemployed or unskilled worker.

On-the-job training for persons wishing to upgrade their employment level is offered under the Comprehensive Employment and Training Act (CETA).

Other spring classes offer recreation and sports activities, crafts and hobbies, edu-

cation improvement, youth programs and college credit.

For the summer, the Lockhart Summer Recreation Program is sponsored by the city and the Lockhart Community Education Program.

Lockhart Community Education cooperates with the Capital Area Planning Council in a program for older Americans. The primary objectives of the program are to provide services to older Americans, which include a social center, transportation services and social services.

Whatever might be the student's goal--job advancement, self-improvement, a search for new friends or interest or simply a change of pace--participation in the Lockhart Community Education Program provides an outlet for attaining these goals.

PROMOTING VOCATIONAL EDUCATION

Promoting Vocational Education, a 64-page handbook containing pointers on a wide range of public relations activities, is now available from the American Vocational Association.

Promoting Vocational Education includes guidelines on planning a total public relations program, communicating with external and internal publics and getting the vocational education message out through the mass media. The handbook outlines how to write news releases and how to prepare public service announcements for radio and television.

A section called "Visual Media" provides the reader with information on taking good photographs and organizing exhibits and displays. For those who want to combine visuals with sound, another section offers advice on producing a film, filmstrip or slide presentation.

The handbook shows vocational educators how to organize effective speakers' bureaus, open houses, dedications, conferences and workshops. Successful techniques for publicizing Vocational Education Week are another major emphasis in the new publication.

This fully indexed, practical publication contains many samples and illustrations. Copies of Promoting Vocational Education are available at \$4.00 each from Publication Sales, American Vocational Association, 1510 H Street, N. W. Washington, D. C. 20005.

YOUTH EMPLOYMENT TASK FORCE

A Task Force on Youth with Employment Problems was appointed at the May meeting of the National Commission for Manpower Policy.

The Task Force, whose recommendations will appear in the commission's 4th annual report in December 1978, will focus on factors which affect segments of the youth population who have particular difficulty finding and keeping jobs.

Among the issues to be addressed are: How does one define the youth population that has employment problems? To what extent do demographic shifts affect these numbers? What are the principal factors in the developmental processes of these youth that are defective from the standpoint of their schooling? Do we know or have any technical knowledge of any youth group having substantial success in the job market? What are the preferred second chance opportunities, assuming these youth complete job training programs and still remain employably undesirable? Can one assume a high school diploma readies one for a job? How can one get a more effective relationship between schools and CETA to develop a remedial program? What other community services can be made available to remedy the problem?

YOUTH JOBS ACT - SCHOOL-TO-WORK LINKS

Like true love, the course of the billion dollar federal youth employment and training act has not been smooth, but the Labor Department says important progress is being made, including new school-to-work linkages.

In a newly released report on its activities over the past year, DOL's Office of Youth Programs notes, "Whatever the future may hold, it is evident that substantial progress has been made in implementing the

Youth Employment and Demonstration Projects Act and realizing congressional objectives."

In areas where LEAs and prime sponsors are working together for the first time, DOL evaluators "have found increased emphasis on serving in-school youth in employment and training programs with the programs shifting attention from dropouts to dealing with potential dropouts. On the other hand, where out-of-school youths continue to be the primary target group, greater emphasis is being placed on returning them to school rather than in solely providing work programs for income maintenance purposes."

One of the most interesting of the youth employment act experiments is a test of whether the guarantee of a job will lure high school dropouts back to school or keep potential dropouts from leaving. To get funding for these projects, prime sponsors and LEAs are required to work together. It is clear, says DOL, that this "incentive entitlement" program "has led to extensive coordination."

The possible long-term changes that might be affected by this coordination would well contribute to improved school-to-work transition for more disadvantaged youth not yet in Youth Employment and Demonstration Projects Act programs but in other employment and training education programs.

Free copies of their report, "Youth Initiatives" are available from the Office of Youth Programs, 601 D St. NW, Room 3402, Washington, D. C. 20213.

ADVISORY COMMITTEES

A major vehicle for maintaining direct communication between schools and industry is the local or citizens advisory committee. The people who serve on these committees are experts on the education, skills and attitudes that are needed in a specific occupation. Industry and business representatives who serve on these committees are particularly valuable to educators because they earn their livings in the jobs for which students are being prepared.

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training, placement and control of power sources, they say.

The best types of vocational programs, are those with a great deal of supervised work experience such as apprenticeship programs. High graduation standards should be required for vocational education programs. Students should be able to pass a job performance test, a competency test and academic courses. Vocational programs should assume a clear responsibility for student placement.

The areas of vocational education which need the most improvement, say the black leaders, are guidance and counseling, administration, facilities and equipment.

The survey respondents indicate black leaders' support of voc ed could be strengthened by such actions as involving black business owners in designing vocational programs; providing leaders with information to improve decision-making; appointing them members of vocational education boards and committees; moving voc ed programs closer to the described model; and using voc ed as a resource for achieving objectives and interests in the black community.

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It is only logical that those responsible for educating and training the work force of this nation should avail themselves of advisors. The advisory committee serving a school may be defined as a group of persons selected from the community to advise educators regarding occupational programs. The advisory committee is usually formally organized and members are appointed for a definite term.

Two characteristics distinguish advisory committees from other types of committees: (1) they are voluntary in nature and (2) members usually serve without pay.

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are invited.**