

E 1400.7 Im 7P 1976

VOCATIONAL EDUCATION: Its Impact on Local Communities

PROCEEDINGS: 1976 Impact Conferences



February 3 - March 4

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



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

Dorothy R. Robinson, Chairman, Palestine
Bill Elkins, Vice-Chairman, Dallas
Bob Avina, San Antonio
J. L. Boone, Jr., Ed.D., College Station
Ellwood E. Collins, Texarkana
W. T. Crouch, Itasca
Dr. Michael DeBakey, Houston
Don Gray, Harlingen
Joe Gunn, Austin
J. W. Hamby, Plainview
James H. Harwell, Austin
J. R. Jackson, Ed.D., Lake Jackson
William L. Jones, Jr., Kingsland
Robert M. McAbee, Fort Worth
Hugh E. McCallick, Houston
Frederick McClure, San Augustine
Ray A. Meyer, San Antonio
Jack W. Page, El Paso
David E. Pickett, Dallas
E. D. Redding, Houston
S. Don Rogers, Austin
Milton J. Schiller, Waco
Marcos A. Vann, Fort Worth
Mario Yzaguirre, Brownsville

CHAIRMAN
Mrs. Dorothy R. Robinson
Palestine



VICE CHAIRMAN
Bill Elkins
Dallas

THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION
IN TEXAS

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

MEMBERS

Bob Avina
San Antonio
J. L. Boone, Jr., EdD.
College Station
Ellwood E. Collins
Texarkana
W. T. Crouch
Itasca
Dr. Michael DeBakey
Houston
Don Gray
Harlingen
Joe Gunn
Austin
J. W. Hamby
Plainview
James H. Harwell
Austin
J. R. Jackson, EdD.
Lake Jackson
William L. Jones, Jr.
Kingsland
Robert A. McAbee
Fort Worth
Hugh E. McCallick
Houston
Frederick McClure
San Augustine
Ray A. Meyer
San Antonio
Jack W. Page
El Paso
David E. Pickett
Dallas
E. D. Redding
Houston
S. Don Rogers
Austin
Milton J. Schiller
Waco
Marcos A. Vann
Fort Worth
Mario Yzaguirre
Brownsville

June 30, 1976

GREETINGS:

Texas citizens were afforded an opportunity through 19 Impact Conferences during February and March to assess the positive contributions that vocational education is making to their community's socioeconomic growth, as well as voice key concerns which need to be addressed in improving the quality of vocational education in Texas.

You will find in this report, which highlights the input from the conferences, a mixture of pride and caution, of progress and concern. The input obtained from the breadth of Texas will provide much needed guidance to our education and government officials who must shape the character of our state's education system that will carry us through the final quarter of the Twentieth Century.

Special thanks is due the many representatives of business, industry, labor, government, and education as well as students and the general public who gave of their most valuable time to make each of the Impact Conferences a pleasant and heartwarming success.

The Council is aware that public forum activities providing grass roots input is valuable only to the extent that lines of communication are established and state and community leaders are responsive to the input. The initiative for improvement rests at all levels. Our effectiveness will be measured by how well we work together in serving the needs of our citizens of all ages.

Sincerely,

Dorothy R. Robinson
Dorothy R. Robinson
Chairman

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

	Page
Letter of Transmittal	i
Introduction.	iii
Classification of Participants.	iv
Part I - Survey Results	1
Summary of Student Follow-up Survey	2
Summary of Senior Career Interest Survey.	8
Part II - Impact '76.	19
Summary of Key Concerns	20
Part III - Summary of Impact Conferences.	29
Listing of Concerns/Forums.	30
Amarillo.	31
Baytown	43
Beeville.	54
Bryan-College Station	63
El Paso	68
Fort Worth.	80
Garland	92
Kerrville	102
La Grange	110
Lamesa.	117
Longview.	125
Lufkin.	133
McAllen	139
Mineral Wells	145
Paris	152
Port Arthur	162
Sweetwater.	172
Tulia	177
Waco.	185

INTRODUCTION

The Advisory Council for Technical-Vocational Education in Texas is required to hold at least one public forum annually to obtain citizen input relevant to the planning and management of vocational, technical, manpower, and adult education programs.

Between February 3 and March 4, the ACTIVE held a total of 19 Impact Conferences across Texas. The goal of the conferences was to "assess the impact that vocational, technical, manpower, and adult education programs and services are having in meeting individual and community needs for living and making a living."

Among the objectives for holding the conferences were:

- assist school administrators, local advisory committees, community groups, and the practitioners of local vocational, technical, manpower and adult education programs and services in assessing the effectiveness of these programs and services in meeting individual and/or community needs; and
- involve local advisory committees, education and manpower officials, community groups and others in evaluation activities such as: student placement and follow-up; student career interest surveys; determining available resources of the community and the impact that these have upon individual and community needs.

The following is a list of the communities which hosted conferences coupled with the dates and numbers of persons who registered.* (See composite breakout on page iv.)

Communities Hosting Conferences

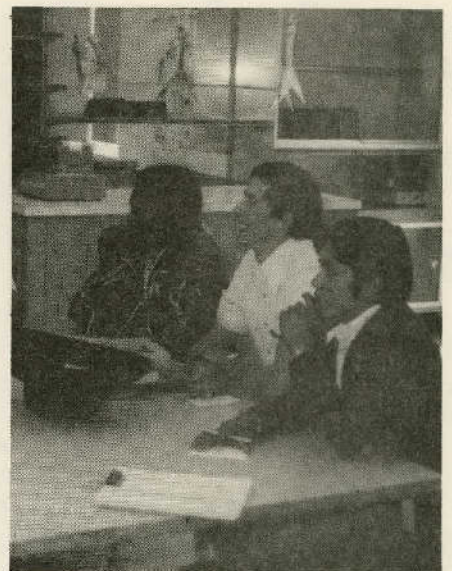
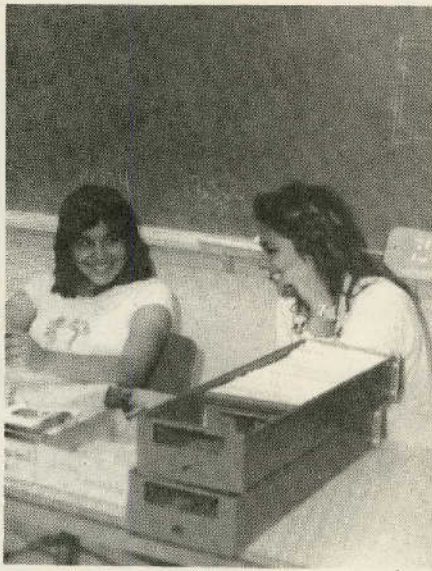
<u>Date</u>	<u>Community</u>	<u>Participants*</u>
Feb. 3	Lamesa	87
Feb. 3	Baytown	281
Feb. 5	Tulia	55
Feb. 10	Paris	164
Feb. 10	Bryan-College Station	119
Feb. 11	Garland	138
Feb. 12	Lufkin	75
Feb. 12	Longview	63
Feb. 12	Mineral Wells	46
Feb. 16-17	El Paso	148
Feb. 18	Beeville	44
Feb. 18-19	Amarillo	95
Feb. 19	Kerrville	55
Feb. 23	Sweetwater	45
Feb. 24	La Grange	119
Feb. 24	Waco	185
Feb. 25-26	Fort Worth	221
Feb. 26	Port Arthur	121
March 4	McAllen	44
	TOTAL	2,105*

**Represents individuals who completed a registration card. Many people were involved at various stages without registering (i.e., several communities formed study groups involving sizeable numbers of persons to research concerns prior to day of conference. Some groups were represented day of conference by as few as one person who voiced composite thinking of other study group members.). Total participation in conferences was about 2,500.*

TABULATION AND CLASSIFICATION OF PARTICIPANTS
IN 19 IMPACT CONFERENCES *

CONFERENCE	Participants																			Totals
	Amarillo	Baytown	Beeville	Bryan/College Station	El Paso	Fort Worth	Garland	Kerrville	La Grange	Lamesa	Longview	Lufkin	McAllen	Mineral Wells	Paris	Port Arthur	Sweetwater	Tulia	Waco	
SECONDARY EDUCATORS																				
Superintendents	1	1	1	1	2	0	1	0	4	0	1	1	0	1	3	1	1	1	5	25
Administrators	0	4	4	3	12	22	10	9	4	2	4	1	5	2	4	11	2	2	7	108
Voc. Administrators	6	5	2	2	5	9	9	1	2	2	3	4	5	2	1	3	1	2	7	71
Counselors	5	12	2	1	8	18	4	2	2	2	2	1	2	1	4	12	1	1	10	90
Teacher/Coordinators	14	35	1	20	40	91	38	6	12	17	2	8	1	4	30	18	11	10	40	398
POST-SECONDARY EDUCATION																				
Presidents	1	0	1	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	3	9
Administrators	7	12	0	1	6	2	1	0	0	1	1	0	0	6	1	0	0	16	54	
Voc.-Tech. Admin.	6	1	3	1	2	2	1	1	0	0	1	1	1	3	0	1	0	5	30	
Faculty	5	34	2	0	1	1	0	1	0	1	0	2	0	1	29	0	2	0	22	101
Counselors	0	2	2	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	3	11
OTHERS IN EDUCATION																				
Students	15	53	13	46	23	32	8	5	9	14	21	9	5	11	25	18	2	13	5	327
Texas Education Agency	2	2	2	2	0	2	2	1	3	2	2	2	1	3	3	2	3	2	7	43
Educ. Service Centers	1	3	1	0	2	1	1	0	0	0	1	0	0	0	0	1	1	0	1	13
Senior Colleges/Univ.	2	3	0	5	1	0	5	0	1	0	1	0	0	0	1	3	0	0	2	24
SUB-TOTAL EDUCATORS																				
	65	167	34	82	104	180	80	27	38	41	40	30	20	26	111	70	25	31	133	1304
% Educators	68	60	77	69	70	81	58	49	32	47	62	40	46	58	68	58	56	55	72	62
NON-EDUCATORS																				
Business & Industry	6	25	2	2	3	6	11	12	32	13	7	20	10	3	19	4	4	2	11	192
Chamber of Commerce	1	1	1	1	1	0	1	2	5	1	1	0	1	1	1	4	2	1	1	26
Health Industry	1	3	0	1	1	4	5	3	3	2	0	1	1	1	4	2	0	1	7	40
Local Adv. Councils	5	19	1	2	1	1	3	1	2	2	2	3	1	2	9	3	2	2	1	62
Local Board of Educ.	0	3	1	1	6	1	1	1	2	5	6	1	1	4	1	3	2	4	3	46
Private Schools	0	1	0	0	1	2	1	0	1	0	0	1	0	0	0	1	1	0	0	9
Labor Representatives	0	5	0	0	5	1	0	2	0	0	1	1	1	0	2	1	0	0	2	21
Local/Co./Reg. Govt.	2	1	0	1	5	2	12	1	13	0	3	4	2	0	3	1	2	4	58	
State Agencies	5	4	2	2	3	2	2	0	2	0	1	5	3	1	4	9	1	1	7	54
Comm. Action Agencies	2	1	0	2	2	8	0	1	1	0	0	3	1	3	0	1	2	3	4	34
Manpower Programs	1	1	0	5	2	0	0	0	1	0	0	1	1	1	1	1	0	1	0	16
PTA & Women's Clubs	0	2	0	1	2	4	2	0	0	0	0	1	0	0	0	0	0	1	0	13
Federal Agencies	0	0	0	2	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	11
State Legislators	2	0	0	1	1	0	2	0	1	0	0	1	0	0	1	0	1	0	0	10
News Media	3	1	2	0	1	0	2	0	0	2	0	0	0	1	1	3	0	1	0	17
Others	2	47	1	16	9	9	15	4	17	21	2	2	1	2	7	18	3	5	11	192
SUB-TOTAL NON-EDUCATORS																				
	30	114	10	37	44	41	58	28	81	46	23	45	24	20	53	51	20	24	52	801
% Non-Educators	32	40	23	31	30	19	42	51	68	53	38	60	54	42	32	42	44	45	28	38
GRAND TOTALS																				
	95	281	44	119	148	221	138	55	119	87	63	75	44	46	164	121	45	55	185	2105

*Members of State Advisory Council not included in above tabulations.



PART I
Student Follow-up Survey
Senior Career Interest Survey



VOC-ED: MORE THAN JUST SPECIFIC SKILL DEVELOPMENT
Summary of Vocational Student Follow-up Survey

Vocational education has long been noted for its emphasis upon job related skill development; however, its contributions to the "individual" extend much further, a survey of 1973-74 Texas secondary and post-secondary vocational graduates/leavers reveals.

Over 82 percent of 3,217 secondary and 89 percent of 398 post-secondary former vocational students who participated in the survey agreed that voc-ed is helpful in developing and/or reinforcing basic education skills, such as reading, computation, communication, etc.

Eighty-five percent of both the secondary and post-secondary respondents also agreed that voc-ed is helpful in developing "employability skills," such as getting to work on time, acceptable work attitudes, the ability to get along and communicate with others, honesty, integrity, and loyalty, etc.

The survey, aimed at assessing the job that voc-ed is doing in preparing Texas citizens to "live and make a living," was conducted as a part of 19 Impact Conferences held statewide during February/March by the ACTVE.

Seventy-two percent of the secondary and 82 percent of the post-secondary respondents found voc-ed helpful in determining a career choice. About 74 percent of both the post-secondary and secondary survey respondents also found voc-ed helpful in formulating future goals.

In the area of specific skill development, 94 percent of the post-secondary and 87 percent of the secondary graduates/leavers agreed that voc-ed provided them with the skills related to the performance of a particular job that was necessary to enter and progress in the work force.

Over 83 percent of the post-secondary respondents and 81 percent of the secondary respondents considered their voc-ed experiences an integral part of their career development activities, as a means for vitalizing academic or basic education rather than a separate educational pathway.

Employment Status

Nearly 88 percent of the post-secondary and 71 percent of the secondary survey participants said that they have sought full-time employment since completing their voc-ed training. Over 91 percent of the post-secondary and 71 percent of the secondary respondents were employed at the time of the survey.

Of the post-secondary respondents, 86 percent were employed full-time while 5 percent were working part-time. Just under 5 percent were unemployed. Fifty-eight percent of the secondary graduates/leavers were working full-time while 13 percent were part-time employees at the time of the survey. Just under 6 percent were unemployed.

Eighteen percent of the secondary and 12 percent of the post-secondary respondents were pursuing further formal education and training, which means that some were working and going to school at the same time.

Almost 70 percent of the secondary graduates/leavers have held two or less full-time jobs since completing their voc-ed training with nearly 46 percent having held only one full-time job.

Among the post-secondary respondents, 88 percent have held two or less full-time jobs with 66 percent having held only one full-time job.

Relationship of Training to Job

Nearly 92 percent of the post-secondary respondents said that their first or present job is either closely or directly related to their voc-ed training. Almost seven percent said they are employed in a completely different occupation.

Among secondary survey participants, nearly 71 percent said their first or present job is closely or directly related to their voc-ed training. Nearly 20 percent said that they were employed in a completely different occupation.

Only 12 percent of the secondary and 10 percent of the post-secondary respondents said that their voc-ed training did not provide them with job skills for entry into their first job.

Job Placement Services

In the area of job placement, 73 percent of the secondary survey participants said their voc-ed teachers helped to place them in jobs. Another 8 percent said they received help from their guidance counselors.

Forty-five percent of the post-secondary respondents also received job placement help from their vocational teachers while 12 percent noted help from their guidance counselors. Twenty-four percent indicated help from a variety of other sources.

Other Noteworthy Findings

Almost 82 percent of the secondary respondents noted that voc-ed was helpful to them in developing a good "teacher/student relationship." Over 78 percent of the post-secondary respondents felt the same way.

With the high cost of post-high school education and training what it is today, only 50 percent of the post-secondary and 54 percent of the secondary respondents found their voc-ed training helpful in financing the cost of going to college.

An interesting contrast arose between secondary and post-secondary respondents as to the value of voc-ed in learning the realities of living.

Over 72 percent of the secondary respondents found their voc-ed training helpful in learning about the realities of living while only 57 percent of the post-secondary former students found their training helpful in this manner.

Over 73 percent of the respondents from both levels of education agreed that "vocational education should be an integral part of every student's educational experiences."

Eighty-seven percent of the post-secondary and 82 percent of the secondary respondents agreed that "vocational education should have the full collaboration of the home, school, and community if voc-ed's full potential is to be realized."

SECONDARY LEVEL FOLLOW-UP
1973-74 VOC-ED GRADUATES/LEAVERS
EMPLOYMENT STATUS & RELATIONSHIP OF TRAINING TO JOBS

	Total Number of Questionnaires Returned	% of Total Employed Full-Time	% of Total Employed Part-Time	% in Labor Force That Are Unemployed**	% of Total Indicating Voc-Ed Did Not Provide Job Skills for First Job	% of Total Employed in Occupation For Which Trained	% of Total Employed in Related Occupation	% of Total Employed in Completely Different Occupation	% of Total Having Held Two or Less Full-Time Jobs	% of Total Having Held Only One Full-Time Job Since Training Completion
COMMUNITY	A	B	C	D	E	F	G	H	I	J
Amarillo	219	64.8	14.6	2.7	5.5	60.3	23.3	12.3	73.1	50.7
Baytown	155	58.7	7.7	2.6	12.3	43.3	20.6	24.5	72.3	42.3
Beeville	62	41.9	17.7	12.9	21.0	25.8	27.4	35.5	54.8	41.9
Bryan/College Station	40	57.5	22.5	7.5	2.0	55.0	7.5	32.5	77.5	60.0
El Paso	510	63.7	11.2	7.2	14.7	53.7	24.5	19.2	72.7	46.5
Fort Worth	634	52.5	17.8	8.2	17.0	39.7	25.2	26.3	70.0	47.0
Garland	232	62.5	8.2	2.2	11.2	51.7	22.4	24.6	75.9	43.1
Kerrville	40	47.5	12.5	15.0	7.5	47.5	22.5	20.0	65.0	37.5
La Grange	73	58.9	13.7	8.2	9.6	45.2	20.6	24.7	74.0	46.6
Lamesa	49	63.3	6.1	2.0	6.1	51.0	20.4	8.2	69.4	38.8
Longview	180	43.9	18.9	7.8	10.6	40.0	26.1	17.2	52.2	25.6
Lufkin	41	51.2	14.6	14.6	9.8	44.0	22.0	24.4	63.4	48.8
Mineral Wells	66	63.6	6.1	6.1	13.6	53.0	21.2	19.7	70.0	45.5
McAllen	70	37.1	7.1	1.4	5.7	32.9	18.6	11.4	47.1	32.9
Paris	73	67.1	9.6	5.5	16.4	39.7	34.2	23.3	79.5	56.1
Port Arthur	198	54.5	5.6	6.7	16.7	48.0	16.2	25.2	66.7	40.4
Tulia	29	55.2	13.8	0	6.9	51.7	24.1	10.3	62.1	48.3
Waco	546	65.0	11.0	3.5	6.4	58.2	14.1	9.5	73.2	52.0
GRAND TOTALS	3,217*	58.2	12.6	5.9	12.2	48.7	21.7	19.8	69.9	45.6

*Includes two questionnaires returned from Sweetwater. Percentages in this table differ slightly from those shown in the Council's Seventh Annual Report to the Governor due to an error in tabulation.
**Represents those who said they were not employed but were looking for employment.

SECONDARY FOLLOW-UP
1973-74 VOC-ED GRADUATES/LEAVERS
EXTENT TO WHICH VOC-ED HELPFUL

	Total Number of Questionnaires Returned	% Indicating Voc-Ed Helpful in Developing and/or Reinforcing 3 Rs.	% Indicating Voc-Ed Helpful in Developing "Employability" Skills**	% Indicating Voc-Ed Helpful in Developing Specific Occupational Skills	% Indicating Voc-Ed Helpful in Making Career Choices	% Indicating Voc-Ed Helpful in Formulating Future Goals	% Indicating Voc-Ed Helpful in Fostering Good Student/Teacher Relationship	% Indicating Voc-Ed Helpful in Learning About Realities of Living	% Indicating Voc-Ed Helpful in Paying for College Costs	% Indicating Voc-Ed Should Be Integral Part of Every Student's Education Experiences
COMMUNITY	A	B	C	D	E	F	G	H	I	J
Amarillo	219	87.2	93.0	96.3	78.0	77.2	86.8	72.6	61.6	73.9
Baytown	155	90.3	65.2	94.0	84.0	90.3	91.6	81.9	57.4	89.0
Beeville	62	89.0	69.4	90.3	50.0	62.9	79.0	80.6	45.1	75.8
Bryan/College Station	40	83.0	85.0	88.0	78.0	72.5	82.5	75.0	52.5	67.5
El Paso	510	81.2	84.1	90.4	76.6	74.3	86.3	77.6	59.6	79.6
Fort Worth	634	87.2	92.1	92.0	74.3	78.5	85.8	74.0	48.8	81.0
Garland	232	96.1	99.1	98.0	81.0	83.2	91.8	88.4	67.7	90.0
Kerrville	40	72.5	87.5	90.0	52.5	57.5	80.0	72.5	37.5	82.5
La Grange	73	90.4	94.5	95.9	84.9	78.1	90.4	93.2	57.5	71.2
Lamesa	49	89.8	87.8	89.8	85.7	77.6	89.8	87.8	79.6	65.3
Longview	180	69.0	74.4	72.0	63.0	62.6	67.8	54.4	33.8	62.7
Lufkin	41	98.0	88.0	98.0	73.2	73.2	90.2	75.6	48.7	80.4
Mineral Wells	66	99.0	99.0	100.0	86.4	83.3	90.0	83.3	66.6	89.3
McAllen	70	54.3	54.3	60.0	47.1	47.1	42.9	44.3	42.8	50.0
Paris	73	85.0	93.2	77.0	73.0	71.2	82.2	76.7	50.6	67.1
Port Arthur	198	62.1	64.1	63.0	49.5	55.1	58.1	54.0	40.4	55.5
Tulia	29	79.3	83.0	83.0	72.4	72.4	82.8	75.9	44.8	79.3
Waco	546	81.0	81.0	82.4	70.0	71.4	78.8	66.8	59.7	56.7
GRAND TOTALS	3,217*	82.9	85.3	87.1	72.3	73.7	81.9	72.4	54.6	73.1

*Includes two questionnaires returned from Sweetwater. Percentages in this table differ slightly from those shown in the Council's Seventh Annual Report to the Governor due to an error in tabulation.

**Development of proper attitudes about work (dependability, promptness, initiative, getting along with others, etc.)

POST-SECONDARY FOLLOW-UP
1973-74 VOC-ED GRADUATES/LEAVERS
EMPLOYMENT STATUS & RELATIONSHIP OF TRAINING TO JOBS

	Total Number of Questionnaires Returned	% Employed Full-Time	% Employed Part-Time	% in Labor Force That Are Unemployed*	% Indicating Voc-Ed Did Not Provide Job Skills For First Job	% Employed in Occupation For Which Trained	% Employed in Related Occupation	% Employed in Completely Different Occupation	% Having Held Two or Less Jobs Since Completion of Training	% Having Held Only One Job Since Completion of Training
INSTITUTION	A	B	C	D	E	F	G	H	I	J
Amarillo College	59	89.8	6.8	5.1	30.5	66.1	18.6	13.6	89.8	59.3
Bee County College	25	80.0	4.0	4.0	4.0	64.0	28.0	8.0	92.0	60.0
El Paso Com. College	44	79.5	9.0	4.5	9.0	79.5	11.3	6.8	88.6	70.4
Lee College	33	66.6	12.1	15.1	21.1	48.4	36.3	15.1	72.7	63.6
McLennan Com. Col.	80	90.0	2.5	0	3.8	83.8	12.5	2.5	92.5	71.3
Paris Jr. College	21	61.9	9.5	19.0	14.2	61.9	19.0	19.0	61.9	38.0
TSTI - Waco	136	94.1	2.2	2.9	2.9	84.5	11.0	2.2	91.1	71.3
GRAND TOTALS	398**	86.2	5.0	4.8	10.1	75.6	16.1	6.8	87.9	66.3

*Represents those who said they were not employed, but were looking for employment.

**Percentages in this table differ slightly from those shown in the Council's Seventh Annual Report to the Governor due to an error in tabulation.

POST-SECONDARY FOLLOW-UP
1973-74 VOC-ED GRADUATES/LEAVERS
EXTENT TO WHICH VOC-ED HELPFUL

	Total Number of Questionnaires Returned	% Indicating Voc-Ed Helpful in Developing and/or Reinforcing 3 Rs	% Indicating Voc-Ed Helpful in Developing "Employability Skills"*	% Indicating Voc-Ed Helpful in Developing Specific Occupational Skills	% Indicating Voc-Ed Helpful in Making Career Choices	% Indicating Voc-Ed Helpful in Formulating Future Goals	% Indicating Voc-Ed Helpful in Fostering Good Student/Teacher Relationship	% Indicating Voc-Ed Helpful in Learning About Realities of Living	% Indicating Voc-Ed Helpful in Paying for College Costs	% Indicating Voc-Ed Should be an Integral Part of Every Student's Educational Experiences
INSTITUTION	A	B	C	D	E	F	G	H	I	J
Amarillo College	59	79.6	76.3	98.3	77.9	64.4	64.4	38.9	47.4	69.5
Bee County College	25	76.0	92.0	92.0	92.0	80.0	76.0	64.0	48.0	88.0
El Paso Com. College	44	90.9	77.2	97.7	84.0	70.4	63.6	56.8	34.0	81.8
Lee College	33	66.6	63.6	75.8	60.6	66.6	69.6	36.3	21.2	51.5
McLennan Com. Col.	80	93.8	91.3	92.5	80.0	80.0	83.8	65.0	56.3	75.0
Paris Jr. College	21	90.4	81.0	90.5	76.1	57.1	57.1	33.3	28.5	66.6
TSTI - Waco	136	94.8	92.6	97.8	88.9	80.1	91.1	66.1	62.5	80.8
GRAND TOTALS	398**	88.9	85.2	94.2	82.2	74.4	78.1	56.5	49.7	75.4

*Development of proper attitudes about work (dependability, promptness, initiative, getting along with others, etc.)

**Percentages in this table differ slightly from those shown in the Council's Seventh Annual Report to the Governor due to an error in tabulation.

PARENTS STILL LEADING INFLUENCE OVER CHILDREN'S
CAREER PLANS

Summary of Senior Career Interest Survey

Parents and friends are the most helpful to young people in the formulation of post-high school plans; counselors and employers are among the least helpful, a survey of Texas high school seniors reveals.

Nearly 42 percent of 11,833 seniors who participated in the survey ranked their parents as the "most helpful" to them in making up their minds about what to do after high school. Friends were voted the "most helpful" by 13.5 percent of the seniors.

Less than 4 percent said that counselors were the "most helpful." Just over 3 percent of the seniors found employers to be the "most helpful."

The survey, aimed at getting some indication as to the future plans as well as past education experiences of graduating seniors, was conducted as a part of 19 Impact Conferences held statewide during February/March by the Advisory Council for Technical-Vocational Education in Texas.

The conferences sought to assess the extent to which vocational education is meeting the needs of Texas' society and economy.

Seniors participating in the survey were both academic and vocational students and represented the ethnic as well as socioeconomic composition of their communities. They were from large urban centers as well as rural communities.

An identical survey conducted by the ACTIVE in 1974 of 10,879 seniors in 16 different Texas communities also showed parents and friends as being the most helpful to young people trying to make up their minds about what to do after they finish high school.

PEOPLE "MOST HELPFUL" TO SENIORS IN FORMULATING
POST-HIGH SCHOOL PLANS*

	1976	1974
1. Parents	41.8%	39.8%
2. Friends	13.5	13.9
3. High School Teachers	7.0	7.4
4. Brothers/Sisters	7.0	6.4
5. High School Counselors	3.8	3.5
6. Other Relatives	3.4	2.8
7. Employers	3.2	4.1
8. Other	6.5	8.6
9. Don't Know	2.5	7.9
10. No Response	11.3	5.6
	<u>TOTALS</u>	<u>100.0%</u>
		<u>100.0%</u>

*Percent distribution of responses from 11,833 seniors in 1976, and 10,879 seniors from 1974.

Post-High School Employment & College Plans

Over 62 percent of the 1976 seniors indicated plans to seek employment after graduation from high school this spring. Thirty-nine percent plan to seek part-time employment and 23 percent plan to seek full-time work.

The survey of seniors in 1974 showed that only 52 percent planned to seek immediate employment after high school graduation. Thirty-two percent planned to work part-time and 20.4 percent planned to seek full-time employment.

Almost 60 percent of the 1976 seniors indicated plans to attend either a junior or senior college on a part-time or full-time basis after high school. This compares with 62 percent of the 1974 seniors who indicated such plans.

A similar although not identical senior survey conducted in 1972 by the ACTVE revealed that of 12,747 seniors who participated in the statewide survey, about 65 percent indicated plans to enroll in either a junior or senior college. Less than 6 percent in any of the sample years indicated plans to attend a technical institute.

Almost 42 percent of the 1976 seniors and nearly one-half (48.6%) of the 1974 seniors said that they plan to pursue a bachelor or higher college degree. Concrete data is not available on the college degree aspirations of the 1972 high school seniors.

Business/Office Occupations Leading Career Field

Nearly 20 percent of the 1976 seniors said they plan to pursue a career in the Business/Office Occupations Field.

The surveys of seniors in both 1974 and 1972 also placed business/office occupations as the most often selected career field.

The second most often selected field in which seniors from all three sample years plan to pursue a career is health occupations. The field of education (teaching) ranked third in all three years.

The fine arts/humanities, construction, and public services fields were next to be selected by seniors from all three sample years.

Below is a table which presents a comparative look at the career choices made by seniors from all three sample years. It is interesting to note that the thinking of young people today regarding career choices differs very little from the young people of 1972.

PERCENT DISTRIBUTION OF CAREER FIELDS
SELECTED BY SENIORS*

	<u>1976</u>	<u>1974</u>	<u>1972</u>
1. Business/Office Occupations	19.8%	18.9%	16.9%
2. Health Occupations	12.6	13.1	14.8
3. Education	7.6	7.8	9.6
4. Fine Arts/Humanities	6.4	7.4	7.2
5. Construction	5.8	4.4	4.9
6. Public Services	4.5	4.1	4.5
7. Manufacturing	3.9	2.6	3.0
8. Communications & Media	3.3	3.5	2.5
9. Marketing & Distribution	3.1	2.9	2.7
10. Agri-Business/ Natural Resources	2.9	3.0	1.2

11. Consumer/Homemaking	2.4	1.7	5.6
12. Transportation	2.0	2.2	1.8
13. Personal Services	1.7	1.6	1.2
14. Environment	1.1	.9	1.2
15. Hospitality/ Recreation	1.0	.9	.4
16. Marine Science	.9	1.3	.7
17. Other	8.9	9.8	4.3
18. Don't Know	12.1	13.9	17.5
TOTALS	100.0%	100.0%	100.0%

*Percent distribution of responses from 11,833 seniors in 1976, 10,879 seniors in 1974, and 12,747 seniors in 1972. ACTIVE asked seniors to indicate occupational areas in which they plan to pursue careers.

High School Credits Earned by Seniors

English, social sciences, health and physical education, math, and natural sciences constituted nearly 70 percent of all the credits earned by the seniors during four years of high school.

Just over 9 percent of all credits earned for four years of high school by the seniors participating in the 1976 survey were earned in vocational education.

This compares with 6.8 percent earned in vocational education by the seniors who participated in the 1974 as well as the 1972 surveys. (Credits earned in Industrial Arts not included in vocational percentages.)

In looking more closely at the vocational credits earned, it is interesting to note that no vocational program area experienced a decline in the number of credits earned between 1974 and 1976 although two program areas did not experience any growth.

PERCENT DISTRIBUTION OF CREDITS EARNED BY SENIORS FOR FOUR YEARS OF HIGH SCHOOL*

	1976	1974	1972
1. English, Literature	17.7%	18.2%	18.3%
2. Social Sciences	14.5	14.6	14.0
3. Health & P.E.	12.7	11.2	12.2
4. Math	12.7	13.5	14.0
5. Natural Sciences	10.6	11.4	10.9
6. Fine Arts	7.6	6.8	6.7
7. Foreign Languages	4.6	6.3	6.2
8. Typing, Shorthand	4.4	4.1	4.7
9. Voc. Homemaking	3.1	2.5	2.6
10. Industrial Arts	2.3	2.4	**
11. Trade & Industrial Ed.	1.8	1.5	1.8
12. Voc. Office Education	1.6	1.4	1.3
13. Voc. Distributive Ed.	1.3	1.3	1.2
14. Bookkeeping	1.3	1.2	1.1
15. Voc. Agriculture	.9	.6	.6
16. Voc. Health Occupations	.5	.5	.3
17. Other Subjects	2.4	2.5	4.1
TOTALS	100.0%	100.0%	100.0%

*Based on responses from 11,833 seniors from 1976, 10,879 seniors from 1974, and 12,747 seniors from 1972. The ACTIVE asked the seniors to list the total credits for four years of high school in each of the above instructional areas.

Courses Students Wanted But Couldn't Take

Forty-five percent of the 1976 graduating seniors said they were pleased with the types of classroom subjects offered by their schools, and that they "got everything" they wanted to take.

The remaining seniors indicated a variety of classroom subjects they wanted to take at one time or another in high school but couldn't because of conflicts in scheduling, etc., or because the courses were simply not offered.

Foreign languages, psychology, and auto mechanics were cited most often by seniors as subject areas in which courses they wanted to take were not offered. Seniors who participated in the 1974 and 1972 surveys also placed great emphasis upon the need for a variety of courses in these as well as other areas.

Business related courses and a variety of advanced science courses were mentioned quite frequently by seniors from all three sample years as the courses they wanted very much to take but couldn't because their schedules would not permit it.

Trends

A minor but yet noteworthy trend which emerged from comparisons of the sample years is the number of young people planning to seek employment upon graduation from high school.

The number of 1976 seniors planning to work after graduation is 9 percent greater than in 1974 although most of the growth is attributed to those seeking "part-time employment."

The growth in plans to work part-time could be motivated partially by the high costs of further education beyond high school.

Another trend worthy of note is the decline in the college degree aspirations of young people. The number of 1976 seniors planning to pursue a 4-year degree is down over six percent compared to just two years ago.

There has been an increase in the number of high school credits being earned by young people in vocational education, nine percent earned in 1976 compared to 7.8 percent earned in both 1974 and 1972.

It is also noteworthy to mention that there has been a decrease since 1972 in credits earned in such traditional subject areas as English/literature and mathematics. Also, social sciences and natural sciences credits earned, up in 1974 over 1972, both showed slight declines in 1976.

Parents and friends continue to be the dominant influences over career decisions of young people.

Business/Office occupations, health occupations and education continue to be the leading career fields selected by graduating seniors although the number of young people aspiring to a career in education has experienced a steady decline since 1972.

Breakout By Communities

On the pages that follow, a comparative breakout by community is presented on some elements of the survey.

POST-HIGH SCHOOL
"FULL-TIME" PLANS OF
1975-76 GRADUATING SENIORS

COMMUNITY	Total Number of Questionnaires Returned	% Planning to Seek Employment	% Planning to Enter Military Service	% Planning to be Housewives	% Planning to Enter 2-Year Community College or TSTI	% Planning to Enter 4-year Senior College	% Planning to Enter Vocational Schools	% Planning to Enter Adult Evening School	% With Other Full-Time Plans	% Not Indicating or Having Full-Time Plans
	A	B	C	D	E	F	G	H	I	J
Amarillo	1,199	25.2	2.3	3.9	21.6	27.2	3.4	.2	.1	16.1
Baytown	612	24.5	1.6	3.6	19.1	20.1	1.3	.0	.5	29.3
Beeville	179	17.9	3.4	2.8	26.8	26.3	2.2	.0	.0	20.6
Bryan/College Station	453	24.9	3.1	2.2	9.3	17.2	8.4	.0	5.3	29.6
El Paso	2,593	17.5	8.5	1.5	6.1	28.2	2.3	.2	1.5	34.2
Fort Worth	1,056	30.6	7.0	2.7	18.5	29.6	1.7	.1	.7	9.1
Garland	984	30.3	5.1	4.0	20.7	31.1	3.4	.2	.0	5.2
Kerrville	230	23.9	3.5	1.7	13.9	33.5	3.5	.0	3.5	16.5
La Grange	111	32.4	.9	5.4	25.2	23.4	.9	.0	.9	10.9
Lamesa	137	27.7	5.8	8.8	10.9	22.6	3.6	.0	.0	20.6
Longview	719	14.3	4.3	3.5	22.9	17.9	1.3	.0	.7	35.1
Lufkin	400	22.8	2.5	6.3	11.3	35.3	1.5	.0	1.0	19.3
Mineral Wells	137	27.7	5.8	5.1	15.3	35.8	2.9	.0	.0	7.4
McAllen	468	19.9	5.6	.9	7.9	44.2	2.6	.0	1.1	17.8
Paris	319	25.4	1.9	7.8	28.5	12.5	2.8	.0	.6	20.5
Port Arthur	811	26.9	6.9	3.5	12.3	36.5	5.2	.4	.5	7.8
Sweetwater	91	24.2	6.6	7.7	14.3	20.9	3.3	.0	.0	23.0
Tulia	94	20.2	1.1	5.3	6.4	47.9	4.3	.0	.0	14.8
Waco	1,240	23.2	3.3	3.0	19.8	21.9	1.8	.2	.7	26.1
GRAND TOTALS	11,833	23.3	5.1	3.2	15.4	27.1	2.3	.1	.9	22.6

POST-HIGH SCHOOL
"PART-TIME" PLANS OF
1975-76 GRADUATING SENIORS

	Total Number of Questionnaires Returned	% Planning to Seek Employment	% Planning to Enter Military Service	% Planning to be Housewives	% Planning to Enter 2-Year Community College or TSTI	% Planning to Enter 4-year Senior College	% Planning to Enter Vocational Schools	% Planning to Enter Adult Evening School	% With Other Part-Time Plans	% Not Indicating or Having Part-Time Plans
COMMUNITY	A	B	C	D	E	F	G	H	I	J
Amarillo	1,199	44.0	1.3	3.4	20.9	6.4	7.5	1.9	.2	14.4
Baytown	612	38.4	1.9	3.3	23.0	4.2	3.9	1.3	1.6	22.4
Beeville	179	38.0	1.1	2.2	18.4	5.0	1.7	.6	2.2	30.8
Bryan/College Station	453	29.8	4.6	2.0	10.6	15.2	6.0	.2	1.8	29.8
El Paso	2,593	43.1	3.2	1.8	12.9	13.8	8.3	1.0	2.1	13.8
Fort Worth	1,056	35.9	1.3	3.7	17.0	5.7	3.2	.2	1.4	31.6
Garland	984	33.7	1.2	2.5	19.3	2.3	3.7	.6	1.7	35.0
Kerrville	230	34.3	2.2	3.5	12.6	3.5	5.7	1.3	.9	36.0
La Grange	111	34.2	1.8	2.7	13.5	4.5	6.3	1.8	-1.0	34.2
Lamesa	137	29.9	3.6	2.9	16.1	4.4	11.7	.7	2.2	28.5
Longview	719	45.1	1.3	1.5	14.6	3.9	3.6	.7	2.4	26.9
Lufkin	400	34.5	1.3	1.5	12.0	4.3	3.3	.5	2.0	40.6
Mineral Wells	137	32.8	1.5	2.2	12.4	5.8	5.1	.0	.7	39.5
McAllen	468	37.2	.2	1.3	10.2	10.7	3.0	.9	.0	36.5
Paris	319	44.8	.9	4.7	19.1	3.1	.9	.0	.3	26.2
Port Arthur	811	30.8	4.3	2.1	6.9	7.5	5.5	.4	.9	41.6
Sweetwater	91	40.1	.0	2.2	15.4	3.3	11.0	2.2	5.5	20.3
Tulia	94	28.7	1.1	3.2	11.7	8.5	2.1	.0	2.1	42.6
Waco	1,240	40.4	1.8	2.7	18.9	2.3	3.4	.9	1.0	28.6
GRAND TOTALS	11,833	38.8	2.1	2.5	15.5	7.2	5.3	.9	1.5	26.2

OCCUPATIONAL AREAS
IN WHICH SENIORS
PLAN TO PURSUE CAREERS

COMMUNITY	Total Number of Questionnaires Returned	% of Total to Enter Education Field	% of Total to Enter Health Field	% of Total to Enter Business/Office Field	% of Total to Enter Consumer/Homemaking Field	% of Total to Enter Marketing & Distribution	% of Total to Enter Communication & Media Field	% of Total to Enter Construction Field	% of Total to Enter Environmental Field	% of Total to Enter Fine Arts/Humanities Field
	A	B	C	D	E	F	G	H	I	J
Amarillo	1,199	7.5	12.4	17.9	3.2	4.6	3.0	7.5	1.0	7.1
Baytown	612	5.7	11.4	22.7	2.3	1.5	2.9	9.7	.4	3.9
Beeville	179	16.5	8.5	14.8	1.7	1.7	2.3	5.7	1.1	8.0
Bryan/College Station	453	9.2	7.4	18.6	2.7	4.5	3.2	7.4	.5	5.2
El Paso	2,593	8.1	12.1	19.1	1.4	1.6	3.2	4.8	.9	6.9
Fort Worth	1,056	4.9	15.7	20.1	2.6	3.0	4.0	3.3	1.3	7.4
Garland	984	6.4	9.1	17.7	2.3	4.4	2.4	5.2	1.4	6.7
Kerrville	230	9.1	17.2	23.0	1.4	6.2	1.4	7.2	0.0	7.7
La Grange	111	9.1	15.5	16.4	2.7	1.8	.9	10.9	0.0	4.5
Lamesa	137	12.6	12.6	16.8	.8	8.4	.8	5.0	0.0	1.7
Longview	719	6.2	10.5	26.5	3.8	3.5	7.3	4.4	.4	4.8
Lufkin	400	5.9	13.9	19.8	4.2	3.7	1.7	6.8	1.1	6.8
Mineral Wells	137	8.1	16.8	16.8	2.5	3.7	3.7	4.3	.6	8.1
McAllen	468	11.8	18.2	18.2	.9	3.9	2.4	4.6	1.3	5.5
Paris	319	6.1	12.5	17.6	3.8	3.5	4.5	3.8	.6	8.3
Port Arthur	811	7.4	17.2	22.8	2.4	2.4	3.7	10.8	3.5	5.5
Sweetwater	91	2.4	12.9	28.2	5.9	2.4	1.2	9.4	1.2	7.1
Tulia	94	10.4	10.4	15.6	.0	3.1	1.0	6.3	.0	4.2
Waco	1,240	8.7	12.2	19.3	2.8	3.2	3.5	4.3	.9	6.3
GRAND TOTALS	11,833	7.6	12.6	19.8	2.4	3.1	3.3	5.8	1.1	6.4

OCCUPATIONAL AREAS
IN WHICH SENIORS
PLAN TO PURSUE CAREERS

(Continuation of Occupational Areas in Which Seniors Plan to Pursue Careers)

	Total Number of Questionnaires Returned	% of Total to Enter Hospitality/ Recreation Field	% of Total to Enter Manufacturing Field	% of Total to Enter Marine Science Field	% of Total to Enter Personal Services Field	% of Total to Enter Public Services Field	% of Total to Enter Transportation Field	% of Total to Enter Agribusiness & Natural Resources Field	% of Total Undecided About a Career Field	**% of Total With Other Choices
COMMUNITY	K	L	M	N	O	P	Q	R	S	T
Amarillo	1,199	.9	3.2	.7	2.0	4.4	1.7	3.5	11.9	7.5
Baytown	612	.7	4.2	1.7	2.1	2.9	.5	3.0	9.5	14.9
Beeville	179	1.1	2.3	2.8	1.7	7.4	1.7	2.3	11.9	8.5
Bryan/College Station	453	1.0	3.2	.7	2.7	3.2	3.0	4.2	11.6	11.7
El Paso	2,593	1.1	2.8	1.1	1.2	4.7	2.1	2.3	18.6	8.0
Fort Worth	1,056	1.9	6.1	.6	1.9	4.3	4.0	1.9	10.8	6.2
Garland	984	1.0	3.3	1.1	1.4	5.7	2.6	3.9	11.3	14.1
Kerrville	230	.0	2.4	1.9	1.4	2.4	1.0	3.8	13.9	.0
La Grange	111	.9	13.6	.0	2.7	3.6	.0	5.5	3.6	8.3
Lamesa	137	.0	3.4	.0	5.9	6.7	2.5	2.5	12.7	7.6
Longview	719	.5	2.8	.4	.7	2.7	2.0	1.7	6.6	15.2
Lufkin	400	1.1	5.1	1.1	1.1	4.6	1.7	4.2	11.4	5.8
Mineral Wells	137	.6	2.5	1.9	.0	3.7	1.2	5.0	11.2	9.3
McAllen	468	.9	3.9	.9	.9	8.5	.2	3.9	9.6	4.4
Paris	319	1.9	3.8	.0	2.9	3.5	2.6	3.5	9.9	11.2
Port Arthur	811	1.0	6.7	.8	2.1	3.1	1.0	1.9	5.6	2.1
Sweetwater	91	.0	1.2	.0	1.2	3.5	.0	3.5	11.7	8.2
Tulia	94	1.0	1.0	.0	6.3	3.1	1.0	12.5	20.9	3.2
Waco	1,240	1.0	4.3	.9	2.4	5.0	2.6	2.3	9.7	10.6
GRAND TOTALS	11,833	1.0	3.9	.9	1.7	4.5	2.0	2.9	12.1	8.9

*Collective grouping of all other choices. If broken out, no segment of this group would exceed the lowest tabulation shown.

PEOPLE MOST HELPFUL
TO SENIORS IN FORMULATING
POST-HIGH SCHOOL PLANS

	Total Number of Questionnaires Returned	% of Total Indicating Friends Most Helpful	% of Total Indicating Parents Most Helpful	% of Total Indicating Brothers & Sisters as Most Helpful	% of Total Indicating Other Relatives as Most Helpful	% of Total Indicating High School Teachers as Most Helpful	% of Total Indicating High School Counselors as Most Helpful	% of Total Indicating Employers Most Helpful	% of Total Indicating Other Persons as Being Most Helpful	% Don't Know	% No Response
COMMUNITY	A	B	C	D	E	F	G	H	I	J	K
Amarillo	1,199	17.7	47.5	7.0	4.5	6.0	1.9	3.5	2.3	2.6	7.0
Baytown	612	15.7	42.3	5.9	2.5	6.4	3.9	2.5	7.5	4.9	8.4
Beeville	179	13.4	40.8	8.4	3.9	6.7	3.9	1.1	5.0	.0	16.8
Bryan/College Station	453	12.4	36.2	8.6	3.3	6.4	1.8	3.5	14.3	4.2	9.3
El Paso	2,593	10.9	41.8	8.9	3.0	7.7	5.3	2.5	7.6	1.9	11.4
Fort Worth	1,056	14.4	36.1	5.4	3.7	6.1	2.9	2.6	7.3	3.4	18.1
Garland	984	14.8	41.5	6.1	3.9	8.0	2.0	4.6	5.0	6.9	7.2
Kerrville	230	20.9	37.8	7.0	4.3	9.6	3.0	5.2	12.2	.0	.0
La Grange	111	16.2	36.0	16.2	2.7	3.6	.0	3.6	12.6	3.6	5.5
Lamesa	137	16.8	44.5	5.1	3.6	5.8	2.2	2.2	3.6	1.5	14.7
Longview	719	14.7	42.8	6.4	2.5	7.0	3.8	2.8	6.0	1.7	12.3
Lufkin	400	8.8	40.0	6.0	3.8	5.8	3.5	5.5	5.8	.3	20.5
Mineral Wells	137	18.2	40.9	3.6	1.5	8.8	5.1	5.1	8.8	3.6	4.4
McAllen	468	11.5	39.3	7.9	3.0	6.4	4.5	1.9	5.1	.6	19.8
Paris	319	13.8	48.6	6.9	4.1	3.1	2.2	3.4	6.9	.6	10.4
Port Arthur	811	10.9	50.6	7.2	4.2	6.9	7.6	2.7	3.6	.7	5.6
Sweetwater	91	12.1	33.0	5.5	5.5	3.3	2.2	8.8	6.6	9.9	13.1
Tulia	94	17.0	43.6	5.3	4.3	3.2	3.2	4.3	.0	9.6	9.5
Waco	1,240	12.7	38.2	5.4	2.6	9.0	3.3	3.9	7.9	1.4	15.6
GRAND TOTALS	11,833	13.5	41.8	7.0	3.4	7.0	3.8	3.2	6.5	2.5	11.3

PERCENT DISTRIBUTION OF
CREDITS EARNED
FOR FOUR YEARS OF HIGH SCHOOL

COMMUNITY	Total Number of Seniors Responding to Survey	% of Total H. S. Credits Earned in BOOKKEEPING	% of Total H. S. Credits Earned in ENGLISH	% of Total H. S. Credits Earned in FINE ARTS	% of Total H. S. Credits Earned in HEALTH & P. E.	% of Total H. S. Credits Earned in MATH	% of Total H. S. Credits Earned in NATURAL SCIENCES	% of Total H. S. Credits Earned in TYPING & SHORTHAND	% of Total H. S. Credits Earned in SOCIAL SCIENCES	% of Total H. S. Credits Earned in VOCATIONAL AGRICULTURE
	A	B	C	D	E	F	G	H	I	J
Amarillo	1,199	.7	18.2	9.5	11.5	11.6	10.5	4.0	16.6	.4
Baytown	612	.8	16.9	6.7	14.2	12.9	11.2	4.3	14.0	2.5
Beeville	179	1.1	19.1	3.9	13.0	13.6	11.3	4.8	14.1	.8
Bryan/College Station	453	1.7	18.4	6.5	12.6	14.4	9.9	3.5	14.8	2.2
El Paso	2,593	1.3	16.4	5.7	12.6	12.8	11.3	5.0	15.3	.5
Fort Worth	1,056	1.3	20.5	3.1	13.1	8.3	11.3	5.3	13.3	.1
Garland	984	1.4	20.7	5.2	10.6	15.1	10.5	5.2	14.7	.5
Kerrville	230	.9	17.5	6.3	12.9	11.7	9.2	4.5	12.9	2.1
La Grange	111	1.0	19.1	4.4	10.2	11.7	10.2	3.2	14.5	3.0
Lamesa	137	2.5	17.9	7.7	12.5	11.0	7.7	3.1	13.3	1.5
Longview	719	1.2	18.8	15.1	12.1	11.3	10.1	3.5	17.6	.3
Lufkin	400	4.0	15.9	9.8	12.6	12.4	8.6	3.6	14.4	1.7
Mineral Wells	137	1.0	18.7	6.9	12.2	12.4	11.3	4.2	15.4	2.4
McAllen	468	1.6	20.7	5.6	10.4	14.2	11.0	4.8	16.0	.5
Paris	319	.9	18.7	10.9	12.2	10.8	10.0	4.2	13.6	2.6
Port Arthur	811	1.6	16.5	6.1	16.6	14.2	11.1	4.8	12.7	.1
Sweetwater	91	1.7	15.9	6.1	10.8	11.2	10.5	3.6	14.8	.7
Tulia	94	1.2	19.4	10.5	13.1	9.8	10.4	4.3	13.1	3.3
Waco	1,240	1.1	15.2	8.3	14.0	13.3	10.5	4.4	14.7	1.0
GRAND TOTALS	11,833	1.3	17.7	7.6	12.7	12.7	10.6	4.4	14.5	.9

PERCENT DISTRIBUTION OF
CREDITS EARNED
FOR FOUR YEARS OF HIGH SCHOOL

(Continuation of High School Credits Earned by Graduating Seniors)

	Total Number of Seniors Responding to Survey	% of Total H. S. Credits Earned in VOCATIONAL DISTRIBUTIVE EDUCATION	% of Total H. S. Credits Earned in VOCATIONAL HEALTH OCCUPATIONS	% of Total H. S. Credits Earned in VOCATIONAL HOMEMAKING EDUCATION	% of Total H. S. Credits Earned in VOCATIONAL INDUSTRIAL EDUCATION	% of Total H. S. Credits Earned in VOCATIONAL OFFICE EDUCATION	% of Total H. S. Credits Earned in INDUSTRIAL ARTS	% of Total H. S. Credits Earned OTHER AREAS	% of Total H. S. Credits Earned in VOC-ED*	% of Total H. S. Credits Earned in FOREIGN LANGUAGES
COMMUNITY	K	L	M	N	O	P	Q	R	S	T
Amarillo	1,199	1.3	.3	3.5	1.7	1.9	2.8	.7	(9.1)	4.8
Baytown	612	1.4	1.1	1.2	2.3	1.6	1.5	2.8	(10.1)	4.6
Beeville	179	1.0	.2	3.6	2.0	2.1	3.7	.9	(9.7)	4.8
Bryan/College Station	453	1.6	.8	2.8	1.0	.8	3.1	2.2	(9.2)	3.7
El Paso	2,593	.7	.3	2.3	1.2	1.3	2.0	3.9	(6.3)	7.4
Fort Worth	1,056	1.4	.8	3.7	4.4	3.1	4.3	2.1	(13.5)	3.9
Garland	984	.7	.5	3.2	.4	1.5	3.3	2.2	(6.8)	4.3
Kerrville	230	2.3	.3	3.2	3.0	1.8	2.9	5.4	(12.7)	3.1
La Grange	111	2.2	.0	3.3	7.3	3.7	.1	3.5	(19.5)	2.6
Lamesa	137	2.6	.0	3.2	3.0	1.7	1.8	7.7	(12.0)	2.8
Longview	719	1.4	.2	3.5	2.0	1.6	1.9	2.1	(9.0)	3.3
Lufkin	400	1.6	1.5	3.7	1.5	1.6	2.1	2.1	(11.6)	2.9
Mineral Wells	137	2.4	.1	2.6	2.4	3.0	1.2	2.2	(12.6)	1.6
McAllen	468	.9	.3	2.5	1.6	1.3	.6	.5	(7.1)	7.5
Paris	319	2.4	.1	3.8	2.3	2.2	.5	1.7	(13.4)	3.1
Port Arthur	811	1.0	.7	2.8	1.5	1.2	3.1	1.9	(7.3)	4.1
Sweetwater	91	2.7	.2	7.3	5.3	.5	1.9	3.0	(16.7)	3.8
Tulia	94	2.8	.0	3.4	5.0	1.9	.2	.1	(16.4)	1.5
Waco	1,240	1.9	.5	3.6	1.9	1.6	1.7	2.4	(10.5)	3.9
GRAND TOTALS	11,833	1.3	.5	3.1	1.8	1.6	2.3	2.4	(9.2)	4.6

*Voc-ed total does not include Industrial Arts.



PART II
Summary
of
Key Concerns



IMPACT '76
Summary of Key Concerns

The 1976 Impact Conferences provided the Advisory Council an opportunity to assess the extent to which the state's socioeconomic needs are being met through vocational and adult education programs.

Each of the 19 communities which hosted a conference was asked to address a variety of specific concerns in order that the Council might grasp some understanding of the overall impact of vocational and adult education in the state. The following is a summary of the responses to these concerns:

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

Manpower shortages of some magnitude existed in every community visited, with the most critical shortages being in the industrial, health, and clerical areas. In most communities, employers have to recruit manpower from outside the community to fill the void in certain skill areas.

Some of the shortages are sufficient in numbers to warrant either the expansion and/or development of ongoing voc-ed programs or the development of short-term programs.

The lack of facilities and funds consistently surfaced as the main barriers to program development and/or expansion by public secondary and post-secondary institutions. Not only are federal and state dollars hard to come by but so are local dollars as evidenced by several communities that indicated they were taxing their homeowners and businesses to the limit.

In some communities visited, there is an apparent reluctance on the part of educators to delete or redirect programs which are contributing the least to meeting the community's socioeconomic needs. If school officials cannot expand present programs or add new ones due to a shortage of funds, they are resigned to maintain the present programs despite employer requests in some communities that certain programs should be redirected or deleted.

Employers, with a few exceptions, are quite pleased with the caliber of voc-ed training offered by the schools; however, there are strong indications that many employers do not understand the level of preparation students have when they go to work (i.e., an employer in one community voiced his displeasure at the lack of preparation students had when they came out of the regular building trades programs. He didn't know that the students he had reference to were from the CVAE (Coordinated Vocational-Academic Education) programs which emphasize a much lower level of skill development than regular voc-ed programs. CVAE is directed at educationally disadvantaged students who are potential dropouts or one/two grade levels behind in school).

There were mixed feelings on the part of employers as to whether voc-ed programs should emphasize basic or specialized training in certain occupational areas.

The larger employers are for the "basics" in a career field because they have extensive on-the-job or apprenticeship training programs. Smaller employers advocate the specialized training that will turn out a near journeyman because they cannot provide extensive on-the-job training.

Employers in almost all communities visited advocated a re-emphasis on the 3 Rs. They also felt the schools need to emphasize "employability skill" development in all students (i.e., a willingness to work, dependability, promptness, etc.).

There was a call for pre-vocational orientation and exploratory programs at the junior high school level to acquaint young people with the work world and how voc-ed training fits into meeting labor market needs.

It was evident in the majority of communities visited that the image and support of voc-ed has improved considerably in recent years. However, in a few communities employers felt that manpower shortages in skilled areas existed to some extent due to negative societal views toward working with one's hands. These negative views have influenced the extent to which the schools are committed to voc-ed.

Another factor which contributes to manpower shortages is "low wages." Employers need to recognize that people who have received training in a certain occupation can perform at a higher proficiency than someone who walks in off the street with no training. The trained individual should start at a higher wage. People tend to seek out the jobs, within or outside the community, that pay the best wages.

Several communities, especially the smaller ones, indicated their voc-ed programs are geared primarily at meeting the needs of their students rather than community needs because the students are highly mobile after completing training.

There was also a call in most communities for a reliable supply/demand information system so that realistic program planning can take place. A call was also voiced for a closer relationship in some communities between the schools and work community.

2. *Look at the placement and follow-up of vocational students and the impact that the follow-up information has upon the planning and management of local programs.*

Public secondary and post-secondary institutions conduct two types of voc-ed follow-ups. Each year, a computerized form is received from the Texas Education Agency asking for information on graduates/leavers for that particular year (i.e., number continuing education, in military, employed, unemployed, etc.).

The graduates/leavers of voc-ed programs are also followed for at least five years to determine how they are faring in the work world.

Follow-up information is made available to the Texas Education Agency as well as local school administrators, board members, instructors, supervisors, the news media, etc. This information influences any needed changes in course content to keep programs relevant. It is also used in some communities as a career counseling tool.

For the most part, voc-ed teachers, supervisors, and counselors, with assistance from people in business and industry, handle the job placement and follow-up of students. Some post-secondary institutions have a specific individual and/or office responsible for overseeing the placement of students.

The cost and amount of time involved, the lack of clerical help, and keeping current addresses on former students were cited as the major problems encountered in conducting follow-ups.

One of the main concerns voiced in almost all communities visited was that a voc-ed program's "placement percentage record in job related training" should not be the only criteria for justifying its continuance. Voc-ed helps to give students direction and it instills in them skills that can be of benefit throughout their lives. If a student goes to college after high school, it was felt by some school officials that it should not be a strike against voc-ed because the student didn't go directly to work.

3. *Determine the provisions and problems encountered in enhancing the career development of disadvantaged and handicapped persons in your community. (These are persons who need special attention due to physical, emotional, learning, or other types of problems.)*

School officials in many of the communities visited feel only the surface has been scratched in providing voc-ed training to handicapped and disadvantaged persons. More needs to be done, especially in identifying these individuals earlier, and getting the programs going at an earlier age.

Some schools either do not offer or cannot expand voc-ed programs for handicapped and disadvantaged persons for one or more reasons such as: a lack of facilities; lack of funding; lack of transportation; a lack of concern for so small a proportion of the total student population, and the fact that serving these groups is not an educational priority in some school districts.

Concern was voiced in most communities visited for much stronger coordination and cooperation among and between agencies at all levels in the identification of people with special needs, and the development and delivery of programs to meet those needs. It was noted that it is sometimes difficult to discern as to what agency is serving what population with what services.

In several communities, concern was voiced that many handicapped and disadvantaged students in the public schools that are capable of being in regular programs are not "mainstreamed." They are kept isolated. Concern was also voiced that many students, especially the handicapped, are placed on jobs below their capabilities.

Concern was voiced in many communities that it is difficult to convince some employers that persons with certain handicaps or disadvantages will be productive and a benefit to the employer.

It was noted in most communities visited that the terms disadvantaged and handicapped tend to radiate a negative image.

Other concerns voiced include: school districts need to develop an information file on the variety of services provided by other agencies; the public needs to be educated as to the capabilities of disadvantaged and handicapped persons and the importance of making them productive; there is not a way to truly measure an individual's ability to be productive on an I.Q. test or the degree of incapacitation (determination has to be made on an individual basis); the age requirement for entry into CVAE (Coordinated Vocational-Academic Education) programs needs to be lowered from 14 years of age so that more students can benefit.

4. *What provisions are made by local public education institutions in eliminating sex-stereotyping in vocational programs?*

All communities visited indicated that voc-ed programs are open to both sexes. Conversations with students in each of the communities indicated that some schools are doing an admirable job of recruiting females into traditionally male oriented programs and vice versa; however, some schools are doing little if anything in this regard.

It was noted that because of various social forces, sex-discrimination and stereotyping is daily in the various media; radio, television, newspapers, and magazines. Sex-stereotyping actually begins at birth. Overcoming anything this deeply embedded will require time.

Longstanding parental views as to what is proper for a young lady or for a young man to do in life tremendously influence young people's career decisions and roles in life.

Even though some progress has been made in alleviating sex-discrimination in employer hiring practices, there is still a reluctance on the part of many employers to completely eradicate sex-stereotyping. This reluctance will continue to influence sex-stereotyping in voc-ed training programs.

It was felt that to overcome sex-stereotyping, we need to begin at a much earlier age than junior or senior high school to impart a career awareness to children. It is important that textbooks, teaching, and counseling be unbiased by not being sexist in approach.

Staff development activities for all school personnel are needed in the area of eliminating sex-stereotyping.

A recommendation was made that education, particularly voc-ed, should strive intentionally to concert more economic power to women through the possibility of preparing them for lucrative employment. Women should be placed away from dead-end low-paying jobs which keep them in their low income standard of living bracket.

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

All public secondary and post-secondary educational institutions that have voc-ed programs must have an advisory committee.

Most of the communities visited have a general committee which oversees all the voc-ed programs within the system in addition to having individual committees for each of the programs and crafts. In talking with employers in most of the communities, it was evident that some educational systems have a highly functional relationship with committees, while in some communities there is little communication between the schools and the work community.

Committee functions entail such activities as promoting voc-ed in the community; identifying areas in which programs can be expanded; reviewing training plans; assisting in evaluations of programs; offering advice as to program objectives, course content, and competencies needed by students for employment; advising on replacement of equipment; and assisting in job placement and follow-up activities, etc.

One problem cited in bringing about an effective relationship between the schools and committees is "communications." Educators have their own language. They talk over industry's head. There was a feeling that educators need to be more conscious of using laymen's terminology, and at the same time, industry people to some extent need to learn to talk in educators' terms.

The scheduling of meetings at times when industry people can meet is a problem. School people often call on members on an individual basis as the need arises. There was a suggestion that committee members be notified at least 7-10 days in advance of a called meeting, and that an agenda be sent out with the notice.

In some communities, industry people complained that meetings were sometimes called when there is nothing of major importance to be discussed.

There is a problem in finding industry people that are willing to give of their time to serve on committees. A suggestion was made that outgoing members should nominate possible replacements.

A concern was voiced that in some communities teachers fear that a committee may infringe or impose on their methods of instruction and/or instructional materials that are utilized in the course of study. It was felt that teacher familiarization as to the benefits of an advisory committee could reinforce action on the part of the teacher to actively use a committee.

In several communities it was noted that committee members don't fully understand their functions. It was felt that committee effectiveness can be improved through position papers being developed by both school officials and industry people as to what the duties and responsibilities of committees should be in serving the needs of students and the community.

In almost all communities visited, committee recommendations to the schools are made orally. There was a feeling that these should be followed up with written recommendations. The schools should in turn keep the committee apprised in writing of any action taken. Recommendations should be followed up by the committee periodically to see if they need to be updated.

There was a feeling in most communities that committees should be provided some clerical assistance by the schools at formal meetings. This is done in many communities to some extent.

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

Through contact with school officials in each of the communities visited, there seems to be no formal policy, at least not written, that voc-ed personnel become involved in community and work activities to keep teaching competencies current; however, all public education institutions visited highly encourage such involvement.

Voc-ed personnel attempt to keep their competencies and instruction current through a variety of activities: periodic summer employment; attendance at seminars and workshops; subscriptions to trade publications; membership in trade, civic, and professional associations; use of advisory committees; industry people serving as guest lecturers and resource persons in the classroom; visits to employer businesses where students are employed; periodically enrolling in education courses; etc.

There are mixed feelings from one community to the next as to a "mandatory requirement" that voc-ed personnel upgrade their knowledge of what's going on in their "craft" through periodic summer employment.

Those against the requirement contend that teachers have close enough contact with employers to be aware of changes that occur. Others feel that the state inservice

workshops each summer are adequate. Some teachers say periodic employment should be encouraged but not required. Most teachers seek periodic employment anyway.

One school official in favor of the "mandatory requirement" noted that the voc-ed motto of "learning by doing" which is applied to students also applies to teachers. Teachers need to work periodically in order to obtain "hands-on" experiences in their field. There was a feeling among several school officials that if it's not mandatory some teachers won't do it.

Another school official in supporting a mandatory requirement cautioned that it would be an impossible requirement to impose unless the school systems accept the administrative task of becoming an employment agency. It is difficult to find meaningful employment for a short time. Advanced agreements would have to be worked out with employers.

An alternative suggestion to a mandatory work requirement would be to ensure that all voc-ed personnel maintain their competence through subscribing to trade and professional publications, and also participate in technical or professional organizations. Mandatory attendance at seminars or inservice workshops would also be of help in the absence of periodic employment.

Some teachers feel that if periodic work is a requirement, they should be exempt from attending state workshops during the particular summers that they are working in industry.

Several other teachers feel they should be given the option of working during the summer, attending a state sponsored workshop, or attending a trade school to upgrade their skills.

There was a recommendation that instead of mandatory work requirements, a strong follow-up program be conducted by voc-ed personnel to determine the progress of graduates on the job as a means of evaluating and updating programs.

Other concerns voiced included: teachers should be on the school payroll when attending state inservice summer workshops; and industry work experience should be taken into consideration in determining a new voc-ed teacher's starting salary.

7. Determine the comprehensiveness of adult education opportunities and the provisions made for eliminating education and employment barriers for adults.

Commendable progress has been made in the area of adult education in recent years through local, federal, and now state funds; however, the general feeling among many educators in communities visited was that only the surface has been scratched.

The number one priority in the minds of many school officials in the area of adult education is to attack the problem of illiteracy. A cry was voiced for more Adult Basic Education (ABE), and General Education Development (GED--high school equivalency) programs with a special emphasis on bilingual programs in these areas.

There was a general feeling, especially in the smaller communities, that voc-ed opportunities for adults are extremely limited. More voc-ed programs for adults are needed and again with a special emphasis on bilingual voc-ed programs.

Considerable discussion in many communities focused on the problem of not knowing what is available in the way of adult programs. Efforts to serve adults are fragmented to say the least.

A suggestion was made that some type of central body or agency at the state level and at each local level could be effective in achieving a coordination and public awareness of adult education programs and services.

A concern was voiced that providing transportation and child care services for adults wanting to participate in a program are major problems. State support is needed in this regard.

One barrier to further education for adults is they are locked into the battle of making ends meet and paying their bills that they are unable to find the time to increase their economic level.

Another problem with getting adults into programs is they want an assurance they will be able to earn a better living after they finish an ABE, GED, or voc-ed program.

Other concerns voiced included: a need to motivate adults to take advantage of what's available; school and community facilities need to be used more for adults especially during the daytime and summers; more testing is needed to determine which programs will best serve an individual's needs; and more short rather than long-term voc-ed programs for adults are needed.

8. *To what extent are community resources utilized in a coordinated effort to achieve maximum cost effectiveness of tax dollars?*

School officials in some communities visited expressed pride in the relationship educational institutions have with one another and the community in maximizing the use of resources. In other communities, there were feelings of hopelessness in getting a handle on the number of agencies and programs which presently serve the needs of Texas citizens.

The feeling was expressed that it is hard to find out what is going on and who is doing what for whom. It was stressed that you cannot economize resources and maximize the output until there is unified cooperation and coordination among and between agencies. Everybody seems to be in the business of voc-ed, but it seems the various agencies, in some communities, are traveling in different directions.

It was noted in some communities that the public schools contract with private schools (i.e., cosmetology school) for services to students. Also, in some communities the secondary and post-secondary schools work closely together in tying their programs together and eliminating duplication.

In some communities, it was noted that some private and public schools offer the same types of programs and duplication of effort exists in this regard.

Many concerns related to the maximum use of resources were added under the other concerns.

9. *What provisions are made in local policies and administrative procedures to alleviate barriers to vocational programs to all citizens of the community?*

Major barriers to the effective delivery of voc-ed include inadequate facilities; the lack of funds to cover the cost of program development/expansion and transportation; a lack of coordination and communications between agencies; and a negative voc-ed image in some communities which influences educational priorities. These barriers have been addressed to some extent under the other concerns.

The major barrier right now to the movement of students from one campus or school district to another for voc-ed training, especially in some of the smaller communities, is the impact of the public school finance legislation (H.B. 1126) passed in 1975 by the State Legislature (see concern 10).

A school or district which sends students to another campus or district for voc-ed cannot count them in the computation of the Average Daily Attendance while they are away. A school district's ADA determines the number of personnel units, which means dollars, it is allocated by the state.

H.B. 1126, as will be discussed in concern 10, has also encouraged some school districts to limit their voc-ed enrollments in order that they will not lose academic personnel units.

School loyalty, the cost of transportation, and class scheduling conflicts add to the problems of student movement from one campus to another. Class schedule conflicts is also a problem in a student's home school in terms of participating in whatever voc-ed programs are available.

Another problem in serving the voc-ed needs of citizens, especially adults, is making programs available at times when they can attend (i.e., evenings, weekends, summers).

Some students don't want to participate in a voc-ed program for two or more periods a day for three consecutive quarters or semesters which hinders participation in voc-ed. A lack of student awareness as to programs available is another problem.

A concern was raised in several communities that some employers are reluctant to hire students part-time and pay them the minimum wage when these students are in a training situation and are not actually contributing too much to a company's production input. Child labor laws and company insurance regulations are also barriers to the effective delivery of voc-ed.

More problems than solutions were voiced in the communities visited in terms of adequately serving the voc-ed needs of citizens. Public relations activities are being stepped up to some extent to inform students, parents, and employers as to the programs available; the benefits that can be derived from them; and the barriers which hinder their effectiveness. Most communities felt that increased state and federal funds available to local communities would go a long way in alleviating some of these problems.

10. *How can state policies more effectively serve to enhance the development and operation of vocational education.*

In almost every community visited, public school finance and its impact on voc-ed was the key issue discussed in terms of state policies.

H.B. 1126 (public school finance legislation) passed in 1975 by the State Legislature, in the minds of many educators, wiped out the best method in the nation of financing voc-ed.

Under the old method, students enrolled in voc-ed programs were first counted as academic students (based on their academic studies) in determining the number of academic personnel a school district would be allocated by the state. They were then counted strictly as voc-ed students in determining how many additional personnel the

state should allocate to a school district to teach and administer voc-ed programs. The voc-ed students were in essence counted twice in the allocation of personnel, resulting in the phrase "double funding"; however, it took two types of programs (academic and voc-ed) to meet their needs.

Provisions under H.B. 1126, however, only allow students enrolled in voc-ed programs to be counted in the allocation of voc-ed personnel by the state even though they are also enrolled in academic programs. In essence, the more students enrolled in voc-ed programs, the fewer the number of state allocated academic personnel units a school district receives.

H.B. 1126 has encouraged some school districts to limit voc-ed enrollments or to even cut back in voc-ed programs so as not to sustain a decrease in state allocated academic personnel. Some educators view voc-ed and academic education as being in competition with each other as a result of H.B. 1126.

Part of the intent of H.B. 1126 was to encourage local school districts to play a larger role in the maintenance, development, and/or expansion of educational programs whether they be academic or voc-ed in content.

Some school districts, faced with limited local resources, are not willing to cut back or redirect funds from academic programs in order to maintain or expand voc-ed programs. Some districts are also not willing to redirect funds from some voc-ed programs, which are having the least impact on the community's socioeconomic needs.

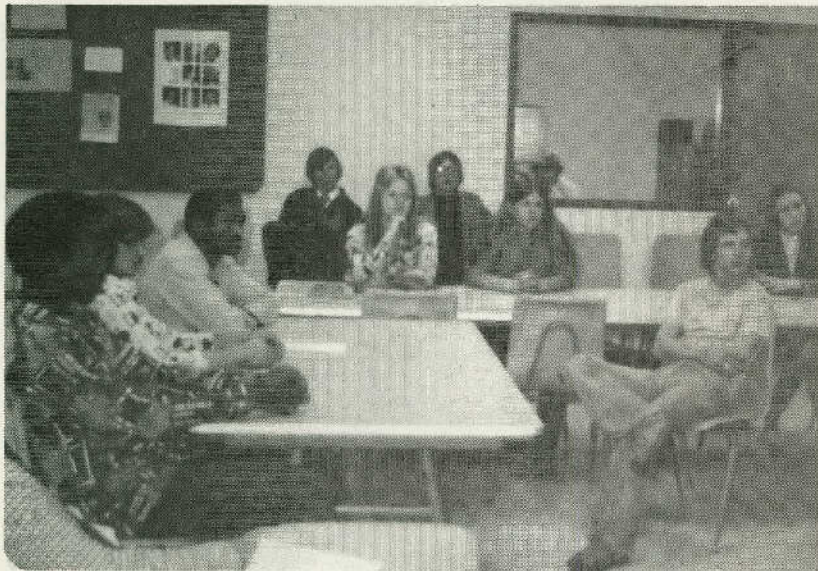
There are school districts with sufficient funds to maintain and expand voc-ed programs. Some school districts indicated, that no matter what, they would maintain their voc-ed programs even if it meant cutting back on some academic programs.

Several post-secondary administrators were critical of the lack of contingency funds for the reimbursement of new programs. This deficiency causes post-secondary institutions to keep doing what they have been doing rather than responding as they should to new and emerging needs.

Voc-ed programs at the post-secondary level have been expanding at such an accelerated rate in response to Texas' demand for an adequately trained work force that during the 1975-76 school year, the Texas Education Agency indicated it will be able to reimburse this growth in voc-ed programs at a rate of only \$.25 per dollar earned.

The State Plan for Vocational Education received some attention in several communities visited. It was felt the plan is not clear and concise; greater specificity is needed in certification requirements; the plan gets to the local level too late to be used; it's too bulky and hard to follow; voc-ed programs in the plan should be alphabetized; separate sections are needed for secondary and post-secondary levels; and more local input into the plan is needed.

Other concerns voiced during the impact conferences include: lower age requirement for entry into voc-ed; terminology for voc-ed programs should more nearly describe course content; program standards change so quickly it's hard to keep programs updated; voc-ed students should be on contact hours rather than ADA; business education and vocational office education should be under one program; voc-ed should be performance based; local schools want written rather than oral interpretations from the Texas Education Agency; and the counselor/pupil ratio is too high.



PART III
Summary
of
Impact Conferences



PAGE NUMBER LISTING OF CONCERNS/MEETINGS BY COMMUNITY
AS APPEARING IN IMPACT CONFERENCE REPORT

TOPICS	CITIES																		
	Amarillo	Baytown	Beeville	Bryan-College Station	El Paso	Fort Worth	Garland	Kerrville	La Grange	Lamesa	Longview	Lufkin	McAllen	Mineral Wells	Paris	Port Arthur	Sweetwater	Tulia	Waco
1. Relating Voc-Ed to Labor Market	36	47	57	64*	69	86	95	104* 105* 106*	111	119	128	134* 137*	143*	150	153* 157	163	173	179	187
2. Placement & Follow-Up	34	48	56	**	70	86	90	107*	**	**	**	138*	**	147	158	164	**	**	**
3. Disadvantaged/ Handicapped	36	48	58	67*	71	87	98	106*	115	120	131	135*	142	149	158	165	174*	181	191
4. Sex-Stereotyping	39	50			71	87			115	118*	130*			148*	159	166		182	189
5. Use of Advisory Committees	38	46 50	59		72	88	94	104*	112	121	126	138		149	154 159	166	174	180	188
6. Upgrading Educ. Personnel	37	50	61		73	89	99*	107*	115	122	127			147	159	167	175*	181	
7. Adults	41	51	61	65	73	89	98	109*	116	121	131	135*	141	150	160	167	174	183	192 193
8. Resource Utilization		51	60	64*	74	90	99*	108*		121*	128	135* 137*	142*	150*		168	174*	183	184* 187*
9. Barriers to Voc-Ed Delivery	39	52	60	64*	75	90	95*	103* 103* 105* 106*	113 116*	123*	129*	136* 140* 141*	143*	151	160	168	174* 175*	183	184* 194*
10. State Policies	41	52	61	66*	75	91		104* 105* 106*	113	123	129	137*	140*	146*	156* 161	169 171*	173* 175	184	194
MINI-FORUMS																			
Students	40	46	56	65	76	84	93 99	108	116	123	130	135	140	148	155	170		179	189*
Admin./Board or Faculty	33	44 45	55	64	69 77	81,82 83,84 85,86	94	103 106	113* 116*	118	129*	135	140	146	156	163 169*	173* 175*	183* 184*	186
Employers/Labor	32	44			79	88*	94* 95*	104 105 106 108	111* 112*	123	128*	134* 136	143	150*	153* 154* 157*	163* 171*	173* 173*	179* 179*	188*
Community Groups (i.e., volunteers, minorities, etc.)		46			77	83 85						136 137							

*Will not find a heading for this concern on this page, but will find it discussed.

**Only reported on findings of Council Follow-Up Study; didn't discuss local follow-ups.

AMARILLO

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

It is the distribution and marketing center for portions of five states. Amarillo is the home of a branch of Texas State Technical Institute (Mid-Continent Campus), Amarillo College, hospitals, nursing homes, a museum and varied cultural, athletic and other recreation events. Potter County had a labor force of 48,686 and an unemployment rate of 3.9% as of February 1976.

The fall 1975 high school ADA (Average Daily Attendance) for the Amarillo Independent School District was 7,517. The fall headcount enrollment at Amarillo College was estimated to be 10,230 while the estimated enrollment at the TSTI Mid-Continent Campus was 1,055.

1975-76 Vocational Education Offerings

Program Area	Amarillo ISD	Amarillo College		TSTI
	Units	Programs		Programs
Agriculture	3	1	3	
Distribution	6	5	0	
Health	3	8	0	
Homemaking	27	2	1	
Industrial	17	12	9	
Office	10	6	2	
Community Services	0	3	0	
Technical	0	4	3	
*CVAE	12	TOTAL 41	TOTAL 18	
*VEH	2			
Industrial Arts	8			
	TOTAL 88			

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

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

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

Amarillo Impact Conference

The Amarillo Impact Conference was held February 18-19 on the campus of Amarillo College. Dr. Wallace Johnston, Dean of Occupational Education at Amarillo College, served as the conference coordinator.

The conference began at 1:30 p.m. on February 18 as members of the State Advisory Council were taken on a tour of some of the secondary and post-secondary educational programs and facilities in Amarillo.

Following the tour, members of the Council returned to Amarillo College to meet with and receive input from a cross section of employers from the Amarillo area. Later in the evening, the Council members were dinner guests of counselors from the Amarillo Independent School District.

Activities slated for February 19 began with a 9:00 a.m. orientation meeting between members of the Council and a broad cross section of citizens who comprised a committee formed to plan the conference. Council members were briefed as to what was to transpire throughout the day and evening.

Council members present for the conference were Bill Elkins, James L. Boone, Jr., and J. W. Hamby. Elton Thomas and Will Reece of the Council staff were also present.

Following the orientation session, Council members met with school administrators and board of education members from the various secondary and post-secondary institutions in Amarillo. Council members spent the remainder of the morning receiving input from a study group which had been formed to look at placement and follow-up activities in the Amarillo area as well as across the state.

Members of the Council and staff were guests at a luncheon which included a cross section of educators as well as non-educators, including members of the State Legislature. A Council member and staff member were also guests on a noon talk show on a local television station.

The entire afternoon focused around a variety of "mini-sessions," some running concurrently, that dealt with these topics: relating voc-ed to job planning; serving the disadvantaged and handicapped; the involvement of school personnel in community activities; the support of local voc-ed advisory committees; eliminating sex-stereotyping; alleviating barriers to voc-ed programs; serving adults; youth leadership programs; and making state policies more effective.

An evening community meeting began at 7:00 p.m. Participants were briefed as to what was said and done during each of the "mini-sessions." The conference was adjourned at 9:00 p.m.

The following is a summary of major input that was received during the Amarillo Impact Conference.

Meeting With Employers

It was noted that about 900 voc-ed students from the Amarillo Public Schools are participating in coop-programs (attend school a half day/work a half day). This is not enough to meet employer demands.

The Sears & Roebuck Company, for example, has on its payroll about 26 voc-ed students who are participating in either the office or distributive education coop programs. The company could use another 10-15 coop students.

A school official noted that with limited facilities, the school district cannot have any more students in its voc-ed programs.

Several employers indicated that some high school students seek part-time employment strictly on their own without having the benefit of being in a voc-ed program. These employers have observed that these young people are not as prepared for work as the

young people that are hired through the voc-ed programs. The voc-ed students, say the employers, are more eager and willing to learn.

Furthermore, say the employers, the voc-ed students realize that their part-time jobs are a training situation and that money is not the important factor. However, the students who have not been in voc-ed are there for the money and many expect a raise after the first week on the job.

Several school administrators and employers felt that voc-ed is not getting credit for all the good that voc-ed is doing in making people productive. It was noted that if some young people pursue a job or career after high school that is not related to their training, voc-ed is not a failure as some studies try to imply. It was voc-ed, in developing practical and employability skills, that got these young people started and in many cases motivated to make something meaningful out of their lives.

Meeting With Administrators/Board Members

Several administrators and board members emphasized that programs must be responsive to the needs of the community. Programs should not be started simply because it is easy to get students, especially if these programs offer few opportunities for employment. There needs to be compatibility and cooperation among educational institutions instead of duplication and competition for students. It was felt that higher education needs to be kept out of voc-ed.

The Amarillo School District was praised for its close working relationship with Amarillo College and Texas State Technical Institute.

One concern emphasized was that all programs, academic and voc-ed, should be performance based. State funding of programs should be performance based. We need full accountability. It was noted that career education would be a good vehicle to achieve a performance based educational system.

The wage scale of many employers was cited as somewhat of a problem in encouraging some youth and adults to pursue voc-ed training. In some occupational areas, young people and adults can pursue training for one or two years only to start out at the same wages that they could have made walking in off the street with no prior training.

A post-secondary administrator was concerned that the constant changing of contact hour funding rates for post-secondary programs provides an inducement to administrators to go on the basis of money instead of needs in the development of programs. If you can start a program in which you can get \$3 per contact hour as compared to only \$1, some administrators will no doubt be tempted. It hasn't happened in Amarillo, but it could eventually happen.

One concern was voiced that in a situation where there are not enough chairs for all the students who want into voc-ed, first priority should be given to those students who do not plan to go on to further education after high school. The only solution to a problem such as this, felt some administrators, is to provide enough training stations so that all who want and can benefit from the training can avail themselves of it. The schools take care of all students who want academic subjects. It's time that the same is done for those who want voc-ed.

The CVAE (Coordinated Vocational-Academic Education) programs offered by the Amarillo School District received much praise. It was noted that of the potential dropouts

who go into CVAE programs, the school district has a 76 percent retention rate. The attrition rate in CVAE is only 6-12 percent.

Session on Placement & Follow-up

The secondary and post-secondary institutions in Amarillo were asked by the ACTIVE to conduct, prior to the conference, a follow-up of students who graduated/left their voc-ed programs during the 1973-74 school year. The Amarillo School District was also asked to conduct a career interest survey of its 1976 high school graduating seniors. Participants were briefed as to the findings of these surveys. The results are reported in a special section of this report beginning on page 2.

A representative of the Amarillo School District noted that the district conducts two types of voc-ed follow-ups. Each year it receives a computerized form from the Texas Education Agency asking the district to provide information on the graduates/leavers for that particular year.

The district also conducts a five year follow-up of its graduates/leavers. This information is used to determine the continuation or redirection of voc-ed programs. The information is sent to the Texas Education Agency, and is also made available to the school superintendent, school board, and news media.

It was noted that the school district does not have a placement center or specific individual designated as a job placement coordinator; however, the voc-ed teachers, vocational counselors, and voc-ed supervisors, with the assistance of business and industry people, assist students in finding jobs.

Student follow-ups are very expensive and time-consuming. Teachers who conduct follow-up studies spend hours in this effort. There is no clerical help available to assist the teachers with record keeping. There is a problem with maintaining a list of current addresses on former students. Also some teachers, who are on 10-month employment contracts with the school district, are hard pressed for time to conduct a meaningful follow-up.

It was noted that TSTI has inadequate funds to do a good follow-up. Funds spent on follow-ups come out of funds set aside in the administration budget for student services. If the administration feels that it needs to cut back in its spending, the cutback is usually in student services. It was felt that there needs to be a "line item" appropriation for "student services."

TSTI does not have a job placement office. The voc-ed teachers and program chairmen, with the assistance of advisory committee members, help students find jobs.

The TSTI spokesman noted that some people believe that to learn a subject all students have to be in the class the same amount of time. Let's face it, he said, some students learn faster than others and therefore might be productive and employable before they graduate. We need exit points in programs for students who have learned the skills that will suffice their needs and goals.

A spokesman for Amarillo College noted that the college has a Director of Placement who also serves as Director of Student Financial Aid. He emphasized that student follow-up is one of the best forms of accountability.

The college has been doing placement for about three years. To publicize the placement office and its functions, the college has a financial aid and placement brochure that is available to students who visit the campus; write for information on the college; or who pick up a college catalogue.

The placement center tries to help students secure part-time jobs related to their major while they are in school.

The Amarillo College spokesman emphasized that if follow-ups are conducted just for the mere formality of conducting a follow-up, we are missing the boat. The college finds follow-up data valuable to program assessment and curriculum development.

It was noted that 78 percent of the college's graduates that are employed stay in Amarillo. The college does periodic surveys to determine employer needs for a five year period. This information is used in conjunction with follow-up reports in program evaluations and development.

Follow-up information is also used as a career counseling tool. The college can tell students about to complete programs the types of jobs related to their field that former students have secured, and also the salaries these former students are making. The college has a list of employers that graduates can contact. The college also helps students with resumes and letters of application for employment.

Amarillo College keeps a list of graduates who did not find work in their field. As the college learns or finds job openings related to these graduates' fields, then the former students are contacted and informed of the openings.

A spokesman from Tarrant County Junior College at Fort Worth appeared at the conference to discuss "Project Follow-up," a system which follows-up on post-secondary voc-ed students and university transfer students. TCJC is the prime contractor for the project under a grant from the Texas Education Agency. The college is attempting to develop a system that is adaptable for statewide use.

Project Follow-up, which was begun in 1973 and is slated to terminate in August 1976, has seven subsystems: educational goals, student withdrawal follow-up, nonreturnable student follow-up, graduate follow-up, employer follow-up, adult and continuing education follow-up, and state follow-up reporting which is a mechanism for actually getting information from the local level to the state level.

A total of seven community colleges across the state have assisted Tarrant County Junior College in developing the subsystems. Amarillo College, for example, has been involved in developing an employer follow-up system to determine the job performance of graduates and also the needs of employers.

It was noted that 14 different types of follow-up questionnaires have been developed by the Project Follow-up team. There are 28 community colleges in Texas utilizing one or more of the questionnaires to test their validity.

One of the major findings of Project Follow-up is the need for a redefinition of the term completer. Community college enrollees are increasingly becoming non-degree oriented. Some enrollees have specific educational goals in mind of perhaps securing one, two, or more semesters of education and training in a specific field in order to meet their employment and career objectives. Although some programs will run one, two, or more years in length, if students have achieved their educational goals even though they don't finish a program, they should be considered "completers."

It was noted that the Project Follow-up team is presently negotiating with the Texas Education Agency as to what needs to be done in the years ahead. Some talk has centered around funding a "support group" to assist TEA in coordinating a statewide follow-up system next year.

Relating Voc-Ed Planning to Jobs Available

It was noted that it would be difficult to find a more coordinated and comprehensive system for the planning and delivery of voc-ed offerings than the Panhandle. This has been accomplished through the combined working relationships and efforts of representatives from educational institutions, social service and government agencies who believe in assessing community job market needs and designing and implementing voc-ed programs to meet local business and industrial demands.

The demand from employers for qualified skills starting at the high school level and continuing through the one and two year vocational programs at the post-secondary level remains strong in the Panhandle area.

Economic indicators indicate that most industries in the Panhandle are expanding their economic activities and need workers to meet the demand for goods and services.

It was noted that local employers in the last six months have had to go outside the Amarillo area to recruit employees in a variety of occupations. By the same token, employers from outside the Amarillo area have been recruiting manpower from Amarillo.

Major manpower shortages in the Amarillo area were cited in nearly 70 occupational areas, with most of the shortages being in vocationally related areas.

It was noted that over 90 percent of the voc-ed graduates in the Amarillo area are placed in jobs directly related to their occupation. A lack of funds and facilities are the main deterrents to the expansion of educational programs to more effectively serve the manpower needs of Amarillo.

The lack of trained manpower has forced some employers to change production procedures where equipment can be operated more simply, using production methods and on-the-job training. This has resulted in a general lowering of employer hiring requirements in regard to educational background and voc-ed training needed for a particular entry level job. The degree of skill a new employee has, however, determines the starting salary.

Conference participants were given an indepth look at CETA (Comprehensive Employment Training Act) programs in operation in the Amarillo area. CETA programs are directed at furthering the employment opportunities of educationally and economically disadvantaged unemployed or underemployed persons. During the past year, over \$3 million in CETA funds were invested in the Amarillo area to provide such services as classroom training, on-the-job-training, public service employment, health care, etc.

Serving the Handicapped & Disadvantaged

A cross section of individuals representing local, regional, and state agencies focused on problems encountered in enhancing the career development of disadvantaged and handicapped persons.

The central theme which surfaced from this session was the need for vocational counseling and voc-ed programs starting at the junior high school level for hearing impaired

students, emotionally and learning disabled students, mentally retarded students, blind students, and also educationally disadvantaged students.

Importance was also attached to creating among handicapped and disadvantaged students a career awareness as well as a self-image and a feeling of self-worth.

Emphasized was the importance of careful planning, diagnosis and evaluation to the success of voc-ed programs for special needs students.

It was noted that physical barriers need to be eliminated in as many public buildings as possible for more ready access by handicapped persons. Emphasized was the need for strong communications and cooperation among the various agencies which serve handicapped and disadvantaged persons.

A spokesman for the Amarillo Public Schools noted that the school district has two Vocational Education for the Handicapped (VEH) programs, one for the Educable Mentally Retarded (EMR), and the other for the Trainable Mentally Retarded (TMR). Both are Home and Community Service pre-employment laboratory programs offered at the junior high school level.

It was felt that VEH programs should be expanded to every junior high school campus in the school district. Furthermore, it was recommended that VEH pre-employment lab programs be expanded to the high school level.

It was noted that handicapped students who are capable of participating in regular voc-ed programs are allowed to enroll.

The school district offers CVAE (Coordinated Vocational-Academic Education) programs for educationally disadvantaged students in two areas--industrial and homemaking.

It was noted that the school district cannot mix handicapped and disadvantaged students. It was recommended that workshops, state or local, should not seek to combine discussions of the needs of disadvantaged and handicapped persons into one session as the two target groups have separate needs and should be dealt with separately.

Emphasized was the importance of academic components (similar to CVAE) built into voc-ed programs for the handicapped. The importance of team teaching was noted in this regard.

Involving School Personnel in Community Activities to Upgrade Competencies

The educational institutions in the Amarillo area have no formal policy regarding the participation of school personnel in community activities as a means of upgrading their teaching competencies; however, school personnel are encouraged to do so.

A spokesman for Amarillo College noted that many of its instructors who teach short courses in the evening have full-time jobs in industry; therefore, their knowledge of their field is constantly current. Most of the full-time college instructors keep knowledge of their fields current through participation in workshops, seminars, and professional trade associations (i.e., Independent Garagemen's Association).

The voc-ed instructors at the secondary and post-secondary levels, in addition to participating in workshops and working periodically during the summer in industry,

also have individuals from industry come into the classroom as guest lecturers. Voc-ed advisory committees, which are comprised of industry people, are heavily utilized by instructors in ensuring that their equipment and teaching methods are current.

It was felt that it should not be a mandatory requirement for voc-ed teachers to upgrade their work experience through periodic summer employment in industry. Instead of a mandatory requirement, it was recommended that a strong follow-up program be conducted by voc-ed personnel to determine the progress of graduates on the job as a means of evaluating and updating programs.

It was recommended that instructors be required to make periodic visits to industrial plants who hire students for the purpose of observing industry methods and production schedules.

Another recommendation is that the schools coordinate their voc-ed activities with industrial development boards in determining employer needs.

Utilizing Voc-Ed Advisory Committees

A spokesman for the Amarillo School District noted that all voc-ed programs in the district operate with the guidance and active support of advisory committees. Membership on these committees is made up of business, industrial, school and lay people who are knowledgeable and interested in voc-ed training.

Voc-ed teachers recommend prospective committee members to the school administration who confirm their appointment. Each committee meets a minimum of once each school quarter. Copies of the minutes of all meetings are sent to the school administration for consideration.

The active involvement of committee members is not limited to formally called meetings. As problems arise, members may be called on individually for counsel and assistance.

The school district provides clerical assistance to type, reproduce, and distribute committee meeting agendas and minutes of meetings.

A spokesman for Amarillo College indicated that committee members are selected for the most part by the college's faculty. Each committee has about five members. Most of the committees meet an average of twice yearly. Committee meetings are informal with minutes of all discussions kept by a staff secretary.

The Amarillo College spokesman noted that one of the weaknesses found in the college's committee system is that when some decisions are made by a committee, it does not follow-up on its recommendations to ensure that the changes were for the well-being of the program and the student.

It was a general consensus among participants in this session that one of the major problems in utilizing advisory committees is finding people that are willing to give of their time.

A concern was voiced that business leaders, many educators, and parents and students need to be educated as to what voc-ed is and the variety of programs available.

Another concern voiced was that all counselors should be required to work in industry at least periodically, and that they should have had some industry experience prior to actually taking a job as a counselor.

There was an expressed need to start educating or orienting young people toward the work world and voc-ed from the first grade on.

Eliminating Sex-Stereotyping

The secondary and post-secondary educational institutions in Amarillo have an open door policy in that males/females are allowed into any voc-ed program.

A spokesman for the school district summarized the district's industrial education programs, and brought along a male cosmetology student, a male nurse aide in health occupations, and a female who was about to become a journeygirl apprentice electrician.

A Texas State Technical Institute representative summarized TSTI's programs and recruiting practices which emphasized helping males or females select programs best tailored to their needs. Four TSTI female students were present. Two were enrolled in agriculture programs, one in auto mechanics, and another in printing.

It was felt that to overcome sex-stereotyping, we need to begin at a much earlier age than junior or senior high school to impart a career awareness to children.

It is important that counseling be adequate and that it be unbiased by not being sexist in approach.

There is a need for role models. Unfortunately, there are too few women in visible leadership positions in voc-ed teaching and counseling.

Women should be intentionally encouraged to participate more in traditionally male oriented voc-ed programs.

A spokesman for Amarillo College said that it is important that education, particularly voc-ed, strive intentionally to concert more economic power to women through the possibility of lucrative employment. Women should be placed away from dead-end low-paying jobs which keep them in their low income standard of living bracket.

It was noted that women earn less than three-fifths what a man does even when both work full-time year-round. It was also noted that 84 percent of all women who work in the U.S. do so because they need the money for themselves and their families. Nine out of 10 women will work at some time in their life for an average of 30-40 years. It is time that society, especially education, recognize and use the creative help and problem solving abilities of the other half of the world--the women.

Alleviating Barriers to Voc-Education for All Citizens

Discussion in this session focused on courses offered at Amarillo College in: child care, law enforcement, emergency medical training, and banking and real estate.

Realizing a need for better child care services, the college started child care courses two years ago for persons working in day care centers. The courses, which presently have 55 enrolled ranging in age from 16-61, are aimed at training people on a para-professional level so they will know how to work with small children properly.

Courses are offered all over the Panhandle. Credit from these courses can be changed over to college credit for those who want to pursue an associate degree.

There is also a major problem with wages. Most students, even when they get an associate degree in child care, still make barely above minimum wage. This situation doesn't provide much of an incentive for a person to spend two years in college and still make only \$2.30 or \$2.35 an hour.

Amarillo College, under a contract with the Panhandle Regional Planning Commission, is the regional academy for the certification of police officers in the 25 counties in the Panhandle.

A state law, enacted in 1968 and funded in 1970, stresses that anyone desiring to be a police officer must complete a basic course in law enforcement in order to be certified as a police officer. The certification course is 240 clock hours in length. The college also has an advanced certification course.

The Emergency Medical Training Program was started by the college in 1971. The EMT course is 128 clock hours in length of which 88 hours are spent in the classroom and 40 hours are spent observing in a hospital. The purpose of the program is to turn out a more knowledgeable and competent Emergency Medical Technician.

The program is offered in outlying communities. The college has experienced some difficulty in finding well-qualified instructors primarily because many of the EMTs must moonlight to teach the class because they are employed full-time in their jobs.

At the request of the American Institute of Banking, the College developed a program in 1975 to train employees that would work in banks in non-officer types of jobs. The college has developed an associate degree program in banking. Classes are offered in Amarillo as well as several outlying communities.

It was noted that Amarillo College offers real estate courses in both semester and clock hours aimed at preparing people to receive a basic real estate license. The college also offers a full range of real estate courses in the adult and continuing education department.

Meeting With Students

A total of 18 students, 13 from the Amarillo School District and five from Amarillo College, discussed their voc-ed experiences and how these experiences have benefitted them.

Several students said they took voc-ed to develop skills, interest, and knowledge in their chosen fields, and to improve their ability to produce on a job.

It was noted that voc-ed youth organizations enhance the instruction students receive in voc-ed classes through participating in club activities and contests.

All the students present indicated that they do not plan to stop their education after completing their voc-ed training. Some of the students indicated that voc-ed helped them to narrow down their aims and goals for a college education.

None of the students felt that voc-ed is looked down on by other students or the community. They felt that voc-ed is an accepted part of the total educational program.

Voc-ed is valuable in learning how to look for and hold down a job; in learning how to work; in making friends; and in learning how to get along with others.

Several of the students felt that some of the voc-ed programs might tend to be stereotyped such as homemaking, agriculture, office education, and cosmetology.

Most of the students indicated that because they took voc-ed, the educational options open to them have not been narrowed as many people or studies try to indicate.

Making State Policies More Effective

Discussion in this session focused on program standards and the State Plan for Voc-Ed.

An industrial cooperative training coordinator noted that although program standards are realistic, there are so many changes that come so quickly that it is hard to keep his programs updated.

A homemaking teacher emphasized that some of the terminology used in the program standards needs to be updated. The names of courses should be changed to more nearly describe the course content.

A spokesman for the Dumas Public Schools indicated that an index would be helpful in the State Plan.

A building trades teacher with the Amarillo Schools said that over 12 students in his class at one time is not safe and he cannot give enough individual attention to each student.

A homemaking coop teacher suggested that some kind of pre-employment or orientation course for one quarter is needed at the sophomore level. The new voc-ed student sometimes does not know how to apply for a job.

Serving the Needs of Adults

A spokesman from West Texas State University discussed his college's "Upward Bound" program. It's a pre-college preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among students of sophomore-junior standing. These students are from limited income backgrounds who may have the potential to pursue academic or voc-ed careers at a two or four-year college or technical school.

Students spend six weeks each summer on the campus of West Texas State University during their junior and senior years in high school. They participate in simulated regular college situations. They also receive individual tutoring, and participate in weekend seminars or cultural events on the university campus during the regular high school year. They are assisted in formulating career directions.

A spokesman for the Amarillo School District noted that the district offers classes in Adult Basic Education (ABE), General Education Development (GED), and language development classes for Vietnamese adults in the Amarillo area. The district also has a day learning center where adults can go for individual study. Adults are tested to determine which areas they need help in.

About 450 adults in Amarillo complete the GED (high school equivalency diploma) each year. Another 300 adults from the outlying areas also complete the GED annually. Seldom is there less than 1,000 adults participating in ABE or GED classes. The programs are funded through the Panhandle Educational Services Organization (Region 16 Educational Service Center).

A spokesman for the Panhandle Community Action Corporation, who works with CETA programs, voiced several concerns. For one, he feels that more testing is needed to determine which programs will best serve an individual's needs.

He also noted that there needs to be more short term voc-ed programs as opposed to two-year programs. We are dealing with economically disadvantaged adults. Most are high school dropouts and they have a low tolerance level for long-term instruction. He also noted that there needs to be more programs for females.

Another concern voiced is the need for better follow-ups in order to determine whether programs are effective in serving adult needs.

A spokesman for the Panhandle Regional Planning Commission noted that about 16 percent of the total population of the Panhandle who are over 25 years of age have less than an 8th grade education. He cited that about 20,000 people in the Panhandle area need some type of training in order to become more productive citizens.

BAYTOWN

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

Harris County had a labor force of 950,136 and an unemployment rate of 5.0% as of February 1976.

The fall 1975 high school ADA (Average Daily Attendance) for the Goose Creek Independent School District was 4,072. The fall headcount enrollment at Lee College was estimated to be 4,467.

1975-76 Vocational Education Offerings

Goose Creek ISD		Lee College
Program Area	Units	Programs
Agriculture	4	2
Distribution	2	2
Health	1	2
Homemaking	5	1
Industrial	11	11
Office	1	2
Community Services	0	4
Technical	0	8
*CVAE	7	TOTAL 32
*VEH	0	
	TOTAL 31	

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

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

Baytown Impact Conference

The Baytown Impact Conference was held February 3 on the Campus of Lee College. Leslie Couch, Vocational Director for the Goose Creek Independent School District, and Howard Duhon, Assistant Dean for Occupational Education at Lee College, served as the conference coordinators.

The conference began with a 9:00 a.m. orientation meeting between members of a State Advisory Council Task Force and a cross section of citizens from in and around Baytown who comprised a committee which was formed to plan the conference. The Task Force was briefed as to the activities planned for the conference.

State Advisory Council members present were E. D. Redding, Joe Gunn, J. R. Jackson, and Frederick McClure. Elton R. Thomas, Angie Grace, and Will Reece of the Council staff were also present.

Following the orientation meeting, the Council Task Force viewed a film presentation which depicted the voc-ed programs offered at the secondary and post-secondary levels

in Baytown. The Task Force spent the remainder of the morning receiving input from several study groups. The study groups were formed several weeks in advance of the conference to research a variety of concerns.

A luncheon meeting was held involving the Task Force, school administrators, and board of education members representing secondary and post-secondary education.

During the course of the afternoon, the Council Task Force received input from students, faculty members, employers, local advisory committee members, and representatives of various civic groups.

An evening community meeting capped the conference. Participants were briefed on what transpired earlier in the day. Also, several study groups gave final reports related to concerns they had researched.

During the Impact Conference, participants were afforded an opportunity to view several outstanding exhibits which depicted a variety of vocational-technical programs.

The following is a summary of major input obtained during the Baytown Impact Conference.

Meeting With School Administrators/Board Members

It was noted that outstanding cooperation exists between the Goose Creek Independent School District and Lee College as they strive to serve individual and community needs.

The image of voc-ed has come a long way in Baytown from having been viewed as a "dumping ground" 10 years ago to now being viewed as a real asset in the preparation of youth and adults to live and make a living.

It was noted that the Goose Creek ISD administration has pushed hard toward putting voc-ed on an equal footing with academic education. Every student is encouraged to take at least a course in voc-ed before graduating from high school.

Concerns voiced during this meeting include: local education institutions should be represented on state committees/boards that approve local programs and/or review/approve standards/guidelines which affect local programs; Texas Education Agency personnel should be mandated to get out into the field to keep abreast of what's going on; and the ceiling placed on the number of students allowed in some voc-ed classes (i.e., auto mechanics, welding) should be raised.

Other concerns voiced include: academic counselors need to become more familiar with voc-ed and its benefits; and senior college entrance requirements need to be revamped to give creditability to voc-ed taken at the secondary level (i.e., in entrance requirements, give a student credit for one year of voc-ed in lieu of 1-2 years of science or social studies).

Meeting With Employers

Employers for the most part expressed sincere pleasure in the excellent job they feel the Goose Creek School District and Lee College are doing in preparing people for the work world through their voc-ed programs.

One employer, who hires students through a coop program (work half day/attend school a half day), emphasized that his company views its relationship with voc-ed as an opportunity to hire people to fill jobs and to develop them as employees rather than to give a break to someone who just needs a job.

Several employers voiced a concern that students should not be put into a position to where they have to choose between taking academic or voc-ed courses. One employer said that one of his voc-ed coop employees couldn't do math, and when he asked him why, the student said that he couldn't schedule math and voc-ed at the same time, so he took voc-ed.

A strong concern was voiced that all students must have a sound foundation in the three Rs if they are to succeed in the work world. When students get into high school the development of their general academic skills should not stop upon entry into voc-ed. Several employers noted that they don't want young people who have a low general academic ability.

Employers feel they need to get to know the regular counselors and that these counselors have to get to know all courses offered in the schools so that they can assist students in selecting courses that will best serve the students' needs.

Other concerns voiced include: emphasis must be placed on teaching students how to apply what they learn; if women are to get equal pay, then they must have equal responsibility; students must be taught an appreciation and understanding of the free enterprise system; and a better job must be done in selling the public on what voc-ed is and the benefits it can reap.

Meeting With Faculty

There was a general feeling among voc-ed personnel that they should always be encouraged but never mandated to seek periodic summer employment as a means of keeping their teaching competencies current. If it were to become a mandatory requirement, there would have to be an organized effort between the schools and industry to ensure that personnel are placed in jobs that will enable them to actually benefit from the work experiences.

It was noted that voc-ed personnel at both the secondary and post-secondary levels in Baytown are already quite active in keeping their teaching competencies current through: membership in trade and professional organizations, periodic employment, attendance at seminars/workshops, and the use of industry people as guest lecturers, etc.

A concern was voiced that voc-ed personnel should be on the school payroll when attending the summer State Inservice Workshops. Some personnel are only on 10-11 month contracts.

Another concern voiced, by a counselor, was that counselors need to be helped by voc-ed teachers in keeping current information on voc-ed programs, voc-ed related job opportunities, and the skill requirements needed for specific occupational areas. Voc-ed teachers come in contact with the work world on almost a day-to-day basis while counselors are unable to do so.

A concern was voiced that when many young people complete a voc-ed program (i.e., auto mechanics) they have to furnish their own tools in order to get hired by some employers. A suggestion was made that some type of special fund be established at the state level where the money could be borrowed at no interest to purchase tools.

Meeting With Local Voc-Ed Advisory Committees

It was noted that voc-ed advisory committees are quite active in assisting Lee College and the Goose Creek School District in keeping programs relevant to individual and community needs.

A concern was voiced that both the schools and advisory committees must constantly guard against complacency. The relationship between the schools and committees must never get to the point where everybody is doing their own thing and only pausing long enough to get together once in a great while to determine what changes are needed.

It was noted that technology in the work world is changing so fast that the schools must have ongoing input of the people closest to the action--business and industry people--who are constantly seeing various changes take place. An ongoing exchange of dialogue between the schools and work community is vital to voc-ed program relevancy.

Several committee members felt that the business community, as a whole, needs to obtain a better understanding of what voc-ed is and what it is striving to accomplish.

Another committee member noted that voc-ed should hold its head up high; there is no reason for voc-ed to feel inferior to any other type of educational program.

Meeting With Civic Groups

It was noted that voc-ed has been a valuable commodity in preventing school dropouts by providing relevancy to many young people. Voc-ed has also been valuable in providing personal enrichment to many people, employed in non-vocational related jobs, who are looking for hobbies to make their lives more fulfilling.

One individual voiced a concern that in emphasizing voc-ed we must not overlook the needs and essentials for literacy in terms of reading and writing as well as some of the fine arts in life.

Other concerns voiced included: the need to do a better job in assisting young people in matching their interests and abilities with occupations that best serve their needs; a need exists to teach young people proper attitudes about work and also how to handle economic problems; and many minority youth don't want to take voc-ed because they will feel inferior to other young people who plan to be doctors and lawyers.

Meeting With Students

Students were asked how they felt about sex-stereotyping. Most responded that there is nothing wrong with girls entering traditionally male oriented programs and vice versa. Some students indicated, however, that it will take a while before people are no longer conscious that a certain program used to be oriented toward just one sex. This consciousness, in itself, hinders some students from enrolling even though they know they can.

Many students view voc-ed as exploratory rather than terminal in nature in that they are obtaining hands-on experiences with a purpose in mind of seeing if they would like to pursue a career in a particular field.

Most of the students in this session indicated that they are able to talk freely with their parents about different types of courses and their plans after high school graduation. They felt it is important for students to involve their parents in their education.

One student noted, however, that parents can sometimes influence their children in the wrong way. Parents want their children to naturally turn out better than them, to have an easier life than they did. All too many parents have the idea that the only way to accomplish this goal is by going to college, but college is not always the answer.

Several students felt that their academic teachers and counselors were sadly lacking in information about careers and job opportunities.

Considerable discussion focused on counselors. Several students felt that some counselors steer students away from voc-ed, especially the students who indicate plans to go to college. Some counselors come right out and tell students who plan on college that they should not take voc-ed courses, that voc-ed won't do them any good.

One student criticized some counselors for always wanting to place themselves on a level above students. There was a feeling that a lack of communications exists between counselors and students and parents. Parents need to be informed about programs, college entrance requirements, etc.

A suggestion was made that counselors need to meet more among students rather than have the students come to their office.

Relating Voc-Ed to Labor Market

Baytown is a part of the Houston Standard Metropolitan Statistical Area (SMSA). It was noted that in December 1975, the SMSA, which takes in six counties, had a civilian labor force of 1.1 million and an unemployment rate of 4.6 percent. Over 4,000 new workers enter the SMSA labor force each month.

A Texas Employment Commission spokesman noted that employers, within the SMSA, are having difficulty filling voc-ed related jobs such as: nurses (LVN); clerical; auto, truck, and diesel mechanics; boilermakers; carpenters; electricians; machinists; building and maintenance mechanics; auto body repairmen; radio/television repairmen; sheet metal workers; upholsterers; welders; inhalation therapists; etc.

A survey of 115 employers in Baytown, conducted by the Goose Creek School District, found that job opportunities for voc-ed coop students (work half day/attend school a half day) and graduates are plentiful in Baytown. Examples of manpower shortages in Baytown are mechanics, salesmen, clerical workers, warehousemen, etc.

Some employers are recruiting manpower from outside Baytown simply because there is not enough locally trained manpower to fill all the job openings. At present the Goose Creek District is making a study to determine what programs should be started in the next five years.

Much progress has been made in recent years by both the Goose Creek School District and Lee College in serving employer needs for vocationally trained manpower; however, the economy is in a constant state of change and both educational institutions are actively planning for the future.

It is interesting to note that 75 percent of the 115 Baytown employers surveyed have utilized voc-ed coop students. Of those who have hired coop students, over 90 percent said they were happy with the coop program and would use coop students again.

Placement & Follow-Up

The results of a voc-ed student follow-up survey, and also a high school senior career interest survey were reported during this session. Both surveys, conducted in advance of the conference at the request of the State Advisory Council, are summarized in a special section of this report beginning on page 2.

It was noted that the Goose Creek School District and Lee College conduct two types of voc-ed follow-ups. Each year a computerized form is received from the Texas Education Agency asking for information on graduates/leavers for that particular year (i.e., number continuing education, in military, employed, unemployed, etc.).

The graduates/leavers of voc-ed programs are also followed for at least five years to determine how they are faring in the work world.

Follow-up information is made available to the Texas Education Agency as well as local school administrators, board members, supervisors, the news media, etc. This information influences any needed changes in course content to keep programs relevant.

The cost and amount of time involved, the lack of clerical help, and keeping current addresses on former students were cited as the major problems in conducting follow-ups. A low return on follow-up questionnaires mailed out is also a problem.

The Goose Creek School District does not have a placement office. Presently, the vocational counselor located in the Stuart Career Center has the responsibility of working with the vocational teachers in placing students.

It was noted that the Mayor of Baytown has a committee formed to assist students in obtaining summer employment and the vocational counselors work very closely with the committee.

The efforts of the school system are not closely coordinated with the Texas Employment Commission. A recommendation was made that the school district employ a full-time vocational counselor to be a placement counselor for the students.

It was noted that Lee College has a Placement & Counselor Center. This Center primarily counsels students, however. Most of the job placement is done by the voc-ed teachers who work closely with industry people. Many of the voc-ed students have jobs waiting for them when they finish training.

Serving the Disadvantaged & Handicapped

In the Goose Creek School District, at the high school level, there is a cooperative program for handicapped students who range from age 16-21 years old. This coop program combines services of the vocational adjustment classes of special education and the vocational rehabilitation commission.

The coop program is designed to enhance the students' potential as productive citizens of the community. These students are placed into full-time employment under the guidance and counseling of the vocational adjustment coordinator and the vocational rehabilitation counselor.

Sometimes students in this program are provided with specific training at a private or public technical training institution prior to employment. These students earn the right to high school graduation and a diploma by mastering essential competencies which are considered vital to job survival.

A facility is offered by the school district for more limited individuals at Burnet School. It provides training in self-care skills and preparation for limited type employment in assembly line production operations such as is found in sheltered workshops.

The school district has its own pupil appraisal staff for identifying and recommending ways of serving handicapped students. However, the district will work enthusiastically with any social or community action type agency which results in further meeting the special needs of a student.

The district, through appropriate personnel such as principals, counselors, nurses, and Plan A supportive staff will communicate either directly or indirectly to persons with special needs in order to inform them of programs and services available to them.

The school district provides comprehensive special education for handicapped students. The strengths and weaknesses of each child are considered, and a program is designed that enables the student to receive part of the instruction in the mainstream of education in areas where success is anticipated and the rest in individualized special class instruction.

Handicapped persons have the option of participating in most vocational classes when they are assigned to a regular campus where these classes are available. They will be considered as eligible to enroll in regular occupational programs if they have been screened and recommended by the Admission, Review, and Dismissal Committee.

Presently, there are no Vocational Education for the Handicapped Units (VEH) in the Goose Creek School District although there are plans to apply for VEH units as soon as an area can be located for their use. State and/or federal funds need to be made available to help with the construction of VEH labs and classrooms.

The educationally disadvantaged students are eligible to enroll in one of seven CVAE (Coordinated Vocational-Academic Education) classes in the two high schools. These classes are designed for inschool youth possessing academic, socioeconomic, or other handicaps to such an extent as to prevent them from succeeding in traditional educational programs. The program includes a combination of vocational skill development while also acquiring basic knowledge in the fields of math, science, English, and social studies. About 180 students participated in CVAE during the 1975-76 school year.

It was noted that during the 1975-76 school year, Lee College had one program specifically oriented toward handicapped people (electronic assembly). A total of 11 persons were in the program. Lee College makes every effort to place handicapped students in the "mainstream" or regular educational programs. It's estimated that about 100 handicapped persons participated in regular programs at Lee College during the 1975-76 school year.

Lee College also offered five ongoing programs oriented specifically toward disadvantaged persons. About 60 people participated in programs offered in the following

areas: automotive, health related, and upholstery. The College also attempts to mainstream as many disadvantaged students as possible. Nearly 100 participated in regular programs during 1975-76.

Eliminating Sex-Stereotyping

A spokesman for the Goose Creek School District noted that voc-ed programs are open to both girls and boys.

During the 1975-76 school year, female enrollments in traditionally male oriented programs were: agriculture (25%); auto mechanics (5.4%); building trades (4%); and meat processing (18%). There were no females in metal trades, machine shop, radio & TV repair, welding, and auto paint and body.

Despite an open door policy, males seem more reluctant than females to participate in programs once oriented toward the other sex. Only one percent of the homemaking enrollment was boys and there were no boys in cosmetology. About four percent of the vocational office education enrollment were boys.

It should be noted that the school district has made considerable progress in recent years in the recruitment of females in traditionally male oriented programs. In 1973-74 for example, only one percent of the agriculture enrollment was female. There were no girls enrolled in auto mechanics or building trades.

Lee College, like the Goose Creek School District, has an open door policy for all of its educational programs.

Use of Local Voc-Ed Advisory Committees

Every voc-ed program offered by the Goose Creek School District and Lee College has an advisory committee. GCCISD and Lee College each have a general committee which oversees all the voc-ed programs at each respective institution.

Committee members are usually recommended by the voc-ed instructors subject to higher-up approval.

Advisory committees perform a variety of functions such as: assist in developing programs; advise on equipment and supplies needed for programs; evaluate facilities; assist in review of course content to ensure relevancy; assist in the establishment of standards of proficiency to be met by students; assist teachers in finding summer employment to keep teaching competencies current; assist in job placement and follow-up of students; and assist in promoting voc-ed; etc.

Advisory committee members were highly complimentary of their relationship with the school district and Lee College. As an example of why such a strong relationship might exist between a school system and an advisory committee, the Goose Creek School District has "written policies" for advisory committee use which are followed by voc-ed personnel. These policies relate to the selection of members; how the time of committee members should be utilized; the approximate number of people that should serve on a committee; membership rotation; meeting dates; and committee responsibilities.

Keeping Voc-Ed Personnel Competencies Current

Voc-ed personnel are encouraged to participate in civic, professional, and trade organizations in an effort to keep their classroom instruction current.

Many voc-ed teachers work in industry during their off periods from school employment. Business and industry people are extremely cooperative with the schools in allowing teachers to visit their plants and businesses to keep abreast of changes. Voc-ed teachers also utilize people from business and industry as guest lecturers/resource people in the classroom. Voc-ed advisory committees are heavily utilized in keeping programs relevant.

Voc-ed personnel also involve themselves in industry sponsored seminars as well as the annual Texas Education Agency sponsored State Inservice Workshops for their respective program areas.

Serving Adults

It has been the policy of the Goose Creek School District to let Lee College handle most of the adult education programs in the community.

When Lee College was a part of the school district, they handled adult training. In some cases the school district has used their buildings for adult training. As the need arises, the Goose Creek School District will train adults. Several of the school district's teachers teach adult courses at Lee College.

Lee College offers remedial, continuing education, and college credit courses for adults. Examples of adult education courses offered at Lee College are: Adult Basic Education, General Education Development (high school diploma equivalency), food management, woodworking, upholstery, real estate, welding, graphic arts, automotive repair, nurse aide, etc.

There is a definite need for more adult education programs. The main barrier to program expansion is "funding."

Utilization of Resources

The Goose Creek School District contracts with the La Porte School District for the training of La Porte students. This was done even before Goose Creek was designated as an area school. The Goose Creek School District noted that it will continue to allow students from other districts to attend the area school for as long as the space is available and there is no cost to the Goose Creek School District taxpayers.

It was noted that Goose Creek sends students to Lee College on a contract basis. Lee College itself contracts with several school districts in the area to provide educational services.

Lee College also works closely with CETA (Comprehensive Employment Training Act) personnel in providing instruction to educationally and economically disadvantaged people who are either unemployed or underemployed.

It was noted that both the school district and Lee College have allowed industry to utilize their facilities for the training of industry personnel.

Both educational institutions attempt to work closely with a variety of agencies in and around Baytown in providing services to people with a multitude of needs. Efforts are put forth to keep any duplication of effort at a bare minimum.

Delivery of Voc-Ed

Two major barriers inhibit the movement of students from one school or college district to another for voc-ed services:

1. The amount of money for contracting between school districts is not enough to actively seek students; and
2. The time schedule of each school district is different. The differences in time schedules makes it difficult for students to ride a bus and meet with the classes on time.

Another concern voiced is that beginning this fall, based on a Texas Education Agency ruling affecting secondary students, some school districts will no longer be able to send to Lee College their "surplus" of students wanting instruction in certain programs.

Based on the ruling, school districts cannot send students to Lee College for instruction in a program if that program is also offered in their district even if there are more students wanting to take the program than there is space to accommodate them.

Making State Policies More Effective

It was noted that basically the vocational program standards are realistic and good for voc-ed in the public schools. The State Plan for Vocational Education seems to be an effective planning and management document.

Texas Education Agency personnel from the Area Consultant to the Associate Commissioner for Occupational Education and Technology have rendered valuable services and advice to local education personnel.

TEA area consultants are providing an excellent service by holding inservice training for teachers, visiting and advising teachers on their jobs, arranging and providing leadership for voc-ed youth organizations and area contest activities.

It was recommended that TEA continue the regional leadership conferences for voc-ed directors and supervisors. Make-up conferences should be held for those directors and supervisors who were unable to attend the first one. The length of the conferences should be reduced to no more than three days.

Funds are needed for the construction and renovation of buildings.

The data processing follow-up should include those students who attend college to continue their education in the data processing field and be counted for the reallocation of the data processing unit at the high school level. A voc-ed program should not be penalized or discontinued because a graduate attends college to further his or her education.

The \$400 allocation to each voc-ed teacher for instructional materials should continue to be funded.

Vocational administrators and directors in school districts with more than 12,501 or more than 30 voc-ed units should be on a 12-month contract.

Voc-ed teachers should be paid for their work experience up to five years on the teaching pay scale. It is extremely difficult to secure skilled craftsmen from industry who are willing to accept a cut in pay in order to teach school.

The amount of travel money allocated for production agriculture teachers should be increased.

Vocational teachers who are highly encouraged, if not required, to attend the state inservice meetings at the beginning of August each year should be employed for 200 days.

Voc-ed counselors with the responsibilities and duties that they now have should be on 220 days of employment, particularly if a school district has 12-month and many 11-month coop programs. This could be based on the number of vocational units in a school district and Average Daily Attendance. They cannot do a good job of placement if they are not on the job at the end of the school year.

It was noted that career education programs (an awareness, investigation, and exploration of careers) should be funded.

A concern was voiced about the financing of voc-ed and the use of contact hours. It was felt that doing away with the vocational units as a "bonus unit" will not promote the growth of voc-ed. (See page 27.)

Evening Meeting

The evening community type meeting consisted primarily of a study group and a summary of what was said earlier in the day. Most of the input received during the evening meeting has been incorporated under the appropriate headings on the previous pages.

Also during the evening meeting, State Advisory Council member E. D. Redding traced the statewide growth of voc-ed in recent years. He noted that between 1968-69 and 1973-74, voc-ed enrollments for all levels increased 65 percent; personnel working in voc-ed increased 96 percent; and expenditures for voc-ed increased 187 percent.

He cautioned, however, that the acceptance of voc-ed is still not universal. "We still have much to do to overcome the second-class type of education stigma that has been attached to voc-ed for so long."

Redding talked about scarce resources for public education and the importance of putting the dollar where it will do the most good. He mentioned the importance of all young people having a good foundation in the three Rs, good attitudes about work, and saleable skills when they enter the work world.

BEEVILLE

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

Bee County had a labor force of 8,048 and an unemployment rate of 4.3% as of February 1976.

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

1975-76 Vocational Education Offerings

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

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

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

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

Beeville Impact Conference

The Beeville Impact Conference was held February 18th at the Beeville City Assembly Hall. Edwin McKay, Vocational Director for the Beeville Independent School District, served as the coordinator of the conference.

The conference began with a 9:00 a.m. briefing and orientation meeting between a State Advisory Council Task Force and a cross section of citizens from in and around the Beeville area who comprised a committee formed to plan the conference. The Council Task Force was briefed as to what was to transpire throughout the day.

The Task Force was comprised of Council member Frederick McClure, the Council staff members Alton D. Ice and Angie Grace.

Following the orientation meeting, the Council Task Force met with administrators from the school district and Bee County College.

With the exception of a meeting with students, the Council Task Force spent the remainder of the morning and afternoon receiving input from study groups. The study groups, comprised of citizens from in and around Beeville, were formed several weeks in advance of the conference to research a variety of concerns. Representatives of the study groups appeared the day of the conference to report their findings.

Council member McClure was a luncheon guest of the Rotary Club.

The following is a summary of major input that was obtained during the Beeville Impact Conference.

Meeting With Administrators

It was noted that the Beeville School District has a comprehensive high school that offers a good mixture of academic and voc-ed programs to serve student needs.

It was felt that the school district is presently meeting the voc-ed needs of its student population. If there is a need in the voc-ed area, it would be for more programs in the industrial education area (i.e., building trades). The district is running at capacity insofar as facilities and personnel are concerned. To expand facilities would be getting into problems of financing, and matching federal funds are not available for construction.

The school district has been more fortunate than some school districts in that it has not been adversely affected by the public school finance legislation (H.B. 1126) passed in 1975 by the State Legislature. The district has had to invest more local dollars in voc-ed, but some of these costs have been offset by increased state and/or federal funding allowances in other areas.

A good working relationship exists between the school district and Bee County College in regard to serving students. It was noted, as an example, that when students are within two credits of high school graduation, they are allowed to take courses at the college.

It was noted that counselors from the college periodically go to the high school to confer with graduating seniors who are interested in attending Bee County College.

A major concern was voiced by a spokesman for Bee County College regarding the lack of contingency funds for the reimbursement for new voc-ed programs. The shortage of funds has caused the college not to offer some additional educational opportunities.

Voc-ed at the post-secondary level is expanding statewide at such an accelerated rate in response to Texas' demand for an adequately trained work force that during the present 1975-76 school year, the Texas Education Agency has indicated that it will be able to reimburse this growth of voc-ed programs at a rate of only \$.25 per dollar earned. (A contingency fund was set up to cover any additional growth in programs due to student demand). It was noted that Bee County College will only get between 10-15 percent of what it should to cover the costs of its additional growth.

Placement & Follow-up

Prior to the conference, the State Advisory Council asked the Beeville School District and Bee County College to conduct a special follow-up of their 1973-74 voc-ed graduates/leavers. The school district was also asked to conduct a career interest survey of its 1976 graduating seniors. The results of those surveys were reported during this segment of the Impact Conference. A special segment of this report has been set aside to deal specifically with these surveys. See page 2.

A spokesman for the school district noted that the district conducts a five year follow-up of its voc-ed grads. This information is used in the evaluation of the district's programs. Follow-up information is made available to the superintendent, school board, news media, and is sent to the Texas Education Agency.

It was also noted that each year the school district receives a computerized form from the Texas Education Agency asking for information on the graduates/leavers for that particular year. This information is used by TEA in completing follow-up forms that are sent each year to the U. S. Office of Education.

The school district's voc-ed teachers and voc-ed counselors strive to help the graduates/leavers of voc-ed find employment. Advisory committee members help in this endeavor.

Bee County College also must complete each year a computerized form from TEA concerning its graduates/leavers. The college also conducts a "continuous" year-to-year follow-up of its graduates/leavers. It was noted that the first voc-ed follow-up by the college was conducted in 1968. The college still follows-up on the former students from that and subsequent years.

The college has a placement and follow-up office which is coordinated by the occupational counselor. This counselor works closely with voc-ed teachers and voc-ed advisory committee members in the placement and follow-up of graduates/leavers.

Meeting With Students

A cross section of voc-ed and academic students were provided an opportunity to discuss their educational experiences and how these experiences have benefitted them.

Several academic students noted that they had wanted to take voc-ed but couldn't because of conflicts in class scheduling, or because they had too many required courses that had to be taken.

One voc-ed student noted that a big asset of voc-ed training is that when students finish high school and look for a job, they have "experience" to sell to an employer. Several voc-ed students emphasized that their experiences aided them in formulating career plans; in learning how to get along with others; and in learning how to sense their own needs.

Post-high school plans of the academic and voc-ed students ranged from plans to be a speech therapist; to becoming a doctor; to working with handicapped people; to becoming an auto mechanic. Several voc-ed students indicated that they plan to remain in the jobs they obtained through their voc-ed coop programs.

Several students indicated that they feel they will have a well-rounded education when they graduate by having taken both academic and voc-ed courses.

When asked how they found out or got interested in voc-ed, several students indicated that when they were in the 10th grade, the voc-ed teachers came to their academic classes to talk about the voc-ed programs. Those who became interested then contacted the voc-ed counselor who had them fill out an application at which time a meeting was set up with the voc-ed teacher that would teach the class in which they would be enrolled.

It was also noted that students who participate in the "occupational orientation" program offered at the 8th grade level are taken on a tour of the high school voc-ed facilities at which time they can talk with the teachers and voc-ed students.

Several voc-ed students were critical of the news media in terms of the coverage given the youth organizations in which they belong. They felt that the activities of their voc-ed clubs are slighted by the news media in favor of coverage of other school activities.

It was noted that a major goal of voc-ed should be to make the community more aware of the programs, youth organizations, activities, and benefits that are derived through participation in voc-ed.

One student was critical of the voc-ed club in which he participates. He cited that on one occasion he had to help pay for the cost of an awards banquet. He felt that students should not have to pay to attend such an activity. A school spokesman noted that this year all the youth clubs undertook "money-making projects" to pay the cost of club activities.

Another voc-ed student indicated that he was in a program completely different than what he planned to do in life. He felt that greater care should be taken by the schools in assessing student interests and in offering career guidance.

An auto mechanics student offered a complaint that the "workbook" he was using was not closely related to the "hands-on" instruction he was receiving. He said that he found the workbook of little use in reinforcing his "hands-on" experiences.

Several voc-ed students indicated that some of their classmates were placed in voc-ed programs because they were discipline problems in other classes. They felt that sometimes teachers don't take the time to sit down and really talk things out with students.

When asked who exerted the most influence upon them in formulating career decisions, most students noted that it was their parents.

Relating Voc-Ed to Labor Market

Several employers noted that there are a variety of manpower shortages in certain skill areas (i.e., auto mechanics, carpenters). It was noted that for some skill areas, local employers have to recruit employees from outside the Beeville area.

It was felt that the secondary and post-secondary institutions in Beeville are for the most part doing an admirable job in serving the area's manpower needs. There is the need for the expansion and/or development of voc-ed programs in some skill areas such as building trades, Registered Nurses, and Licensed Vocational Nurses.

A spokesman for Bee County College noted that its student body is drawn from a large area, and when many of its students complete voc-ed programs they go back to where they came from.

A school district representative noted that many of the employers seeking auto mechanics are looking for people with 5-7 years of experience. The emphasis of the school district's voc-ed auto mechanics program is to prepare students for entry level employment.

It was also noted that many people pursue auto mechanics for personal development which means they don't seek a job related to their training.

One employer voiced a general concern that some young people who come out of the high schools cannot read or communicate, do simple math, or fill out a time card. They have no perception of what is required of them to make a living.

It was noted that the value of a four-year college degree versus one or two years of voc-ed training is swinging in the favor of voc-ed. More young people today are going into voc-ed rather than going off to pursue a college degree. It was noted that voc-ed is getting many of the top students whereas in the past voc-ed got only the lower rung students.

One employer stressed that the "trade areas" are highly competitive. People who know their trade or who are willing to learn their trade will always be working.

Serving the Disadvantaged & Handicapped

The school district has five CVAE (Coordinated Vocational-Academic Education) programs which are directed at educationally disadvantaged students. All five programs, one of which is coop, are offered at the high school level. A spokesman for the school district noted that the CVAE programs have had a profound impact on reducing the school dropout problem. About 80 students were served by CVAE during the 1975-76 school year.

It was noted that most potential CVAE students are kept with their age group until they reach high school. In the case of overaged junior high school students (those who are several grades behind), they are brought up to the high school and placed in CVAE.

The school district is constantly evaluating students in CVAE. Those who can benefit and want to participate in regular voc-ed programs, are put there. It was also noted that some CVAE students who are strong in some academic areas (i.e., history) are allowed to participate in regular classes while at the same time if they are weak in some academic areas (i.e., English) they take CVAE English.

There was an expressed concern that CVAE programs are needed at the lower grade levels so that some students do not have to wait until high school to find a new interest in school or to develop skills.

The school district has two Vocational Education for the Handicapped (VEH) programs for junior high school students. These programs are offered in Home & Community Services and General Construction. As VEH students progress into high school, they can move into Vocational Adjustment Training (VAT) classes. VAT programs are also offered in homemaking and general construction. When handicapped students reach the age of 16, they can go into a work program.

It was noted that the special education and voc-ed departments of the school district work closely together. It was also noted that if a handicapped student is capable of participating in regular academic or voc-ed programs, they are allowed to do so.

A spokesman for the school district said that one of the problems the district has encountered in working with handicapped students is that some spend two or three years in a pre-employment laboratory (PL) setting before they reach the age of 16 at which time they can enter a work program. Being in a PL program for so long results in boredom for a lot of students.

A spokesman for the Texas Rehabilitation Commission indicated that there could be a stronger and closer working relationship between the school district and the Rehab Commission.

A concern was voiced that many handicapped students that are capable of being in regular educational classes are not "mainstreamed." They are kept isolated from regular students.

Another concern voiced is not enough emphasis is placed in the VEH and VAT programs on vocational skill development. Too much emphasis is placed upon the academic component of the programs.

The quality of job placement of handicapped students was also criticized. It was felt that many handicapped students are being placed in jobs well below their capabilities.

It was noted that the Rehab Commission coordinates and purchases services; pays student tuitions, medical services, and training fees connected with serving the needs of handicapped persons. The Rehab Commission, for example, pays the salaries and travel expenses of VAT instructors.

Another concern voiced was that the school district does not make a concerted effort to educate the community about programs for the handicapped and the benefits derived from those programs. It was felt that the community has a negative image toward handicapped and disadvantaged persons.

Local Voc-Ed Advisory Committees

The voc-ed programs operated by the school district receive advice and assistance from advisory committees. These committees are comprised of individuals who are knowledgeable of the conditions and needs of Beeville and make vital contributions to the overall planning and development of voc-ed programs.

Committees are organized the first six weeks of the school year. Voc-ed teachers and coordinators make recommendations as to who should serve on committees. Committee nominees are submitted to the superintendent for board approval. Committees are comprised of 3-5 members and meet on the average of at least twice yearly.

With the guidance of the voc-ed director and teachers, advisory committees help make constructive recommendations for the improvement of programs and assist in carrying out these recommendations.

Advisory committees are involved in such activities as: publicizing and promoting voc-ed in the community; identifying areas in which programs can be expanded; review-

ing training plans; recommending minimum wages for the purpose of preventing the exploitation of students; provide supplementary instructional materials when available; assist in the evaluation of programs; advise, as needed, in relation to program objectives, course content, and the competencies students should have when training is completed; advise on criteria for the selection or recruitment of students; help obtain information regarding job opportunities; and advise on the replacement of equipment.

The school district has an overall advisory committee as well as committees for each of the programs.

Use of Community Resources

It was noted that the school district and community college strive to work closely together to ensure that their educational programs complement each other. These two institutions also strive to work closely with other agencies in and around the Beeville area that are concerned with ensuring that citizens are adequately prepared to become useful and productive citizens.

A spokesman for Bee County College noted that the college is involved in CETA (Comprehensive Employment Training Act) programs. The Texas Employment Commission, Texas Education Agency, and the Alamo Council of Governments contract with Bee County College to provide educational opportunities to educationally and economically disadvantaged unemployed or underemployed persons. Over 300 CETA clients participated in either short courses or regular programs offered by the college during the spring semester.

It was noted that CETA serves an 11-county area around Beeville. CETA contracts with various educational institutions for basic education and skill training services to its clients. CETA is also involved in on-the-job training and public service employment activities.

Problems in Delivering Voc-Ed

It was noted that the high school in the Beeville School District is designated as an area voc-ed school; however, there are no students coming from the outlying school districts to receive voc-ed. It was felt that students from the smaller school districts are not encouraged to come to Beeville because of the impact of the public school finance legislation (H.B. 1126) passed in 1975 by the State Legislature.

Under H.B. 1126, if students spend a half day in another school district receiving voc-ed, then their home school can only count them toward a half day's Average Daily Attendance. A school district's ADA is used in determining the number of personnel units it is allocated by the state. The more students sent to another district for a half day, the smaller the sending district's ADA will be; consequently, the district will receive fewer personnel units and fewer state dollars. Students are therefore not encouraged by some school districts to attend area vocational schools.

There are other contributing factors as to why students do not go from one school district or campus to another for voc-ed. School loyalty, conflicts in class scheduling and the cost of transportation are key factors.

It was noted that the school district would like to get involved with industrial arts programs at the 8th grade level; however, present facilities are cramped which would

necessitate the construction of other facilities. There are no matching federal dollars to undertake construction, and the school district cannot afford to cover the entire cost of construction.

Making State Policies More Effective

School district officials felt that the age requirement (14) for entry into voc-ed should be relaxed. It was felt that there are 12-13 year olds who could benefit from existing voc-ed programs but who are excluded by the age requirement.

It was felt that program standards are quite realistic for high school and community college voc-ed programs.

There was a feeling that the State Plan for Voc-Ed seems to be adequate; however, it was felt that it is haphazardly put together. It is not really used. State guidelines are used instead.

A concern was voiced that on both the public school and the community college level there are not enough people employed on the state level to do the job they are expected to do.

There was a feeling that state officials should be more discriminating in the selection of area supervisors. Area supervisors should be more readily available at the local level and more understanding of local situations. Adequate travel allowances should be made to make area supervisors able to travel to places where they are needed when they are needed and to stay long enough to supply the assistance needed.

Involving Voc-Ed Personnel in Community Activities to Upgrade Experiences

It was noted that voc-ed personnel maintain an active relationship in a variety of community organizations (i.e., Rotary Club, Kiwanis Club, Young Farmers Assoc., Independent Cattleman's Association, etc.). Voc-ed personnel also maintain an active membership in a variety of professional and trade associations related to their particular field.

Voc-ed personnel serve as guest speakers before community organizations. They are actively involved with voc-ed advisory committees. They hold field trips, and conduct employer-employee banquets.

There is a unanimous feeling among voc-ed personnel in Beeville that there should be no mandatory requirement that voc-ed personnel upgrade their knowledge of what's going on in their "craft" through periodic summer employment in business and industry. Voc-ed personnel are in constant contact with employers and students who are actually working in their field.

Furthermore, each coop teacher must visit training stations and is exposed to current work conditions and equipment as these visits are made. Also, many voc-ed personnel do work as carpenters, welders, farmers, electricians, homemakers, and mechanics during out-of-school hours.

Serving the Needs of Adults

It was noted that the Beeville School District administers adult basic and continuing education programs, and Bee County College handles adult voc-ed programs.

Beeville is a part of an Adult Education Coop which includes eight school districts and four counties.

It was noted that ABE (Adult Basic Education) and GED (General Education Development--high school diploma equivalency) classes are offered at the Adult Learning Center in Beeville. Classes are also offered in several outlying communities. Classes are offered in the evening except in Beeville where they are offered both during the day and in the evening.

During 1974-75, eight ABE programs served 800 adults. There were 570 students who advanced at least one grade level, and 121 students completed their GED.

The Beeville School District adult education program seeks the assistance from and coordinates a needs assessment annually with the area manpower planning council. Several other agencies also assist in the survey (i.e., Community Action Agency, and Texas Employment Commission).

The most recent needs assessment (four county area) found that 7,428 adults wanted GED training; 15,879 wanted ABE training; and 6,000 wanted skill training.

In addition to offering ABE and GED classes, many of which are taught using the bilingual approach, the school district also offers homemaking and agriculture programs to adults during the summer. ABE and GED classes are also offered during the summer.

There was an expressed need to expand bilingual adult education. It was also noted that there is a need for driver's education for adults--both classroom and behind the wheel instruction. There is also a need for more career counseling in adult education.

It was also noted that voc-ed disadvantaged funds should be made available to the adult education prime sponsor.

A spokesman for Bee County College noted that the college offers 30 voc-ed courses for adults. Adult classes are offered in the evening. It was also noted that many daytime regular classes offered by the college appeal to adults.

It was felt that the college's facilities to serve adults are adequate. Courses are offered beginning in September, January, and June. The adult programs are self-sufficient. A 30 clock hour voc-ed course may cost an adult \$15. A 6 clock hour class might run \$5.

The biggest problem in adult education is letting the public know what's available and how the programs can benefit them. It was noted that it takes 10 or more adults expressing an interest in a specific class to get it started. However, if there are 10 people who come forward and say they want a specific course, there are many times that number who did not come forward that could benefit from the course.

Bee County College has an open door policy to adults, to obtain a GED; to obtain skill training; to better themselves.

BRYAN-COLLEGE STATION

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

The population of Bryan-College Station is 57,978. Brazos County had a labor force of 29,849 and an unemployment rate of 2.7% as of February 1976.

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

1975-76 Vocational Education Offerings

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

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

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

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

Bryan/College Station Impact Conference

The Bryan/College Station Impact Conference was held February 10 with Gayle Todd, Vocational Director of the Bryan Independent School District, serving as the conference coordinator.

Activities began with a 9:00 a.m. meeting in the Brazos Valley Development Council Conference Room between members of the Advisory Council and local school administrators and board of education members. At 9:30 a.m. members of the Council met with secondary academic and vocational students from both the Bryan and A & M Consolidated School Districts.

Advisory Council members present included J. L. Boone, Jr., J. R. Jackson, Frederick McClure, and Robert Roush, substituting for Dr. Michael DeBakey. Council staff members present included Angie Grace and Will Reece.

At 11:00 a.m., members of the Council Task Force traveled to Bryan High School to meet with present and former vocational students whose backgrounds ranged from vocational nursing, to food servicing, to cosmetology.

Members of the Council Task Force were guests at a luncheon held at the Adult Basic Education Center in Bryan. The Task Force had an opportunity to talk with adult voc-ed students as well as school and community leaders who are involved in the planning and management of programs for adults.

Following lunch, the Council Task Force toured the U. S. Department of Agriculture Research Service Center housed in College Station. During the tour, the Task Force had an opportunity to listen to and talk with officials of the Center as well as students working at the Center through cooperative education programs.

At 7:00 p.m., a community meeting was held in the auditorium at Bryan High School. The conference was adjourned at 8:30 p.m.

The following is a summary of major input provided by participants during the conference.

Meeting With School Administrators/Board Members

A board member with the A & M Consolidated School District emphasized that the school district is concerned with each student leaving the public schools with some saleable skill. Regardless of whether a student is college bound or plans to work immediately after high school, these saleable skills can be a real asset in life, if for nothing else, in the development of proper attitudes about work and life in general.

The Superintendent of the A & M Consolidated School District pointed out that the district has inadequate facilities and funding to meet the voc-ed needs of the community. It is evident that voc-ed has become the area that we must concentrate on, not just for a few students, but for everybody.

It was noted by both school administrators and board members from both Bryan and A & M Consolidated School Districts that the major problem that precludes a movement of students from A & M Consolidated to Bryan ISD for voc-ed training is the feeling among students of wanting to remain in the crowd in which they socialize at their home school. It was felt that this problem could possibly be solved through proper counseling.

Another concern voiced was that if the taxpayer's dollar is to receive maximum use, then educational facilities must be utilized as much of the time as possible. This would entail the use of facilities in the evenings, on weekends, and during the summer.

An administrator with the Bryan Public Schools emphasized that voc-ed could serve a purpose in solving some of the problems that exist in our society, such as character building, citizenship, etc., by providing more pre-employment laboratory work experience type programs in the schools. He noted that child labor laws and company insurance policies make it difficult for young people to obtain part-time employment

until at least age 16, and with some companies, until age 18. The development of employability skills (dependability, honesty, promptness, job appreciation, getting along with others, etc.) must take place prior to an individual entering the work world full-time.

Meetings With Students

In meeting with a variety of students at different times during the morning, members of the Advisory Council were provided an opportunity to hear the extent to which the students educational experiences have benefitted them.

One student noted that her experiences in industrial arts (general drafting) provided her an overall view of all types of drafting, technical and architectural occupations. Her experiences have helped her make a decision to major in architecture.

Another student noted that her vocational office education experience will help finance her way through college.

Several cosmetology students noted that their voc-ed training broadened their exposure to the various facets of hairdressing which will prove immensely valuable in progressing up the career ladder in that field.

Other students emphasized that their vocational experiences have not only helped them in formulating career decisions, but also in developing a keen awareness of the attitudes and work habits demanded by employers in the work world.

A former voc-ed student commented that those who benefit from education as well as those who support education through taxes should recognize that money spent for vocational training is an investment that is paid back rather quickly and at a much higher rate than most kinds of investments.

One of the major criticisms raised by students from A & M Consolidated was that they were not aware that they could attend voc-ed classes at Bryan High School which has an area school designation. Several indicated that they would have attended Bryan High School had they known that they could. They said that loyalty to one's home school would not be a barrier to going over to Bryan for voc-ed training.

Several students felt that there is a need for a community college in the Bryan & College Station area because of the number of students that would like to pursue post-high school voc-ed training.

Luncheon Meeting at Adult Education Center

It was noted that a total of 287 persons are attending the Adult Education Center. Classes are offered in such areas as Adult Basic Education (ABE), GED (General Education Development) toward a high school equivalency diploma, and ESL (English as a Second Language).

Word-of-mouth has helped tremendously in building up the enrollment at the Center. People who participate in the programs realize what they have missed over the years and how essential some sort of formal education is to opening up job opportunities. They tell their friends about their experiences who in turn come into the Center and find out that they too can enroll.

It was noted by one student that adult education programs afford individuals who have dropped out of school a second chance in life to alter a drastic mistake they made earlier.

A survey is presently being conducted to determine the number of people in the community who do not have a high school education as a means of determining the scope and direction that adult education programs should take.

Several adult education students noted that their adult education training has increased their productivity on the job and ability to earn money. The community is benefitting through the increased amount of goods and services they buy each year and the taxes they pay.

A concern was voiced which emphasized that one of the barriers of the further education of adults is that they are so locked into the battle of making ends meet and paying their bills that they are unable to find the time to increase their education and skills so that they can increase their economic level.

Tour of U.S.D.A. Research Service Center

A spokesman for the Agriculture Research Service Center noted that the Center started hiring students through voc-ed cooperative program arrangements about five years ago. Some of the students work in the administrative offices doing clerical work while others work in the laboratories assisting scientists. The most voc-ed students who have worked at the Research Center at any one time is 79.

After high school, many of the students go on to pursue post-secondary vocational training while others go on to pursue college degrees. Some stay at the Center after high school. Most of the students who work at the Center are aiming at a career in the medical or health field.

A major concern mentioned is the manner in which the success of voc-ed programs are measured. It was felt that too much emphasis is placed upon measuring a voc-ed program's success on the number of students who are placed immediately in jobs after high school. If a student goes on to college after high school, that is a strike against the high school program because the student didn't go to work.

It was emphasized that reporting procedures required by the state and federal education agencies regarding the placement of students on jobs after high school as a means of determining whether a program should be continued must be changed. Many students who take vocational agriculture or distribution, for example, go on to college and seek degrees in these fields. Their voc-ed training validated their interests in these fields and provided them with ground level experiences that will prove valuable to them as they seek to obtain an overall grasp and understanding of their fields.

Evening Meeting

Participants who attended the evening meeting were briefed as to major concerns which surfaced during the day. They were also briefed on the results of a high school senior career interest survey and a follow-up survey of former voc-ed students from the Bryan and A & M Consolidated School Districts. The results of the surveys, which the Advisory Council requested be conducted prior to the conference, are summarized in a special section which begins on page 2.

Some discussion during the evening meeting focused upon serving the needs of handicapped youngsters. One concern raised was the difficulty encountered in finding qualified teachers to work with the handicapped.

One employer emphasized the need to expand voc-ed programs at the high school level. He noted that in his field there is a shortage of electronic technicians and instrument specialists.

A concern was voiced that there is a need for pre-vocational training programs for both youth and adults which will assist them in developing not only an awareness of vocationally related career opportunities but also in the development of proper work attitudes and habits.

Some discussion focused on the career education concept and the fact that it should not be administered and funded solely by voc-ed people. It's a concept that relates to all students and all career fields; therefore, it should involve everyone.

EL PASO

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

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

El Paso had a labor force of 152,160 and an unemployment rate of 8.7% as of February 1976.

The fall 1975 high school ADA (Average Daily Attendance) for the El Paso Independent School District was 16,109 and for Ysleta ISD, the fall 1975 high school Average Daily Attendance was 11,653. The fall 1975 headcount enrollment for El Paso Community College was estimated to be 9,686.

1975-76 Vocational Education Offerings

Program Area	El Paso ISD	Ysleta ISD	El Paso Community Col.
	Units	Units	Programs
Agriculture	3	4	0
Distribution	8	5	2
Health	0	0	5
Homemaking	23	28	1
Industrial	23	15	3
Office	14	6	2
Community Services	0	0	2
Technical	0	0	1
*CVAE	14	0	TOTAL 16
*VEH	5	0	
Industrial Arts	1	0	
	TOTAL 91	TOTAL 58	

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

El Paso Impact Conference

The El Paso Impact Conference was held February 16-17. C. G. Michel, Vocational Director of the El Paso Independent School District, and Jerry Ivey, Vocational Director of the Ysleta ISD, served as the conference coordinators.

The conference began with a luncheon on February 16 at the El Paso ISD Technical Center. The food services laboratory at the Technical Center hosted members of a State Advisory Council Task Force and school administrators/board of education members from the El Paso area.

Members of the State Advisory Council present were Jack Page; Bob Avina; Bill Elkins; H. E. McCallick; and Lloyd Carter, a Vocational Supervisor with the Fort Worth ISD, who substituted for Robert McAbee. Elton Thomas, Angie Grace, and Will Reece of the Council staff were also present.

Following the luncheon, the Task Force spent a portion of the afternoon receiving input from the school administrators/board members in the Technical Center's auditorium. Task Force members then spent the remainder of the afternoon touring voc-ed programs and talking with students at the Tech Center, El Paso Community College, and in the Ysleta School District.

The morning and afternoon sessions on February 17 were held at the Region 19 Education Service Center. The Task Force spent the day receiving input from several study groups on a variety of concerns. Task Force members also had an opportunity to meet at different times with students, faculty members, minority groups, and employers.

An evening community meeting was held in the board room of the El Paso ISD. Participants at the evening meeting were briefed on what was said and done earlier in the day.

The following is a summary of major input received during the El Paso Impact Conference.

Meeting With School Administrators/Board Members

A concern was voiced that more students need to be reached at grades 8-10 with voc-ed. Voc-ed needs to be expanded in all directions with emphasis on emerging occupations for which no voc-ed training is offered.

The fact that students are not allowed to enroll in some voc-ed programs unless they plan to remain in a program for a full year or more discourages many students from participating in voc-ed.

A concern was voiced that Texas Education Agency guidelines for submitting proposals to start/expand local voc-ed programs change quite frequently and often without sufficient information and notice given to local school systems. Consequently, many proposals submitted to TEA are returned to the local level to be rewritten to comply with new guidelines. Local school systems are greatly impeded in serving local socioeconomic needs because of time lost in resubmitting proposals.

A feeling was voiced that voc-ed programs should be funded based on the projected number of students who desire voc-ed rather than on projected job placement.

Other concerns voiced included: image of voc-ed still somewhat of a problem; lack of facilities/funding are barriers to expansion/development of some voc-ed programs; stronger communications needed between home, school, and community; and more of the federal funds used for state level administration need to be diverted to the local level.

Relating Voc-Ed to Labor Market

Employers were quite complimentary of the quality and quantity of voc-ed programs offered by the secondary and post-secondary institutions in the El Paso area.

It was noted that manpower shortages exist in such areas as: cosmetology; the allied health field (i.e., dental assistants, lab technicians, licensed vocational nurses); auto mechanics and auto body repairmen; food preparation personnel (i.e., cooks, waiters/waitresses); electricians; electrical maintenance personnel; and clerical workers; etc.

There was a consensus among employers in this session that there are no existing voc-ed programs offered by the schools that should be deleted. A need was expressed for the expansion and/or development of programs to meet manpower shortages.

It was noted that the Texas Employment Commission publishes a variety of reports which relate to manpower trends/needs in the El Paso area. Also, the secondary and post-secondary institutions in the community periodically undertake manpower needs surveys through formal survey techniques and/or through informal contact with employers through voc-ed advisory committees, etc.

Other input received included: some office education equipment needs to be updated (i.e., manual typewriters seldom used in work world); the State Board of Cosmetology should come to El Paso each year to administer exams instead of students going to Austin; voc-ed electrician related programs should emphasize electrical maintenance; and greater emphasis is needed in training individuals to work in an auto parts store.

Placement & Follow-up

The school districts and community college conduct two types of voc-ed follow-ups. Each year, a computerized form is received from the Texas Education Agency asking for information on graduates/leavers for that particular year (i.e., number continuing education, in military, employed, unemployed, etc.).

The graduates/leavers of voc-ed programs are also followed for at least five years to determine how they are faring in the work world.

Follow-up information is made available to the Texas Education Agency as well as local school administrators, board members, supervisors, the news media, etc. This information influences any needed changes in course content to keep programs relevant. It is also used as a career counseling tool.

The cost and amount of time involved, the lack of clerical help, and keeping current addresses on former students were cited as the major problems encountered in conducting follow-ups. A low return on follow-up questionnaires mailed out is also a problem.

It was noted that the El Paso ISD, Ysleta ISD, and El Paso Community College have specific individuals who coordinate job placement and follow-up activities. It was also noted that voc-ed instructors and supervisors as well as voc-ed advisory committee members are heavily involved in the placement and follow-up of students.

The Texas Employment Commission is a valuable tool in finding voc-ed graduates/leavers jobs. They are referred to TEC who then registers them and provides assistance in securing employment.

There was a feeling that public education institutions should assume the responsibility for the placement of all students in either jobs or additional education after they finish training. Placement services should be provided full-time throughout the year.

It was noted that both the secondary and post-secondary schools in El Paso have or are developing techniques to instill "employability skills" (job appreciation, promptness, dependability, etc.) in students.

A concern was voiced that a school district should not be limited to within its district boundaries in terms of contact with employers in finding jobs for students;

however, there should be communication and coordination among the school districts.

Serving the Handicapped

The two ISDs in El Paso provide voc-ed services (i.e., secretarial training, auto mechanics, building trades, welding, general mechanical repair, food service preparation, etc.) to about 260 physically or mentally handicapped students. It's estimated that a total of 4,700 handicapped students in the two school districts could benefit from voc-ed programs.

The El Paso Community College has the capacity for serving 1,180 persons in any one of 17 different voc-ed programs during any 12-month period. However, figures are not available as to how many slots are filled by handicapped students. None of the programs (i.e., nurse aide, sewing machine repair, secretarial practice, auto mechanics, etc.) are directed specifically at handicapped students.

There is a definite need for an increased emphasis at both the secondary and post-secondary levels to provide relevant voc-ed programs for handicapped persons. It was noted that the voc-ed programs foster an open entry/exit concept.

Expanded staff personnel is a must to ensure that each handicapped person receives sufficient counseling to bring about an appropriate and realistic selection of a voc-ed program. The business community should be involved in curriculum development to ensure relevant training appropriate to the real world.

It was noted that all public education institutions in El Paso have developed relationships with the various social and community action type agencies which permit them to disseminate information regarding their programs and to identify and serve persons with special needs.

Handicapped students do not have too many options open to them in securing voc-ed training relevant to their needs simply because of the lack of programs.

One of the most difficult problems in dealing with the handicapped is having to label both the students and programs in order to identify the student and the programs. "Labeling" radiates a negative image in both the eyes of parents and employers which in turn hinders the educational and employment needs of handicapped individuals being met.

A feeling was expressed that the student, parent, general public, business and industry must be educated to the handicapped's abilities, capabilities, and desires to be a contributing member of society and a wage earner; and that the handicapped student can be trained to fulfill some of the needs of business and industry.

Eliminating Sex-Stereotyping

In the El Paso schools, there is no discouragement of students seeking training in non-traditional roles. However, there is no organized, active effort to encourage students to cross over and seek non-traditional jobs.

The active recruitment of women for jobs in the conventionally male area is particularly important because of the higher salaries available in these jobs. Additionally, because there is a strong ingrained cultural stigma in many Hispanic families against women working outside of the home, and even less in traditionally male jobs, extra encourage-

ment is needed for young women in this area.

Statistics show that it would be beneficial to many girls if they would consider alternatives to working in the home. Not because this is not a rewarding service, but because figures show that 9 out of 10 women will work outside their homes sometime in their lives, and most of them because of economic necessity.

There is visible evidence of counselors and teachers who are helpful and pleased when, for example, girls apply for building trades programs or boys apply for cosmetology. However, there is a need for some organized action to counteract the traditional prejudices the students themselves hold.

Use of Local Voc-Ed Advisory Committees

It was noted that the El Paso Community College has 23 advisory committees; the El Paso ISD has 35 committees; and the Ysleta ISD has 14 committees and one general committee which oversees all the voc-ed programs in the district.

Committee members are generally recommended by the trade instructors subject to higher-up approval (i.e., superintendent).

The number of times each committee meets varies greatly. El Paso Community College has a "twice yearly" minimum; El Paso ISD has a "once per quarter" minimum; Ysleta ISD sets forth no guideline but lets committees determine when and how often they should meet (i.e., automotive advisory committee meets once monthly during the school year). Instructors in both school districts and the community college also call on committee members individually, as the need arises.

All schools indicated they will provide clerical help if asked. There was a general feeling among committees that a secretary is needed at each committee meeting to record, type, and distribute minutes.

LACs assist the schools in assessing community needs for voc-ed programs; assist in job placement and follow-up; in the evaluation of course content; promoting voc-ed; etc.

It was noted that it is not a policy of the schools to request advisory committee recommendations in writing. Recommendations are made verbally and the schools respond verbally. If a recommendation is to be implemented; however, the plans to implement it are presented to a committee in writing.

A concern was voiced that in all too many cases voc-ed teachers cannot communicate their knowledge to the students. A recommendation was made that a training program be developed that will aid teachers in overcoming this handicap.

Along this same line, it was noted that many voc-ed teachers are not up-to-date on the latest technology of their trade. The schools must provide a program that will ensure that voc-ed teachers have an opportunity to update themselves.

It was noted that many trade teachers are reluctant to ask their advisory committees for help for fear they are imposing upon committee members' time. Committee members must assure teachers that they are there to help.

The schools must to a larger extent keep committees abreast of the curriculum being used as well as proposed equipment and training aid purchases. Many times a trade

program doesn't include a very important area because the teacher doesn't understand or know about it. The student in the end will suffer.

Another concern voiced was that advisory committees must promote a concept that will prepare students for the work world. It cannot be overemphasized that next years programs for all trades must have as a goal to make their students part of the work world. All advisory committees must work with administrators and teachers to make this a realized goal.

Upgrading Voc-Ed Personnel Competencies

It was noted that the secondary and post-secondary institutions encourage their voc-ed personnel to become involved in a variety of activities such as membership in trade and professional associations and periodic employment in order to keep their knowledge of their teaching field current. There was a feeling, however, that special incentives would encourage a greater and more frequent involvement.

A suggestion was offered that participation by voc-ed personnel in industry-sponsored seminars should be counted as inservice time, and that travel and per diem funds set aside for the State Inservice Workshops each summer should be allowed to be used in attending industry-sponsored seminars.

There was a feeling that it should not be a mandatory requirement that voc-ed personnel work periodically in industry in order to keep their teaching competencies current. Periodic employment should be encouraged, however, and special provisions need to be made such as: schools and industry working out an advanced schedule for employment of personnel; state and/or federal funds be allocated specifically to pay personnel while working rather than have employers pay teachers that will be on the job for only 6-8 weeks and working at less than maximum production; college credit or a pay hike be given to personnel in recognition of their work experience.

It was noted that voc-ed personnel heavily involve their voc-ed advisory committees in keeping instruction current. LAC members serve as resource people (i.e., guest lecturers) and offer advice on curriculum development and equipment purchases, etc.

Serving Adults

There was a general feeling that El Paso has a highly comprehensive adult education program. Participants were briefed on the variety of adult education programs offered in the El Paso area.

The public secondary and post-secondary institutions working together, independently, and/or in cooperation with a variety of other agencies offer adult programs in such areas as: Adult Basic Education; General Education Development (high school diploma equivalency); English as a Second Language; and a variety of voc-ed areas (i.e., auto mechanics, drafting, electronics, machine shop, nurse aides and orderlies, building maintenance, sewing machine repair, etc.).

It was noted that during 1974-75, the El Paso Adult Education Coop (which involves several school systems) served over 3,300 adults through 102 classes; the El Paso ISD Evening School served over 6,700 adults through 401 classes; and the El Paso and Ysleta ISDs through homemaking programs served more than 3,500 adults. Enrollments in the El Paso Community College Adult and Continuing Education programs totaled more than 3,500.

There was a feeling that community education services need to be expanded; more day-time classes in Adult Basic Education are needed; more GED programs are needed; and there is a need for programs to serve the Vietnamese new to the El Paso area.

Other concerns voiced included: a need to develop specific programs for physically handicapped adults as well as senior citizens; a need for one-to-one tutoring; greater flexibility is needed in all adult programs in terms of "open entry/exit"; and a deep concern was voiced for a central clearinghouse for adult services to prevent unnecessary duplication and to aid program expansion.

Community Resource Utilization

The El Paso area is made up of many contingents. Each of these require special needs and special programs. In response to these needs, the public schools have established various programs ranging from the full-time kindergarten to 12th grade education, to the many adult and continuing education programs. These programs are designed to aid the citizens of El Paso in achieving their goals.

To supplement public school offerings, various proprietary schools have established programs which tend to complement and in some areas supplant public school instruction.

Various labor organizations have expressed an interest in maintaining the professional status of their skills area and through the public schools have set up apprenticeship programs to prepare individuals to become journeymen.

Public education is involved in a commitment to industry by providing special needs training where the cost to industry would otherwise prohibit this.

Public service announcements, word-of-mouth, and exposure to industry by voc-ed personnel visitations and presentations are some of the methods used to emanate information about the resources available from the public schools.

It was noted that the present structure within the City of El Paso's Office of Human Development provides a situation whereby a major coordination of efforts among agencies/institutions can be established and checked in order to bring about effective resource utilization. This structure would be instrumental in eliminating duplications of effort in offering programs/services. Signs of some input by this office are now beginning to appear in the setting up of trained programs.

Close ties have been established between the public schools and CETA (Comprehensive Employment Training Act) Office. Channels of communication are open and some activities are moving towards closer use of the facilities in working with manpower needs.

It was noted that the public education institutions in El Paso do have various individuals assigned the specific responsibility of coordinating school/community resources.

One of the problems encountered in bringing about the effective utilization of community resources is in the defining of priorities. What needs to be worked on first?

It was noted that public education is working toward finding solutions to the following problems: How does one design the training program to prepare individuals for skills which are not yet in existence? How can one predict the job requirements of tomorrow? How can an instrument be drawn up to evaluate the future needs of the job market?

Delivering Voc-Ed

Both the El Paso and Ysleta School Districts have an area voc-ed school. Students from other campuses/districts are allowed to come to the area school for voc-ed instruction. Because of confining boundaries, the El Paso ISD area school serves primarily students from within its own district.

The most common barrier to student movement from one campus/district to an area school for voc-ed training is student attitudes. Many students still attach a stigma to voc-ed. Another problem is the time lost in travel which cuts into a student's time that can be spent in other programs/activities.

Participation in voc-ed programs is encouraged through leadership organizations, year-books, word-of-mouth, open house, job fairs, the job placement office, the news media, etc.

Beginning in the 7th grade, students are also counseled as to the availability of voc-ed. Guidance is offered both on an individual basis and through group career counseling.

There was a feeling that to make voc-ed more accessible to citizens of all ages, programs should be offered to a larger extent during the evenings, weekends, and during the summer.

Making State Policies More Effective

The time schedule for submitting a training plan to the Texas Education Agency for each student (2-3 weeks after date of employment) is unrealistic at the beginning of school. The priority at that time is placing the student on a job, working with the employer, working out schedules both at school and at work, many other clerical duties that are school connected, and many other problems that have to be taken care of at that time. More time is needed to prepare the plans.

Vocational programs should be given more flexibility in the quarter system. There should be more flexibility in the number of minutes per class.

Curriculums are too restrictive. Voc-ed programs should be given more freedom to have insights into all fields. Perhaps we try to "specialize" the students too much.

Standards for Useful Homemaking programs are not realistic in some areas. One of the main concerns is the requirement of teachers visiting students' homes. It is sometimes difficult getting into a student's home. The parents feel the teacher is checking up on them to compare their living conditions. Some parents consider it an invasion of privacy to visit them. In situations such as these, the requirement for home visits hurts the program rather than enhancing it.

In the area of useful homemaking programs, especially at the junior high school level, consideration should be given to a quarter course in foods and a quarter course in clothing.

There was a feeling that the State Plan for Voc-Ed is a compliance rather than a planning document. It should be written with more flexibility for the local situation. Emphasis should be on decentralizing state and federal control. More local input is needed in the development of the Plan.

Summer courses for vocational teacher certification should be taught in regional education service centers. The situation at present causes a real hardship on those with families.

Instead of having one state inservice workshop each summer for each program area, inservice workshops should be conducted in the regional education service centers.

Teachers with degrees should receive more financial remuneration than non-degree personnel.

The standards regarding state-sponsored inservice voc-ed workshops are inequitable. Some teachers are on contract while attending a workshop. Others are required to go while not on contract. A feeling was expressed that all teachers who attend a workshop should be on a contract (employed by the district; some teachers are employed 10-11 months a year by a school district while other teachers are employed year round).

Other concerns voiced include: area voc-ed consultants should be placed in the regional education service centers; student follow-ups should be more indepth; more travel funds are needed for voc-ed personnel in remote areas of the state; students should have more exposure to the work world and occupational choices before entering high school; and students should be allowed to drop out of school at age 15.

Meeting With Students

Members of the State Advisory Council Task Force had an opportunity during the Impact Conference to talk with inschool academic and voc-ed students as well as former voc-ed students.

Both the inschool and former voc-ed students emphasized that voc-ed teaches young people how to coordinate and use their brain and hands; it creates an understanding of the importance of a business making a profit; it instills in young people a sense of responsibility, dependability, and pride.

A former voc-ed student noted that young people who have both academic and voc-ed training when finishing high school have more to sell to an employer, and they also find the transition from school to work much easier. Employers want to know what "you" can do when application for a job is made. There was a general feeling that young people who have had voc-ed in high school are a step ahead of those who did not take voc-ed in terms of finding a meaningful job.

Several inschool non-vocational students noted they didn't know what was available in the way of voc-ed. No one told them about it.

It was noted that some students get turned off to public relations tactics such as the listing of course offerings in a school newspaper, brochure, or catalogue. What students like is an opportunity to actually talk with students in voc-ed to see how they feel about their voc-ed experiences.

Several students felt that there are not enough counselors to disseminate information about careers and educational opportunities.

One student, who also sat in on the meeting the Council Task Force had with school administrators, emphasized that students and administrators are talking about completely different problems. It was suggested that students and administrators need to meet

jointly to share their problems and work out possible solutions.

Other concerns voiced included: there are not enough voc-ed courses for girls; and the public schools should emphasize teaching young people subject matter that will actually prove of benefit to them in their efforts to live and make a living after high school.

Meetings With Teachers/Administrators

Several academic teachers noted that they do not know enough about voc-ed to answer student questions about the programs. Voc-ed programs need to be publicized to a much larger extent.

Teachers feel that participation in voc-ed does not prevent students from going to college as many students who take voc-ed do go on to college, and many utilize their voc-ed training to help pay their way through college. There was a feeling, however, that something needs to be done to allow students a better opportunity to participate in voc-ed and also other school activities.

Other concerns voiced by teachers include: girls have not been oriented to the idea that all voc-ed programs are open to them; a greater variety of voc-ed programs is needed; and voc-ed programs need to be placed in facilities throughout the school district instead of having them located in one facility.

An administrator emphasized that voc-ed should be stressed as an integral facet of a comprehensive education program, and that more emphasis on voc-ed is needed in light of projected labor market requirements.

It was noted that the philosophy of voc-ed should be expanded to include exploration activities as well as job preparation. It was felt that it is just as important to find out what you don't want to do in life as it is to find out what you do want to do.

A concern was voiced that more funds are needed in order to provide pre-vocational exploratory type programs in order to acquaint students with career opportunities and the types of voc-ed programs available to them.

A feeling was voiced that career education should be incorporated into a comprehensive education program with at least three components: career awareness, career exploration, and career preparation. It was noted that career education could provide the "exploratory" type experiences that would otherwise need to be developed or incorporated into voc-ed programs.

A concern was voiced that it would be unfair to have voc-ed justify its continuance based on its contributions to our society and economy, and not have academic programs also justify their continuance.

Meeting With Minorities

A concern was voiced that traditionally, on a percentage basis, the largest group of people receiving voc-ed training has been minorities (not counting women as a minority).

It was noted that a concerted effort should be made through increased student/teacher relationships and good counseling to veer some minorities away from voc-ed. Because individuals are black or Mexican-American, some school personnel automatically assume that they should be in voc-ed. We need to get away from this type of thinking.

The wholesale placement of minority groups into voc-ed could be interpreted as a feeling that voc-ed is "where we belong or that is all we are capable of doing." It's not uncommon to get a feeling of being a second-class citizen through such a practice.

The criteria for encouraging students to pursue a particular course of study should be based upon real aptitudes, needs, capabilities, and interest. They should not be based upon such erroneous institutional criteria that voc-ed is for minorities and economically disadvantaged people while on the whole the academic courses of study are for the affluent and non-minority.

It was noted that the importance of voc-ed should be on par with other courses of study. A student who completes voc-ed should have the same feeling of self-worth and accomplishment as does the student who goes the non-vocational route in school.

A concern was voiced that although parental guidance is identified as an essential part of career guidance, it must be recognized that not all parents are sufficiently motivated or knowledgeable to provide their children with the proper encouragement and counseling needed to formulate career decisions. This void must be filled by the schools.

If counselors are not able to spend an adequate amount of time with students, the massive migration of minority students into voc-ed, even those who might have other aptitudes and interests, is likely to continue.

A feeling was voiced that voc-ed students, particularly minorities, are not always given the same attention as other students in terms of the motivation that comes from the teachers with whom they come in contact. A suggestion was made that it should be mandatory that all educators, particularly voc-ed teachers, undergo race relations training to orient them to the needs and concerns of minority groups.

In serving the needs of women, it was felt that a firm commitment to equal opportunities for women must start from the highest levels of the school system and must be a part of the school's everyday responsibilities at all levels.

If changes in attitudes with respect to equal opportunities for women are to occur, they must be made to happen. There is no reason to believe that present practices and attitudes, if left alone, will change by themselves.

We are beyond the point of challenging or questioning the right of equal opportunities for women. First, it is the law of the land. Second, it is morally right; and third, a woman should decide for herself what she wants to do.

A concern was voiced that voc-ed training should not only be relevant in terms of the types of programs offered, but also in the number of people trained. Unless the number of people trained is linked closely with labor market needs, we are likely to saturate the labor market in certain skill areas while having a void in other areas.

Another concern voiced was that the shifting of funds from one program to another based upon needs is not the answer to present day problems. Realistic priorities need

to be established, and if additional funding is required to satisfy the appropriate priorities, then no stone should be left unturned to obtain additional funding.

Meetings With Manpower Planners, Apprenticeship & Labor Representatives

It was noted that the City of El Paso's Office of Human Development is studying a variety of methods to determine the most effective and reliable procedures for determining short- and long-range manpower needs as a basis for program development and expansion.

Efforts are also being made to coordinate all training efforts in El Paso in order to eliminate duplication of effort.

A concern was voiced that more students need to be attracted to voc-ed, and that academic teachers need to be oriented to what voc-ed is and the benefits that students can derive from voc-ed.

There was a general feeling that a comprehensive public relations program is needed to educate the public in general and parents in particular as to the true value and merits of voc-ed.

Other concerns voiced included: more meaningful voc-ed programs need to be developed; more funds are needed to provide additional counselors at the lower grades; and career awareness and exploration programs should be developed at the lower grade levels.

Surveys

Prior to the conference, school officials in El Paso were asked by the State Advisory Council to conduct two surveys: one of 1973-74 voc-ed graduates/leavers to determine how voc-ed has benefitted them; and the other of 1976 graduating high school seniors to determine their career aspirations. The results of the surveys, reported during the Impact Conference, are summarized in a special section of this report beginning on page 2.

FORT WORTH

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

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

Tarrant County had a labor force of 364,686 and an unemployment rate of 5.7% as of February 1976.

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

1975-76 Vocational Education Offerings

Fort Worth ISD	Units	Tarrant County Jr. Col. System	Programs
Program Area			
Agriculture	0		2
Distribution	11		8
Health	2		9
Homemaking	56		2
Industrial	38		8
Office	18.5		11
Community Services	0		4
Technical	3		7
*CVAE	18.5	TOTAL	51
*VEH (Contract)	6		
Voc. Indus. Arts (Contract)	30		
Occup. Orientation	7		
	TOTAL		190

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

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

Fort Worth Impact Conference

The Fort Worth Impact Conference was held February 25-26. Paul Meine, a Vocational Supervisor with the Fort Worth Independent School District, was the conference coordinator.

Activities connected with the conference began with an 11:30 a.m. luncheon on February 25th for members of the State Advisory Council in the Vocational Education for the Handicapped (VEH) Foods Laboratory at the Kirkpatrick School of Occupations.

Following the luncheon, the State Advisory Council Task Force met with the Fort Worth School District's central administrative staff in the district's Board Room. Later that afternoon, Council members were taken on a tour of Tarrant County Junior College's South Campus.

A dinner meeting for Council members, hosted by the Food Systems Management Program at O. D. Wyatt High School, concluded activities for the first day.

Activities planned for February 26th began with visitations by Council members to the J. P. Elder Middle School, and the North Side, Trimble Technical, and Polytechnic High Schools.

A luncheon then followed for Council members at Paschal High School. The luncheon was hosted by the CVAE (Coordinated Vocational-Academic Education) Food Service Program.

During the afternoon, Council members received input from students, teacher coordinators, volunteers in the public schools, civic organizations, vocational teachers, and principals.

A dinner for Council members then followed at Southwest High School. The dinner was hosted by the Homemaking Department.

An evening community meeting held at Southwest High School brought the conference to a close. During this meeting, the Council Task Force received input from several study groups. These study groups, comprised of a cross section of citizens from the Fort Worth area, had been formed several weeks in advance of the Conference to research a variety of concerns.

State Advisory Council members present for the conference were Robert M. McAbee, Marcos A. Vann, Jack Page, and Bob Avina. Alton D. Ice and Angie Grace of the Council staff were also present.

The following is a summary of major input received during the Fort Worth Impact Conference.

Meeting With Central Administrative Staff

It was noted that voc-ed in Fort Worth got its start in 1925, and that today there are not only tremendous opportunities available for voc-ed services through the secondary and post-secondary institutions in Fort Worth, but also for adult education services. Fort Worth totally supports the concept of voc-ed and adult education.

As an example of this support, there is a basic feeling on the part of the Fort Worth School District Board of Education that, insofar as possible, every student should be exposed to voc-ed. The Tarrant County Junior College District, through its wide array of programs, is also committed to ensuring that any citizen who wants or needs voc-ed skill training will have ready access to a program that will best serve his/her needs.

Higher level institutions in Fort Worth, such as Texas Christian University, are also dedicated to providing a wide range of programs to serve the diverse needs of Fort Worth citizens. TCU, for example, has a strong adult and continuing education program. TCU also strongly emphasizes homemaking and nursing programs.

If there is a weakness in the delivery of voc-ed and adult education programs, it is in keeping the public abreast of what is available and how citizens can benefit from these programs. Concerted efforts are constantly being made to improve public awareness.

There was a feeling expressed that the needs of adults could be better served if the state insisted that local agencies and institutions put more local funds into adult education.

It was also felt that services to adults could be improved if all adult education programs, administered at the state level by a variety of agencies, could be put under one contract. When an educational institution at the local level has to deal with a variety of agencies, numerous contracts for adult services result; consequently, so does a mountain of paperwork.

There are numerous adult education coops (i.e., several school districts working together to serve adults) operating in the Fort Worth area. It was felt that each coop should have a full-time coordinator.

Another concern voiced was that the Texas Education Agency should have more faith in local education agencies in the development of programs. Local people, not TEA people, are more familiar with local needs and thus are in a better position to develop programs that will do the most good. Local people are not out to pour money down the drain and their proposals should not fall on deaf ears when submitted to TEA.

Meeting With Teachers & Coordinators

In this meeting, the State Council Task Force met with personnel from the distribution, office, and homemaking voc-ed program areas.

A concern was voiced that most academic counselors have no knowledge of voc-ed offerings. They need to be indoctrinated.

Many students who take voc-ed are not interested in pursuing a career related to their training. Some are interested in getting a job of any sort while in high school and voc-ed provides them that opportunity. Also, some students want to develop skills that will help them in paying their way through college.

Other students who plan to go to college like to take voc-ed to have something to fall back on if they don't finish college, or if they do finish college they can put their skills to good use around the home (i.e., auto mechanics--maintaining one's car).

It was noted that lots of young people who say they are going to college while they are in high school don't go.

Another point emphasized is that many young people who take voc-ed in high school and then go to college, pursue education and training related to their high school voc-ed experiences.

Considerable discussion in this session was devoted to the pro's and con's of 80 minute and 55 minute voc-ed classes; problems encountered with students graduating at age 16 as compared to age 18 in terms of finding employment; and problems encountered in maintaining the minimum enrollment requirement in voc-ed classes when students earn enough credits to graduate at mid-year.

Meeting With Volunteers in Public Schools

The Fort Worth School District has been operating a "volunteer" program for about seven years. The volunteers range from parents to businessmen to retired citizens.

It was noted that the volunteer program has resulted in a closer relationship between the home, school, and community.

There was a concern expressed that many young people have a distrust for business. They think "profit" is a dirty word. Without profits there would be no schools, no education, no food on the table. Parents need the help of teachers in instilling in young people a positive perspective of business.

It was noted that a better job needs to be done in teaching students the 3 Rs. It was felt that parents need to take a greater interest in the education of their children. When their children are learning to read, write, and multiply at school, the parents need to reinforce these experiences through activities at home.

A concern was voiced that many teachers and students need to be motivated to understand the importance of constantly learning about what's going on around them. What a person learns about an occupation today will be obsolete 10 years from now. We are in a constant state of learning.

Another concern voiced related to "minimum wages" for students while they are in a training situation. Some employers cannot afford to hire students at the minimum wage because while these students are in a learning situation, they are not contributing much in the way of "production."

There was a feeling among the volunteers that you have to start early in school to convince and encourage young people that work is honorable. Support was voiced for the career education concept (relating all education to the way people live and make a living) is the mechanism for instilling in young people that there is "dignity in all work," and for also helping young people find the careers best tailored to their needs.

Meeting With Vocational Teachers

In this session, the State Council Task Force met ICT (Industrial Cooperative Training) and T & I (Trade & Industrial) education teachers.

One teacher emphasized a need to be more selective in recruiting students for voc-ed. Some students who get into voc-ed cannot read and write at a level necessary to successfully participate in some programs.

A voc-ed counselor sitting in on the meeting noted that in looking at a list (the morning of the conference) of over 100 students who will be going into voc-ed programs in high school, there were no more than five who were functioning at above the 4th grade level in the 3 Rs.

Another teacher felt that students having trouble reading and writing might do quite well in voc-ed because they will begin to see how beneficial reading and writing is to succeeding on a job. They will begin to see the practical application.

A concern was voiced that a voc-ed program's job placement record should not be the only criteria for determining if the program will be continued. If voc-ed students go to college after high school, that's a strike against the program even if they pursue education related to their high school voc-ed. Voc-ed helps get many young people who go to college motivated and started on their way to becoming productive citizens, but yet the program receives no recognition or credit in determining if it should be continued.

Meeting With School Principals

One principal emphasized that a problem in justifying the starting of a new voc-ed program is trying to get a confirmation from the work community that there is a sufficient shortage of manpower to warrant the program.

Schools need reliable supply/demand information in order to do realistic planning. It was noted that a statewide supply/demand system has been in the development stages for several years, but the system has not as yet become a reality.

Considerable discussion focused on the need for more pre-vocational orientation and exploration programs at the middle school level to acquaint young people with the work world and how voc-ed training fits into meeting labor market needs.

Another concern voiced was the need for more aptitude and psychological testing of students rather than IQ testing so that students aren't pushed into programs that will prove of little benefit to them.

There was another concern voiced regarding a "time lag" from when funds are allocated at the state level and actually received at the local level. It was noted that on some occasions funds are allocated but then "frozen."

Other concerns in this session related to: the inordinate amount of time voc-ed students spend on moneymaking projects to support club activities; a need for more voc-ed counseling at the middle school; a void in voc-ed programs at the 9th grade level; and a question was raised as to just how important or beneficial are voc-ed youth organizations?

Meeting With Students

This session included a mixture of academic and voc-ed students. Almost the entire session focused on counselors.

The general consensus among both the voc-ed and academic students was that they found counselors of little help to them in terms of career counseling. One student emphasized that counselors are great in terms of finding out about the required subjects for high school graduation, but they don't give much direction as to career possibilities.

Another student noted that part of the problem with counselors is that they are so burdened with paperwork they have little time to counsel.

One student noted that when he sees a counselor, "I feel like a number rather than a person."

Not all comments about counselors were negative. One student noted that her voc-ed counselor helps students get jobs and provides information about voc-ed programs and career opportunities.

Other discussion in this session touched on: voc-ed is necessary for the non-college bound; for the college bound it is much more essential to pursue college oriented courses than courses specifically oriented toward careers; and voc-ed is immensely valuable in terms of providing a foundation in which to make career decisions.

Meeting With Counselors

It was noted that the counselor to student ratio is about 1:600, and even higher in some schools. Counselors feel they have too much paperwork and need clerical assistance.

Counselors are hesitant about taking students out of the classroom to counsel them. Counselors need to know how to get to students without infringing on the classroom. It was suggested that there needs to be an activity period, about twice weekly, which will enable counselors to have better access to students. These activity periods could also be used for club activities.

A concern was voiced that a closer relationship is needed between regular and voc-ed counselors in order to have an organized and concerted approach to getting information to students. More group counseling activities are needed in order to reach larger numbers of students at one time.

In each school, all counselors should be in one central location so that students don't have to look all over for them.

A concern was voiced that many students object to taking voc-ed programs that encompass four class periods. Students are more receptive to programs which only take up two class periods at one time.

One counselor noted that it is not a counselor's role to lead a youngster in any one direction, but rather a counselor's role should be to help students find what they want to do by providing information and things of this nature.

Meeting With Civic Organizations

The major discussion in this session focused on the need to develop in all students "employability skills." It was noted that young people coming out of high school don't like to take orders, don't want to work, and they don't know the importance of being dependable and prompt.

It was noted that some young men don't like to work for a woman boss.

Several members of civic organizations are employers of voc-ed students. They seemed quite pleased with the students they have.

There was a concern that an indoctrination into the general business world needs to be included in voc-ed programs. Students need to develop skills to work with their hands, but they also need to understand how a business operates.

Another concern voiced was the need for a closer school/community relationship to enhance the overall career development of young people.

Meeting With Voc-Ed Homemaking Teachers

A concern was voiced that in the basic teacher preparation program in college, teachers need to be taught how to supervise and to organize (i.e., some type of internship with these specific goals in mind).

It was noted that if a school has a successful Future Homemakers of America (FHA) Program, it is the teachers who do the work, not the students.

There was a feeling that more boys need to be recruited into homemaking programs. It was noted that it may take catchy titles such as "a program for singles" to lure them.

A concern was voiced that homemaking programs need to place more emphasis on "specialization." As soon as the surface is scratched in a particular skill area (i.e., nutrition), "we have to move on to something else," said one homemaking teacher.

Other discussion focused on: teachers spend too much time filling out reports which results in a feeling of uselessness; there is a need for more field trips; and teachers need some type of advanced assurance that the homemaking materials they are contemplating buying will prove useful.

Relating Voc-Ed to Jobs Available

It was noted that there is a general shortage of people with skills in the following areas throughout the metropolplex: secretaries & stenographers, electronic assemblers and technicians, junior accountants, bookkeepers, clerks, mechanical technology, drafting, refrigeration & air-conditioning, auto maintenance, food service, and sales.

It was felt that the skills to fill these shortage areas could be acquired through vocational-technical training.

It was noted that training in most of these occupations is offered by the Fort Worth School District, Tarrant County Junior College, Fort Worth Skill Center, or other education facilities; however, there are not sufficient graduates to fill industry's needs.

It was suggested that if short-term training programs or mini-courses were expanded, they could help fill this need.

There was a feeling that the voc-ed advisory committees used so successfully by Tarrant County Junior College should be expanded to allow for participation by other major educational institutions within the community. This should provide better coordination between the overall needs of industry and the educational institutions providing the training.

Placement & Follow-Up

A regular follow-up is conducted on graduates and leavers if these students left school with marketable skills. This is done each year by the voc-ed teacher of each discipline and for a period of five years after graduation.

A copy of the one-year follow-up is returned to the Texas Education Agency. The five-year is kept in the student's permanent file. It was noted that information on students becomes increasingly difficult to obtain each year because of the mobility and name changes.

The Fort Worth School District provides a placement service for students through the vocational counseling programs at each high school. The service provides guidance in placing students in programs appropriate to their needs and in gainful employment.

Placement and follow-up information is one criteria used to redirect voc-ed programs and/or change the content of courses to maintain a relevancy between education and the work world.

It was noted that placement and follow-up activities are time consuming and require considerable record keeping and analysis to be used effectively.

There needs to be an increased community awareness of voc-ed programs and the need for work opportunities for high school students. Also, labor unions need to provide projections of their manpower needs to the schools.

Serving the Disadvantaged & Handicapped

Programs offered at the Fort Worth Skill Center serve people who are educationally disadvantaged. Whatever education/training is needed to prepare a person for an occupation is provided.

Voc-ed programs at the Kirkpatrick School of Occupations serve those students who fit the special education guidelines ranging from the educable retarded to those who cannot benefit from the regular voc-ed programs. There are three vocational adjustment coordinators (VACs) and six voc-ed units available at the school. Programs are offered in homemaking and industrial education.

It was noted that the Fort Worth School District has a building and trades program at Poly, North Side, and Technical High Schools for the educationally disadvantaged.

Participants were also briefed as to the programs and/or services provided to disadvantaged and/or handicapped persons by the Fort Worth State School, Mental Health/Mental Retardation Center, Easter Seals, the Texas Rehabilitation Commission, and the Council of Churches.

There was a general feeling that efforts need to be put forth by the many agencies that serve the disadvantaged and/or handicapped to ensure there is not a duplication of services.

It was noted that there is no way you can judge an individual's ability to be productive on an I.Q. test or the degree of incapacitation. Determination has to be made on an individual basis.

Transportation is one of the biggest problems in serving persons with "special needs" (i.e., getting disadvantaged/handicapped persons to and from programs).

It was noted that the terms disadvantaged and handicapped do radiate a negative image.

A concern was voiced that it is difficult to convince some employers that persons with certain handicaps will be productive and a benefit to the employer.

Eliminating Sex-Stereotyping

Because of various social forces, sex-discrimination and stereotyping is daily in the various media: radio, television, newspapers, and magazines.

The displays in the halls of the public schools do attempt to portray females in traditionally male oriented roles and vice versa. Students from the kindergarten level upward are taken on tours of the various voc-ed programs. It is always stressed that all programs are for all people.

A recent issue of the Parade Magazine section of the newspaper provided research findings which noted that sex-stereotyping actually begins at birth. Overcoming anything this deeply embedded will require time.

A survey of voc-ed students in the Fort Worth School District revealed that with the exception of one or two voc-ed programs, the classes enrolled both boys and girls. Although not enrolled in equal numbers, the survey results showed that the majority of the students taking the courses felt that both sexes could enroll if they wanted to.

There was a basic feeling that the Fort Worth School District is doing a good job of making provisions to eliminate sex-stereotyping in the voc-ed programs.

Use of Voc-Ed Advisory Committees

In developing a good advisory committee, it was felt that teachers as well as committee members need to be educated and informed as to the role and scope of the committee.

There was a feeling that voc-ed teachers are not making advisory committee members aware of the committee's duties and responsibilities. Guidelines and other pertinent information should be furnished new members.

It was noted that advisory committees need to do a better job of keeping educators abreast of current industry and business activities.

Participants were briefed on what should be advisory committee functions; how committees should be established; and how committee meetings should be called and conducted.

Among the chief functions of committees is to offer advice on curriculum development and the purchase of equipment. Committees should also assist in the placement and follow-up of students, and also in publicizing voc-ed programs.

In the establishment of committees, it was felt that the members should not only be well versed and respective people in their particular craft fields, but that they should also be interested and dedicated enough to give of their time. A suggestion was offered that out-going committee members should nominate possible replacements.

There was a feeling that committee members should be notified at least 7-10 days in advance that a meeting will take place. It would be helpful if an agenda were sent with the notice.

Advisory committee members should be kept fully informed as to action taken on their recommendations.

Involving Voc-Ed Personnel in Community Activities to Upgrade Competencies

The opportunity for voc-ed teachers, business personnel, trades personnel, and professionals to become involved in a variety of activities to enhance their respective areas exists; however, the opportunity is not satisfactorily utilized.

There is a definite need for a stronger relationship between the schools and work community in terms of keeping program instruction current. Advisory committees are a useful tool. It was also suggested that perhaps a personnel exchange program (between the schools and industry) could be initiated as a means of keeping teachers current in their skills and at the same time keep the work community abreast of school programs.

The various technical and professional societies welcome the attendance and membership of voc-ed instructors. There are numerous seminars held in industry that would be of interest and value to teachers.

Teachers need to use employers and community organizations more as resource people in working with students.

It was noted that voc-ed instructors participate in some organizations but that a method presently does not exist for the organization and instructor to become aware of each other. Usually it's by accident that instructors find out about organizations in the community in which they might want to belong.

There was a feeling that it should be a mandatory requirement for voc-ed personnel to seek periodic summer employment to upgrade their knowledge about what's going on in their "craft." It was felt, however, that this would be an impossible requirement to impose unless the school system accepts the administrative task of becoming an employment agency. It is difficult to find meaningful employment for a short time. Advanced agreements would have to be worked out with employers.

An alternative suggestion would be to ensure that voc-ed personnel maintain their competence through subscribing to trade and professional publications, and to also participate in technical or professional organizations. Attendance at seminars or inservice workshops would also be of help in the absence of periodic employment.

Serving Needs of Adults

It was felt that education and training opportunities in the Fort Worth area are adequate to serve the needs of adults. It was noted, however, that some problems arise due to the fact that most programs, to get them started, require a minimum number of adults to sign up.

A concern was voiced that the number of programs available (i.e., such as skill training under the Comprehensive Employment Training Act, and adult basic education) were limited due to inadequate funding.

Considerable discussion focused on the problem of not knowing what is available in the way of training. It was suggested that some type of central coordinating body or agency could be effective in this regard. Employers need to be kept informed as to where training is being done; how many adults are being trained; and the job specifications of the training. The agencies involved in training need to be kept informed as

to the needs for trainees, job specifications, and the number of trained people needed by employers.

Another major problem is that so many training programs are not complete enough in that they don't provide a trainee with all the necessary skills for entry level employment.

It was noted that transportation and child care services for adults wanting to participate in a program is a major problem.

Other concerns voiced related to: counseling and guidance for adults; stronger encouragement from the state level to use school facilities in the evenings and during the summer; and funds are too limited for the full development of community education facilities.

Use of Community Resources

There is not a great deal of duplication of services among the many agencies and institutions who provide education related services; however, there is a definite need for more effective communication among these agencies and institutions.

It was voiced that there is a need for a separate agency or group (such as a clearing-house) to facilitate communications, coordination, and the dissemination of information among the many agencies and organizations who provide educational programs and services.

It was noted that the lack of communication among agencies serves to perpetuate the myth of duplication as well as feelings of isolation. While services are similar in nature, and may sound identical, each agency is dealing with a slightly different population (i.e., school age, adults, handicapped persons, etc.).

Delivering Voc-Ed Services

To enable students to participate in voc-ed, the Fort Worth School District offers an option for all students in the district to attend the Technical High School full-time; has expanded programs at all secondary schools; allows and provides transportation for students to move from one campus to another for voc-ed; has assigned a full-time voc-ed counselor to each of the high schools; and has assigned one voc-ed counselor to work in the middle schools.

The district has also provided a sufficient budget for public relations materials for informing students; expanded occupational orientation programs to seven middle schools; provided for all 8th grade students tours of the voc-ed programs; provided field trips into the work community for students; provided sufficient funds to purchase new equipment, repair equipment, and build and/or remodel facilities for voc-ed programs as the need arises; and has continued to offer a variety of programs for adults and out-of-school youth.

Barriers which prohibit participation in voc-ed include: class scheduling conflicts; occasional failure in transportation system; early graduation of students made possible by the present trimester plan; and students who don't want to participate in a course two periods daily for three consecutive quarters or semesters.

To make voc-ed more accessible, the district will expand the magnet school concept and make participation accessible by providing transportation between home school and

magnet site; study scheduling conflicts and adapt a plan whereby conflicts are resolved; expand voc-ed counseling services; expand occupational orientation; and much more.

Making State Policies More Effective

The State Plan for Voc-Ed is not clear and concise and is often distributed to the local level too late to be useful.

Vocational students should be counted on contact hours rather than the number of bodies in class.

Local districts should be able to use some judgment in filling a vacancy with an emergency certificate until a qualified person is located.

State leaders need to be more aware of emerging occupations to be able to update program standards.

Business Education and Vocational Office Education should be under one program.

Survey Results

Prior to the conference, the Council asked that two surveys be conducted. One was a follow-up survey of 1973-74 graduates/leavers of secondary and post-secondary voc-ed programs in Fort Worth. The other was a senior career interest survey directed at 1976 graduating high school seniors from the Fort Worth School District. The findings are summarized in a special section of this report beginning on page 2.

GARLAND

Garland is a large industrial center with over 250 industrial plants. It has many attractive residential areas. The population of Garland is 125,175.

Dallas County had a labor force of 647,231 and an unemployment rate of 4.5% as of February 1976.

The fall 1975 high school ADA (Average Daily Attendance) for the Garland Independent School District was 7,178.

1975-76 Vocational Education Offerings

Garland ISD

Program Area	Units
Agriculture	3
Distribution	3
Health	2
Homemaking	23
Industrial	8
Office	6
*CVAE	0
*VEH	0
Industrial Arts	7
TOTAL	52

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

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

The fall headcount enrollment of the Dallas County Community College District was estimated to be 32,600.

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

Garland Impact Conference

The Garland Impact Conference was held February 11. It was coordinated by Dr. Eli Douglas, Superintendent, and J. C. Reed, Vocational Director, of the Garland Independent School District.

The Conference began at 8:30 a.m. in the Garland School Administration Board Room with meetings between members of the State Advisory Council and voc-ed students, members of local voc-ed advisory committees, and members of the Garland ISD Board of Education.

At 10:15 a.m., a tour was conducted of Lakeview Centennial High School. Following the tour, the Homemaking Department at North Garland High School hosted a luncheon. Following lunch, a tour was conducted of the vocational facilities at North Garland High School.

The afternoon portion of the impact conference, which was held at Northlake Elementary School, consisted of a variety of concurrent "mini-forums." These forums covered such areas as projected manpower needs in the Garland area; business and industry employee recruitment practices; and overviews of the educational programs in operation in the Garland area.

An evening "community forum" was held from 7:30-9:30 p.m. at North Garland High School. Participants were greeted by two members of the State Legislature and heard a formal presentation from a member of the State Advisory Council. Evening activities also consisted of summations of the "mini-forums" held earlier in the day.

Members of the State Advisory Council present for the conference included Bill Elkins, David Pickett, and E. L. Redus, substituting for Dorothy R. Robinson. Alton D. Ice, Elton Thomas, Angie Grace, and Will Reece of the Council staff were present for part or all of the conference.

The following is a summary of major input obtained during the Garland Impact Conference.

Meeting With Voc-Ed Students

Several voc-ed students from the Garland School District were provided an opportunity to explain how they got into voc-ed, and also what it has meant to them.

One student noted that when she was a freshman she didn't want to take homemaking, but her mother influenced her to take it because of the importance of being a good homemaker. She tried it and ended up liking her teacher and class so much that she has now been in homemaking for three years.

She noted that homemaking teaches you more than just how to sew and cook. You learn how to plan well-balanced meals, conserve time, buy food, and conserve money. It also gives you poise and confidence.

Another student said that he got interested in vocational office education following the gift of a motorcycle for his birthday. He realized that he couldn't ride his motorcycle on a 50¢ a week allowance from his parents. After trying several odd jobs, he decided that he would rather push a pencil than pump gas or dig ditches. His typing teacher helped to get him interested in VOE. After participating in a VOE pre-employment laboratory program, he now works part-time at a bank through a VOE coop program.

He really enjoys the work, and emphasizes that voc-ed training gives students a satisfying feeling of knowing what they are going to do after high school.

Another student who is learning skills in drafting through an Industrial Coop Training Program said that he got interested in voc-ed through the help of a counselor. He noted that he had always been interested in drafting and that there are many jobs in industry which require drafting skills. He loves his work experience.

A health occupations student, who is working as a physical therapy aide through a Health Occupations Coop Program, said she got interested in the medical field through her earlier experiences as a candy striper. She plans to go on to college and become a licensed physical therapist. Voc-ed, to her, is a valuable stepping-stone.

Another student said that she got interested in homemaking through an orientation program her freshman year called "career units." She is fascinated with interior design.

The two homemaking students indicated that when they were at the middle school level, they felt that the homemaking facilities were overcrowded.

Meeting With Local Voc-Ed Advisory Committee Members

Members of the various local voc-ed advisory committees serving the Garland School District were highly complimentary of the voc-ed programs.

It was noted that the biggest part of the Garland community's payroll comes from industry. The LAC's try to assist the schools in developing and implementing programs that will best serve the students as well as the economy. Business and industry employers registered their amazement at the quality of voc-ed students that are being turned out by the Garland schools.

It was noted that the school district has a general voc-ed advisory committee which oversees all the voc-ed programs. About nine people serve on that committee, which meets on the average about 3-4 times per year. The school district also has separate advisory committees for each of the program areas.

Several of the committee members, now employers in the community, had taken voc-ed in high school (i.e., agriculture and homemaking).

The school voc-ed personnel view their advisory committees as their number one public relations aides. Many prospective voc-ed students are not always aware of the scope of offerings available. LAC members, as parents and former voc-ed students themselves, have made the schools keenly aware of the need to better inform students and the public as to the variety of voc-ed programs offered by the schools.

It was noted that it is sometimes difficult for the schools to get advisory committees together for meetings because of the busy schedules of committee members; therefore, school people contact LAC members, to a large extent, on an individual basis.

The Garland School District has been expanding voc-ed programs gradually for the last several years, with the emphasis being on industrial education programs. The district feels it is 2-3 years away from being where it wants to be in the way of voc-ed programs in serving the community.

It was noted that efforts are underway to bring about a closer relationship between secondary and post-secondary schools in and around the Dallas area in order to cut down on duplication of effort in offering voc-ed programs, and to bring about a comprehensive and coordinated effort to serve the needs of the metroplex area.

Meeting With Garland ISD Board Members

It was noted by one board member that the Garland School District is keenly aware of projected labor market requirements, and that the district is moving in the direction of ensuring that each high school graduate has saleable skills. The district has really gotten into emphasizing voc-ed.

"Mobility" is an important aspect in planning voc-ed programs. All students naturally don't remain in Garland after high school; consequently, a watchful eye is kept on the Dallas/Fort Worth Metroplex labor market.

Garland has more industry per capita of any city its size in Texas. The Chamber of Commerce was given a lot of credit for bringing industry into Garland.

It was noted that many school districts like Garland are making a concerted effort to provide comprehensive voc-ed. This comprehensiveness, however, cannot be brought about strictly through local funds. Garland, like other school districts, needs state level support. Not just verbal support, but financial support.

Considerable discussion focused on the importance of a college education. It was felt that a college education is important if pursued for a "purpose" rather than for the sake of getting a college education.

It was noted that one of the chief problems in the past has been educating parents and students to the fact that a person who takes voc-ed, or who doesn't go on to college after high school, is not inferior. Every parent wants their child to go to college. Little regard has been given by parents to the interests, abilities, and aptitudes of their children. Although this is still somewhat of a problem, it is not as serious a problem as in the past. It was felt that as the outstanding achievements of voc-ed students become more widely known, this problem will lessen even more.

The competencies people possess, their ability to perform, and their productiveness for an employer is what it's all about in today's work world. Parents and students are beginning to realize this.

Relationship of Manpower, Career Interest Senior Survey and Employment to Vocational Course Offerings

This segment of the conference related to an overview of services provided by the Texas Employment Commission; manpower projections; a summary of a senior career interest survey; the hiring of machinists and welders by small businesses; the recruitment of personnel in the electronics and clerical fields; and the recruitment of semi-skilled workers.

It was noted that the Texas Employment Commission has a job information microfilm scanner which can be reviewed daily, free of charge, by job seekers as a means of finding out about job openings for which they might qualify. TEC will then help a job seeker by setting up job interviews with prospective employers.

A TEC representative emphasized that graduating seniors should register with TEC to take advantage of the job information service and all other TEC services. TEC also has a special microfilm which lists part-time job openings which could be helpful to students who need part-time work to perhaps, for example, work their way through college or to help finance the cost of pursuing post-high school voc-ed training.

TEC noted that the job information service can be a valuable education tool in that it can give the planners of programs a pretty good idea of labor market needs.

It was noted that two industry groups in the Dallas/Fort Worth Metroplex are expected to expand considerably between now and 1980 (Wholesale/Retail Trade and the Service Industry). Employment in the manufacturing industry will decline slightly but will still be the third largest industrial group in the metroplex in 1980. In 1970, the manufacturing industry constituted the largest portion of the work force.

The total employment in the metroplex will increase by 28 percent by 1980, according to TEC data.

TEC has available for dissemination a publication, "Changing Horizons...A Profile of Jobs to 1980," which cites labor market projections by industry and occupation for the state.

Also available from TEC are a variety of pamphlets designed to help young people choose an occupation; offer tips on looking for a job; and offer tips on how to look your best in a job interview situation.

Participants in this mini-forum were briefed on the results of a career interest survey of Garland ISD high school seniors. The survey was conducted prior to the conference at the request of the State Advisory Council. The survey sought to determine the post-high school plans and career aspirations of the graduating seniors. The results of the survey are summarized in a special section of this report which begins on page 8.

A representative of the Texas Association of Business (TAB), in discussing the hiring of machinists and welders by small businesses, noted that small businesses provide the majority of jobs in Texas, and that they vary tremendously in their ability to provide on-the-job training for their employees.

It was noted that there is a strong demand in the Dallas/Fort Worth Metroplex for machinists and welders; however, fewer and fewer young people are coming out of the public schools with the desire to go into metal trades work.

There are different levels of skills needed in industry ranging from machine operators and relatively simple jobs to journeymen machinists and welders.

Obviously, the schools cannot turn out journeymen; however, they can stimulate interest among students for the metal trades field. The schools can give them a taste of what they would be doing in that field. The schools can also help students decide if they really want to make it a career. If the young people are interested, then the schools can provide them with basic shop knowledge, procedures, terminology, and safety.

It has been industry's experience that to attempt to train someone that doesn't have the basic skills related to the field, is difficult, costly, and even impossible in some instances.

The individual that spoke on the recruitment of personnel in the clerical and electronics field, first emphasized that the person entering the clerical field naturally needs typing, shorthand, and general business skills, etc., but something that is often overlooked is the need for a solid foundation in the three Rs. Many young people coming into industry today cannot interpret what they read, cannot spell, and cannot communicate with others.

The electronics industry is a roller coaster in that the demand for electronics personnel opens and closes quickly with fluctuations in the economy. It was noted that the economy is going to be tough on the placement of vocationally trained electronics people in the next few years.

It was emphasized that voc-ed training in the electronics area needs to be diverse. The schools should not train a person to where all they can be is an electronics technician. Emphasis should be on the development of a broad range of basic skills related to the industry such as basic electronic theory, the use of hand tools and

test equipment, and the ability to read and interpret drawings and blueprints.

Young people should not be locked into a career too soon. They should be given the basics of a career field, and as they obtain work experience they will be better able to make a more intelligent career decision. Furthermore, they will be more flexible in terms of landing a job if they have not been trained in just one specific area of a career field. In other words, the schools should avoid helping students become the square peg in a round hole.

The industry representative who spoke on the recruitment of semi-skilled workers noted that a semi-skilled person is one that requires a nominal amount of training to perform a job that requires a small amount of physical and mental dexterity.

Many employers, it was noted, hire semi-skilled workers primarily through employee referrals, unsolicited applications, and through the Texas Employment Commission.

It is important that semi-skilled workers have a good foundation in the three Rs. It is also important that they possess certain employability skills such as dependability, honesty, promptness, initiative, proper grooming, and that they be able to demonstrate a certain degree of responsibility.

It was noted that a recruitment program is the backbone of any company. If a company cannot recruit prime job applicants and have a good selection process, then that company will not survive.

Vocational Programs, Career Education and Student Follow-up in Garland ISD

In this segment of the impact conference, an overview was presented of voc-ed, its present and future, in the Garland ISD; a report was given on the results of a voc-ed student follow-up survey; an overview was given on career education, and also on industrial arts programs.

In the briefing on industrial arts, it was noted that middle school industrial arts programs offer young people a variety of experiences in organized laboratories aimed at acquainting them with an occupation or career field of interest to them.

In the Garland ISD, pre-vocational industrial arts programs are offered at the 7th and 8th grade levels in: electricity, power mechanics, woodworking, drafting, graphic arts, photography, metalworking, and industrial plastics.

By the time students complete the 8th grade, they could have completed as many as six quarters of industrial arts. If a student finds a particular occupational area or field of interest, such as drafting as an example, then he/she can get into drafting at the high school level and begin specific skill development.

In the discussion of career education, it was noted that the Garland ISD is participating in the PICES Project (Phasing In Career Education Systematically). It is a federally funded project through the U. S. Office of Education. Garland ISD was selected as a pilot school district to work with the Region 10 Education Service Center in the implementation of career education concepts at the high school level.

The purpose of career education is to relate all educational experiences, academic and voc-ed, to the way people live and make a living in an effort to assist young

people in making career decisions best tailored to their interests, abilities, aptitudes, and circumstances. Career decisions should not be happenstance but rather should be based on sound information. Career education attempts to take the classroom to the work world and the work world to the classroom: it's the relating of education to careers.

The Garland School District has taken a variety of learner outcomes or competencies that they feel young people should possess prior to or upon graduation from high school, and have incorporated these learner outcomes into specific courses at certain grade levels on a pilot basis. Eventually the school district hopes to have career education concepts implemented at all grade levels, k-12, throughout the district.

As an example of a learner outcome, it is felt that young people should possess skills that one should have to locate and interview for a specific job. Young people should also have an understanding of what is required of them to remain employed. These skills might be taught in a regular English class, a voc-ed class, or a special class oriented toward strictly "employability skill" development.

Participants in this "mini-forum" were briefed on the results of a follow-up survey conducted of voc-ed students who left or graduated from the Garland School District during the 1974-75 school year. The survey was conducted at the request of the State Advisory Council. The survey attempted to determine what the former students are doing now and the extent to which their voc-ed experiences proved of value to them in the work world. The results of the survey are reported in a special section of this report beginning on page 2.

In the discussion of voc-ed programs offered by the Garland School District, it was noted that the district has a total of 52 voc-ed units, seven of which are in pre-vocational industrial arts. Just over 2,700 secondary students were enrolled in voc-ed programs, of which just over 700 students participated in pre-vocational industrial arts programs. (See profile at beginning of this section of report on Garland.) The school district also has two voc-ed counselors, two voc-ed supervisors, and a voc-ed director.

The school district hopes to add new courses for the 1976-77 school year in the following areas: commercial art, auto mechanics, building trades, welding, and child development. The district also plans additional pre-vocational industrial arts courses in: drafting, photography, electricity, woodworking, and power mechanics.

It was also noted that wages earned by voc-ed coop students (working part-time) last year totaled over \$698,000 from which over \$64,000 was paid in income taxes.

Community Education Opportunities Within and Above the High School

This segment of the conference focused on overviews of special education and adult and community education programs offered by the Garland Public Schools, and also of training opportunities available through the Texas National Guard.

Since the early 1970's, the school district has had vocational adjustment classes for students with special needs. Special education works with students who have problems ranging from trouble reading to severe and profound handicaps (retarded, blind, deaf, mongoloid, etc.)

These young people with special needs receive pre-vocational training in the middle school and early high school. Those that are able, have an opportunity to go out on a job in high school. Employers assist them in their training. Over 100 employers in the Garland area have assisted the school district in its efforts to work with special education students. Students in the VAC programs are supervised by the school from age 16-21.

In a discussion of adult and community education programs, it was noted that the Garland School District offers courses in Adult Basic Education and General Education Development (GED-high school diploma equivalency).

The school district furnishes its facilities for industry desiring to provide upgrading training for its employees.

A variety of courses are offered for adults, such as: cake decorating, auto mechanics, woodshop, real estate and management, accounting, bookkeeping, typing and shorthand, etc.

The school district's facilities are also utilized by community colleges in offering academic instruction. Also, rather than have school personnel travel great distances during the school year in the evenings for improvement courses at senior colleges, the school district talked some of the senior colleges into bringing the courses to the school district.

It was noted that the Garland School District is a member of a two-county adult education coop (Dallas-Rockwall Adult Basic Education Service Coop).

The school district also has an adult learning center at a public library. The center is open from 9 a.m. to 9 p.m. six days a week. An adult education teacher is there each day to assist adults desiring to improve or enrich their education.

The National Guard spokesman noted that the training offered by the guard is the same as that received by personnel in the regular Army and Air Force.

The Texas National Guard training program consists of taking young people out of high school and providing them an opportunity to be paid while at the same time receive training. Enlistees in the guard are sent off to a regular army school to learn a specific trade. When they finish, they can come back and be a member of a guard unit in Garland or another community anywhere in Texas.

Examples of national guard training programs are: diesel mechanics, general mechanics, surveying, hospital corpsman, hydraulic mechanics, and communications. An example was given of an individual from Garland who received training in a communications area that is now employed with the General Telephone Company in Garland.

Enlistees are given a battery of aptitude tests. They can select a field that they qualified for. If they score low on a field that they would like to enter, there is an examination booklet which they can study from in hopes of scoring higher.

Vocational Education in Action in GISD

In this segment of the conference, voc-ed students from each of the high schools in the Garland School District talked about their class activities, youth organizations in which they belong, and some of the benefits they have reaped from their voc-ed

experiences. Each of the voc-ed programs (agriculture, distribution, homemaking, health occupations, office education, and industrial education) were represented.

Among the chief contributions that voc-ed makes to a young person, according to the voc-ed students who spoke during this mini-forum, are the development of self-confidence, experience, career awareness, pride, responsibility, dependability, promptness, and leadership qualities, which all add up to saleable skills.

Several of the students noted that one of the chief advantages of voc-ed is the opportunity to work in an occupational field in which they think they would like to pursue a career. They felt that it's better to validate one's interests, abilities, and aptitude for a career field while in high school. There is always the possibility that an individual will find a dislike for a career field. It's cheaper and more beneficial for the student to find this out in high school than it would be after two or three years in college or the work world.

Evening Community Meeting

The evening community meeting consisted of greetings to participants by State Senator Ron Clower and State Representative Kenneth Vaughn; a formal presentation by Dallas County Commissioner David Pickett, who is also a member of the State Advisory Council; and a briefing on what was said during each of the mini-forums.

Representative Vaughn noted that Texas' number one economic climate in the country is due primarily to the foresight of people such as the education and business leaders in the state and in communities such as Garland. He felt that the impact conferences being held across the state are assurances that Texas will continue to have the needed leadership to maintain its current economic standing.

Senator Clower stressed the fact that public education will be one, if not the most critical issue that will be addressed during the next session of the Legislature. He emphasized U. S. Department of Labor studies which denote that 80 percent of all jobs require less than a four-year college degree, and that the majority of the young people in our public schools are in programs designed to eventually terminate with a college degree.

He noted that we should not assume that a college education is worthless in light of projected labor market requirements. We need to recognize its importance in terms of upward mobility for our young people, but we should also recognize that a college education is no longer absolutely necessary to become a success in the work world.

What we must do is adjust our educational priorities for they have been misplaced. We need to redirect some of our educational dollars away from higher education and into elementary and secondary education, and one of the areas that we need to emphasize most is vocational education.

Commissioner Pickett talked about the problems of school dropouts, high youth unemployment and underemployment, and the rising crime rate. He stressed that our number one problem is "juvenile delinquency." We are failing to train an alarming number of our young people to be a functional portion of our productive society.

He noted a comment once made by Thomas Jefferson that "the general requirement for having a good democracy is a good general education for the largest possible number of people." He stressed that there is a pervasive snobbery in American Society about

vocational education and the kinds of jobs that require people to work with their hands.

Like Senator Clower, Pickett stressed projected labor market requirements which call for a labor force that is primarily prepared through vocational and technical training. Pickett emphasized that educational funds should be directed towards the programs that will do the most good and meet the greatest need of our society and economy.

He closed by emphasizing that local control is the theory and the theme of all political and educational systems. It is up to the local elected school boards to make the determination as to the directions that our public schools will take in serving our society. He stressed that "the fate of your public schools in your community is whatever you will..whatever...whatever."

KERRVILLE

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

Kerr County had a labor force of 8,561 and an unemployment rate of 2.9% as of February 1976.

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

1975-76 Vocational Education Offerings

Kerrville ISD

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

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

Kerrville Impact Conference

The Kerrville Impact Conference was held February 19th in the Community Room of the First National Bank of Kerrville. E. T. Arvin, Vocational Director for the Kerrville Independent School District, was the conference coordinator.

The conference began with a 9:00 a.m. orientation meeting between members of a State Advisory Council Task Force and a cross section of citizens from the Kerrville area who comprised a committee formed to plan the conference. The Task Force was briefed as to the activities planned for the day.

Comprising the Task Force were Council member Bill Jones, Harrell Townsend of the Texas Employment Commission, and Richard Pulaski of Angelina College at Lufkin, who substituted for Council members Joe Gunn and Don Gray. Alton D. Ice and Angie Grace of the Council staff were also present.

Townsend is a former member of the State Advisory Council. Pulaski is a former member of the Council staff.

Throughout the morning and afternoon, the Task Force met with and received input from school administrators, board of education members, representatives of the health occupations field as well as business and industry, school faculty members, craftsmen, and present as well as former voc-ed students from Kerrville.

The conference was capped with an evening community meeting. The following is a summary of major input received during the Kerrville Impact Conference.

Meeting With School Administrators/Board Members

It was noted that most people who live in Kerrville are there because they want to be. It's a great place to live and do business. In the last four years, Kerrville has welcomed over 300 new businesses to the community.

The school district tries to offer any type of program that is beneficial to students (college bound as well as non-college bound) and the community.

It was noted that the school board wants all the voc-ed it can get. The district would like to implement more voc-ed programs (i.e., building trades, health occupations, Coordinated Vocational-Academic Education); however, due to a lack of space (facilities), the district is restricted in what it can do. Federal matching funds for construction are not available, and the district cannot go it alone in building the necessary space to house programs.

Kerrville, it was noted, has not had a new high school built since 1899. A junior high school was built in 1963. When the high school enrollment became too large to remain in the old high school, the junior high school was taken over. That school was designed to accommodate about 1,000 students; however, 1,200 students are enrolled. Each room in the high school is used to its fullest capacity. The district has attempted to get bond issues for school facilities passed on two different occasions in the past few years, and each time they were soundly defeated.

A concern was voiced that a close look needs to be taken at the child labor laws as there are too many of them. Because of the number of laws on the books (i.e., safety, insurance, wages, etc.), employers are not sure as to what they can and cannot do in terms of hiring students; consequently, many employers are hesitant to hire students for fear that they might be violating a law that they do not know about or fully understand.

It was suggested that employers need to be educated as to these laws. The school district should be the initiating force insofar as setting up two or three seminars or meetings per year with employers, and bring in government experts to explain the laws and their implications.

Another concern voiced was that some employers are reluctant to hire students part-time and pay them the minimum wage when these students are in a training situation and are not actually contributing too much to a company's production output.

One school administrator voiced a concern regarding counselors. The ratio at the secondary level is one counselor to 500 students. The district is short one counselor, and is having difficulty in finding a qualified individual for the job. Counselors only counsel about 10-20 percent of the time with most of their time spent on paperwork.

There was an expressed need for more teacher aides. It was noted that in one school there are 550 students and two aides. These aides are locally paid so funding is a problem to having more. The public school finance legislation (H.B. 1126) passed by the State Legislature in 1975 dictates that anyone on a school payroll whose salary is less than \$10,500 annually is locally paid. Teacher aides make less than this.

Another concern voiced was that public school finance legislation needs to recognize that some programs cost more than others and thus should be funded accordingly. It was noted that H.B. 1126 does not make any differentiation between the cost of academic and voc-ed programs.

There was a concern voiced that H.B. 1126 penalizes academic programs primarily because voc-ed enrollments are subtracted from a school district's total Average Daily Attendance before academic personnel units are allocated. The more students enrolled in voc-ed the fewer the academic units a school district is allocated by the state.

Several administrators voiced a concern that state universities need to communicate more with one another in the development of their curriculum. Many subjects are not transferable from one university to another which hinders students in the pursuit of educational goals.

There was a concern voiced that local voc-ed advisory committees relate very little to the school board. It was noted that the school district is in the process of developing a viable committee system and that considerable time is involved in grasping an understanding of what the functions of LAC's should be.

It was noted that the school district does not have exploratory programs at the junior high school level that will acquaint students with career opportunities and voc-ed programs. The school district wants such programs, but it gets back to a matter of funds.

Meeting With Retail Merchants

Several employers were highly complimentary of the voc-ed programs offered by the educational institutions in Kerrville, but there was a feeling that more programs are needed.

It was noted that student interests need to be reviewed a little more closely by the schools to see if they want or need to be in voc-ed. There was a feeling that some students get into voc-ed that really shouldn't be there.

Employers felt that students need to be exposed to voc-ed in high school whether or not they are going to go to college.

It was noted that voc-ed has a lot of holding power in that many students who take voc-ed in high school stay in the community after they complete high school. It was felt that through voc-ed coop programs (work a half day) students get to know the employers in the community and develop the skills that are needed to maintain a job in Kerrville.

A concern was voiced that some people in the community, including employers, have a misconception of what voc-ed is or who it serves. Some think it's for the "dummies." This misconception has resulted in a reluctance on the part of some employers to hire voc-ed students. Attitudes have changed immensely toward voc-ed in recent years (favorably), but there is a feeling of a need to create a greater public awareness of what voc-ed is and who it serves.

Several employers voiced a concern that they are provided lists of skills (from the schools which come down from the Texas Education Agency) that the schools would like to see taught to students while they are in a coop program. Employer operations differ;

thus everything on a list can't be taught. Employers feel that they should be approached by the schools from the standpoint of what the employers can teach a student rather than from the standpoint of here is a list of skills that the students should be taught. Employers need more flexibility.

It was felt that some voc-ed programs (i.e., office education) need to start at the freshman level in order that the schools will have more time to prepare students for coop programs. A pre-employment laboratory program the year just prior to a coop program is not enough.

There was a feeling that education should be performance based rather than time based. Some students learn faster than others, but yet students have to remain in a program the same amount of time. As a result of time based programs, some students become bored and spend a lot of time sitting around learning nothing. They are required to sit there to get a high school diploma.

A suggestion was made that achievement tests, similar to those in California, should be developed, and if students achieve a certain minimum score, they should be granted a high school diploma whether they spend four years in high school or less.

A concern was voiced that the schools are unjustly being accused of not being accountable. It was felt that the schools are accountable to the school board, community, state and federal government. The problem is the "accountants" (parents, community, government) are not doing their part. An example was given that parents want the schools to tell their children what they can and cannot do (i.e., dress code) when it should be the parents role to do this.

Meeting With People From Health Occupations Field

It was noted that about one-fourth of the labor force in Kerrville works in the health occupations field. A manpower needs survey cited skill shortages in a variety of career fields, but the greatest shortage is in the health field.

A portion of the Industrial Cooperative Training Program offered by the school district is in the health area. Also, the Home Economics Cooperative Education Program has related health service programs (i.e., food services).

It's estimated that between 200-300 students in the Kerrville School District are interested in the health career field; however, there just hasn't been the space (facilities) to put in a health occupations program. The number one voc-ed priority is to have a health occupations unit.

It was noted that the Rehabilitation Center at the State Hospital, when money is available, has students spend three months during the summer at the center. Students are provided an opportunity to look at different facets of the health field from the rehabilitation angle.

Adult classes are offered by the school district. Employees from the Rehabilitation Center attend night classes. They are learning how to better communicate and work with patients.

There is no continuing program to supply the health manpower in the community. The community has a Veterans Administration Hospital, state hospital, Sid Peterson Hospital, plus two large nursing homes with one under construction. Sid Peterson Hospital is cooperating with Schreiner Institute in an LVN (Licensed Vocational Nurse) program.

The state hospital has a staff development program. Each individual hired goes through a minimum of 80 hours of orientation and training. It was felt that this is not enough.

There is a need for a nurse aide program in the school district (classroom instruction and coop).

It was noted that all the health facilities in Kerrville are crowded for space; therefore, the school district cannot work out an arrangement where community facilities would be used for training students.

The district is looking into the feasibility of portable buildings for instruction. The district is taking bids.

There is a critical shortage in the community of nurse aides, LVNs, and RNs. The district is trying to get a proposal approved through the Texas Education Agency to provide a one-shot adult education program to train nurse aides.

The community has tried to get CETA (Comprehensive Employment Training Act) funds for use in developing training programs. The community was told that funds were not available and would not be available. CETA funds are being used in San Antonio where there is a large concentration of educationally and economically disadvantaged unemployed or underemployed persons who need training. San Antonio is the prime sponsor (governmental body) that disburses CETA funds for several counties including Kerr County.

Another concern voiced in this session of the conference is that the Texas Education Agency needs to set goals for voc-ed programs and determine a means of evaluating if the goals have been met; however, the state should not tell local schools how to go about attaining the goals. There is a wide disparity in goals from one voc-ed program area to another. Goals for some voc-ed programs which come out of TEA are excellent while for other programs they are not.

Meeting With Business & Industry People

One employer emphasized that parents have failed in their responsibility to teach their children proper attitudes about work. They have entrusted the schools with this responsibility when it should be theirs.

One employer emphasized that Kerrville employs so many specialized skills that it is difficult to determine what the community might reasonably expect of the training institutions in the Kerrville area in the way of voc-ed programs.

It is difficult to say if there is a market for the industrial type of skills in this community.

It was noted that voc-ed in Kerrville is not oriented toward what it will do for Kerrville, but rather what it will do for the young people regardless of where they go.

Meeting With School Personnel

It was noted that Schreiner Institute is an independent college, related to the Presbyterian Church. Under the state constitution, there cannot be any kind of contractual relationships between the state and church related organizations in the way of public funded programs.

The college would like to get into a broad range of voc-ed programs, but because many of the programs are expensive (i.e., auto mechanics, diesel mechanics) it simply is not possible for the college because it cannot charge students what would be necessary to offer these courses.

Schreiner Institute has committed itself to serving the community in whatever way possible and at the same time still make ends meet. In this regard, the college does offer voc-ed related LVN, law enforcement, secretarial science, and real estate courses.

The school district is in essence the only institution in Kerrville with the capability of expanding in any direction in the way of voc-ed due to state/federal financial support available to it.

It was noted that the school district's counselors are attempting to make teachers at the junior high school level more aware of voc-ed. The school district has also began working in career awareness. Both efforts are creating a greater awareness among teachers and students as to what voc-ed is and who it can benefit.

Considerable discussion in this session focused on counselors. It was noted that having both actual classroom teaching experience and wage experience would benefit a counselor in working with students.

It was felt that it is not essential nor practical for counselors to know everything about the work world. Counselors tend to gain more confidence and respect from students if the counselor utilizes people from the work community as resource people in counseling students about different occupations. For example, if several students are interested in becoming auto mechanics, the counselor brings in an auto mechanic to discuss the occupation.

Voc-ed teachers, because of their craft experience, are used by counselors in counseling students.

It was noted that the school district, in promoting voc-ed, provides information on courses to students (brochures, course lists, etc.). These materials can be taken home for parent review. Civic and service clubs have been used in promoting voc-ed.

There was a general feeling that when voc-ed graduates go into the work world they are perhaps two to three years ahead of someone who walks in off the street looking for a job.

A concern was voiced that a school district's job placement record for voc-ed should not be the only criteria for judging whether voc-ed is a success or failure. Voc-ed helps to give students direction and it instills in them skills that can be of benefit to them throughout their lives. If a student goes on to college after high school, that should not be a mark against voc-ed because the student didn't go directly to work.

There was a concern voiced that cutting down on class sizes in certain voc-ed programs (i.e., auto mechanics) would improve the quality of instruction because an instructor would have more time to spend with each individual student.

In the teaching of some voc-ed programs (especially in industrial education), there was a feeling that prior to students entering a pre-employment laboratory program at

say the junior year in high school, they should have a one hour per day class for a year that teaches all the related materials and manipulative skills necessary to do the trade. Then the next year, they can enter a pre-employment lab program and begin applying the skills to the performance of specific job tasks. It was felt that this would make the transition from school to work a lot easier.

Meeting With Students and Craftsmen

Present and former voc-ed students were provided an opportunity to relate their educational experiences and how these experiences have benefitted them.

Several students, present and former, agreed that one of the best things about voc-ed is that by working during high school, students are given a taste of what is to come in the future. They are provided an insight into the different kinds of jobs and the wide variety of people they will have to deal with in the business world.

It was noted that voc-ed helped these students to realize the importance of some of their academic subjects (i.e., math, English). They felt that academic subjects would be more meaningful to all students if they were tied more closely to how people live and make a living utilizing the skills taught in these subjects.

They found their voc-ed youth organizations valuable in terms of developing leadership qualities and in learning how to work as a team.

These present and former students felt that money isn't the important part of their voc-ed coop programs. They feel the training experiences are the most important.

An employer present noted that he has hired students (office education) through the coop program and has found their ability to perform on the job excellent. He noted that most of the employers feel there is a need for an increased emphasis for voc-ed programs.

A craftsman noted that until employers in the community are willing to pay higher wages, many of the trained people are going to keep going elsewhere to work where they can make a decent wage.

The owner of an automotive garage expressed his surprise at the quality of auto mechanics coming out of the high school. They are well oriented and are well versed in terms of auto mechanics.

It was noted that the school district contracts with a private cosmetology school to provide instruction to students interested in this field. A representative of the school stressed that if the students are only going to be allowed to be in the cosmetology class three hours per day, then the program should be extended to three years instead of two because there is just not enough time to provide classroom instruction, hands-on experiences, set up and put away materials, and change clothes in a three-hour class each day, and still turn out a quality cosmetologist in two years.

Evening Community Meeting

This meeting was a continuation of the meeting with present and former students, craftsmen and employers, with a few additional people from the schools and community sitting in to provide input.

It was noted that the school district offers programs in Adult Basic Education (ABE) and General Educational Development (GED-high school equivalency). The district also has an ESL (English as a Second Language) program for adults. The programs are offered during the day and also in the evenings.

The purpose of the adult programs is to raise the educational level of adults in order that they might raise their economic level by securing more meaningful and rewarding employment.

It was noted that in a little over a year, five adults have learned to read and write for the first time. Another 28-30 have gotten their GED. Some of the adults served through these programs have enrolled in other community education courses offered at the high school. Some have gone on to community college level education and training.

About 260 people have participated in community education programs during the 1975-76 school year. Courses offered include: shorthand, typing, welding, macrame, needle-point, instruction for firemen, etc.

It was noted that the school district also provides or develops specific programs to serve the needs of employers in the community. As an example, the district is teaching metal fabrication to employees of two companies in Kerrville.

An academic teacher praised voc-ed for its ability to motivate students, who seemed to be destined to drop out, to stay in school and pursue training that would enable them to become productive citizens. This teacher felt that the image of voc-ed among academic teachers is highly favorable today compared to say five years ago.

Participants were briefed during the evening meeting on the results of two studies conducted prior to the conference by the school district at the request of the State Advisory Council. One study dealt with the post-high school plans of seniors graduating at the end of the 1975-76 school year, and the other was a follow-up of voc-ed graduates/leavers for the 1973-74 school year. The findings of both studies are summarized in a special section of this report beginning on page 2.

LA GRANGE

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

Fayette County had a labor force of 7,957 and an unemployment rate of 1.8% as of February 1976.

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

1975-76 Vocational Education Offerings

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

*Coordinated Vocational-Academic Education

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

La Grange Impact Conference

The La Grange Impact Conference was held February 24. It was coordinated by Gabe Dooley, Jr., Vocational Director of the La Grange Independent School District.

The conference began at 9:00 a.m. with an orientation and briefing meeting in the superintendent's office between members of the Advisory Council and a broad cross section of citizens from La Grange who comprised a committee formed to plan the conference. Council members were briefed as to the variety of activities planned for the conference.

Council members present were J. R. Jackson, James L. Boone, Jr., H. E. McCallick, and Ray Meyer. Elton Thomas and Will Reece of the Council staff were also present.

Following the briefing session, the conference shifted to the high school's auditorium where the Council Task Force received input from 9:30 a.m. until noon from study groups. The study groups, comprised of a cross section of citizens from in and around La Grange, were formed several weeks in advance of the conference to research a variety of concerns. Representatives of the study groups appeared the day of the conference to report their findings.

The Advisory Council members and staff were luncheon guests of the Lions Club. During the luncheon, a member of the Council was provided an opportunity to say a few words

about the Council and what it hoped to achieve through the impact conferences (see "Introduction" on page iii).

Following lunch, the Council Task Force held an informal "rap session" with both academic and vocational students at the school district's area vocational school. The rap session was followed by a tour of the vocational facilities and programs in the La Grange community.

At 7:00 p.m., a community meeting was held in the area vocational building. Participants, many of whom serve on local vocational advisory committees, were treated to a barbecue dinner. Attendees at the evening meeting were again briefed on the activities of the State Advisory Council. They were also briefed on what was said and done earlier in the day. The conference was adjourned at about 8:30 p.m.

The following is a summary of major input provided by participants during the conference.

Relationship of Voc-Ed to Labor Market

One employer noted that the voc-ed programs offered by the school district offer much to young people in La Grange, especially to those who might not have the desire or the finances behind them to pursue higher education. Voc-ed also affords young people an opportunity to find a career field that is really interesting to them.

This employer has been highly pleased with the caliber of voc-ed students that he has hired in his business (meat processing plant) through the school's cooperative training programs. He noted that some have stayed on full-time after high school to make excellent employees. Other coop students have gone on to the larger cities and are doing quite well.

Some coop students, this employer noted, have discovered through their coop experiences that a particular field doesn't match their interests, abilities, or aptitudes. This, in a way, is helpful to students because they find out early in life that certain fields just aren't for them.

A representative of the LCRA (Lower Colorado River Authority) appeared to discuss the coal fired electrical generating plant that will be operational just east of the city in 1979. About 200 employees will be needed to operate the first unit. LCRA, which is in a joint venture with the City of Austin in building the plant, plans to eventually add other coal units which will mean even more jobs.

With the exception of upper level management and supervision personnel, LCRA plans to secure the needed manpower locally. Hourly workers that will be needed range from welders and machinists, to plant mechanics and water treatment chemists, to maintenance personnel, etc., who will handle a variety of duties.

LCRA plans to provide much of the job related specific skill training to the new employees; however, LCRA will be looking to the schools to turn out young people with basic skills related to an occupation or career field in which they would receive on-the-job training. If LCRA, for example, hires young people out of high school and trains them to be plant mechanics, then LCRA would like for them to at least know and understand how pistons, rings, and valves work.

The LCRA representative also stressed the importance of young people having a strong academic background, especially in such areas as geometry and trigonometry. In essence, said the LCRA representative, we will want the top young people from the schools, ability and aptitude wise, who have received all the training the schools have had to offer.

A representative of an existing steel industry in La Grange, which manufactures steel fencing, noted that the company plans to expand in the next few months and will be employing another 50 people. The company plans to transfer its pipe mill division from Houston. The company presently has four coop students working for it (one from agriculture and three from industrial education). The coop programs afford the company an opportunity to get a good look at students in terms of ability and potential before they are hired full time after high school.

Other employers indicated that needs exist in the community for more cosmetologists and also for people with expertise in construction drafting.

Summary of Senior Survey & Follow-up Survey

Participants were briefed on the results of a high school senior career interest survey and also a follow-up survey of former voc-ed students from the La Grange School District. The results of the surveys, which were conducted prior to the conference at the request of the Advisory Council, are summarized in a special section of this report beginning on page 2.

A question was asked regarding the relatively low ranking of counselors by high school seniors in terms of counselors being helpful to them in formulating their post-high school plans. Parents and friends were ranked as being the most helpful to seniors.

One possible reason for the relatively low ranking is that high school students are in contact with their parents and friends on a day-to-day basis whereas they may only see a counselor two or three times during the year. Another possible reason is that counselors are often sought out by students for information to back up or reinforce what their friends, parents, or teachers have told them about programs and careers. In a situation like this, it is often the parents or friends who are ranked the most helpful although the counselor did assist.

Use of Local Voc-Ed Advisory Committees

It was noted that the success of voc-ed depends largely on a close relationship between the school and employers in the community.

The La Grange School District has an overall general advisory committee which oversees all the voc-ed programs. Committee members are appointed by the superintendent. Members represent a cross section of the occupational fields in the community. The committee has no administrative functions, but does provide advice and assistance in determining training needs and promoting programs. The committee is involved in reviewing and evaluating voc-ed programs. There are 14 people who serve on the general advisory committee which meets periodically, as needed.

Each voc-ed program in La Grange also has an advisory committee comprised of about four to five members on each committee. Each committee will meet as a group, as needed; however, school personnel primarily confer with committee members on an individual basis as the need arises.

A career day is sponsored each April by the vocational advisory committees. It is held primarily for students who have pre-registered for a coop program for the next school year. Students are organized into small groups and are taken on tours of businesses in the community. Students are given pertinent facts relating to a business's operation and then are given an opportunity to see the various departments within the business in actual operation.

The career day provides students a greater insight into vocational job opportunities that are available in La Grange. These students will then be in a much better position to choose wisely the voc-ed area in which to train.

Advisory committee members offered much praise to the school personnel for their efficiency in ensuring that the voc-ed programs are relevant to the community's needs.

Delivery of Voc-Ed Programs

It was noted that the Giddings School District sends about 23 students a year to the La Grange Area Vocational School. Transported by bus, these students take auto mechanics, building trades, cosmetology, and farm machinery service and repair.

Giddings offers, at its own high school, programs in homemaking, agriculture, distribution, and CVAE (Coordinated Vocational-Academic Education); however, by sending students to La Grange for other programs, the Giddings School District is able to broaden the scope of voc-ed offerings available to its student body.

There are other outlying school districts that also send students to La Grange for voc-ed; however, Giddings sends the most students.

A problem with the public school finance legislation (H.B. 1126), passed in 1975 by the State Legislature, was discussed. When Giddings students are at La Grange for one-half day receiving voc-ed, the Giddings School District cannot count them in computing a full day's Average Daily Attendance. The Giddings District can only count them for one-half day thus losing a portion of a school personnel unit allocated by the state to the school district. The La Grange School District gets to count the students for one-half day.

Giddings may have to cut back on the number of voc-ed students it sends to La Grange next year if it is to avoid losing a portion of a personnel unit which, in salary alone, amounts to several thousand dollars.

Under the old method of financing public education, Giddings would have been able to count its voc-ed students toward a full day's ADA regardless of whether they spent a half day or full day at their home school.

The superintendent of the La Grange Public Schools emphasized that if students cease to come into La Grange for voc-ed from the outlying school districts, then the cosmetology program would be killed because half of the students are from Giddings. The building trades, farm machinery repair, and auto mechanics programs would be hurt to some extent.

Making State Policies More Effective

It was noted by the superintendent of the La Grange Public Schools that the 14-year-old age limit for entry into voc-ed programs is not realistic today. There is a

void of from one to two years from the time students enter junior high school until they can participate in voc-ed programs because of the age requirement. It was suggested that the age limit be lowered to 12.

The need for pre-vocational exploratory programs at the junior high school level was emphasized. These programs should acquaint students with the myriad of career opportunities and the types of voc-ed programs available to prepare for these careers.

Another concern voiced was that the regulation prohibiting a former special education student from taking CVAE (Coordinated Vocational-Academic Education) should be changed or deleted. An example was given of a girl participating in a CVAE program who then became pregnant. She was transferred out of CVAE into a homebound class. She is now prohibited from ever getting back into CVAE. This isn't fair because she could really benefit from the CVAE training.

A concern was voiced regarding the state regulation which requires an ARD Committee (Admission, Review, and Dismissal) to place former special education students into regular voc-ed programs. It was suggested that a voc-ed administrator or high school principal could handle this task just as easy as an ARD Committee, the formation of which would require about 7 school personnel being pulled away from their already busy schedules to sit as a committee in placing students.

Another concern focused on the state regulation which prohibits the use of the area voc-ed building for any type of academic training including the academic phase of CVAE. It was felt that if a room is vacant at a certain time, there should be no reason, in light of the present economy, for not using the room to teach an academic class in CVAE.

A member of the State Legislature, present for the conference, voiced a concern that in his eyes voc-ed is turning out students who are jacks-of-all-trades and masters of none. It was his feeling that industry wants and young people need to become a master of one trade. Voc-ed is not doing this.

Education will be the number one issue in the next legislature. It was noted that one of the focal points in the next legislative session will be the consideration of taking agriculture and homemaking out of voc-ed and putting it under academic education. This legislator felt that agriculture and homemaking programs are not teaching young people something that will give them the ability to go out and get a job.

It was noted that the public school finance bill (H.B. 1126) that came out of the last legislative session represented probably the best compromise that legislators could have hoped for at that time. It was not the intent of the legislature to de-emphasize voc-ed. Just the opposite is true.

Under H.B. 1126, a school district's voc-ed Average Daily Attendance (ADA) is first subtracted from the district's total ADA before academic personnel units are allocated. Some school districts across Texas are limiting or even cutting back on the number of students allowed into voc-ed programs in order that the district does not lose any of its academic personnel. The more voc-ed students a district has the fewer the academic personnel it may have.

Many school districts are looking at the student and community needs and striving to serve those needs. La Grange, for example, has not limited its voc-ed enrollment because of the need for vocationally trained persons in and around the community.

Some state legislators feel that they were misled by some state agencies when they were told that H.B. 1126 would not hurt voc-ed. H.B. 1126 puts a greater burden on the local schools to recognize the educational needs of the community and to implement the programs that will best serve those needs. Some school districts, in Texas, have failed to recognize this responsibility; consequently, many of the needs of a community go unmet.

It was noted that Texas is spending \$500 million more on public education than it did two years ago. The next public school finance bill, in the eyes of some legislators, won't be as good as H.B. 1126. There won't be any new state taxes to support public education; consequently, school districts will have to make do with what they are now getting from the state.

Serving Disadvantaged/Handicapped

The La Grange Public Schools offer CVAE classes in such areas as general construction trades, farm and ranch general mechanical repair, office duplication practices, and home and community service. (CVAE is oriented toward students considered educationally disadvantaged. For example, some CVAE students are two years behind in grade levels.)

The school district also has a special education teacher (vocational adjustment coordinator). This individual works closely with the Texas Education Agency and Texas Rehabilitation Commission in serving handicapped young people.

The La Grange Public Schools work closely with the Department of Welfare, the Rehabilitation Commission, the voc-ed advisory committee, CETA, and others in the community in serving persons with special needs. School people periodically appear before civic groups to highlight the school's programs and services. Radio and the community's newspaper are also used to spread the word regarding services and programs.

The school district begins identifying students with special needs early and then tries to build a program around their needs. The district tries to avoid terminology such as disadvantaged as much as possible so as to not radiate a negative image.

CVAE students are allowed to participate in the mainstream of campus activities (i.e., band and athletics).

Sex-Stereotyping

All voc-ed programs are open to all students regardless of sex. About 51 percent of the district's voc-ed enrollment are males. In homemaking, however, the enrollment is 100 percent female although the programs are open to males.

About nine percent of the agriculture enrollment is female. The enrollment in distribution programs is about equal between males and females. Eleven percent of the industrial cooperative training enrollment is female. One male is enrolled in vocational office education.

Upgrading of Voc-Ed Personnel

Most upgrading experiences are obtained by voc-ed teachers in La Grange through inservice training at college or in industry throughout the year and summer. School

personnel are heavily involved in civic activities which makes for a strong and viable relationship between the schools and community.

Serving Adults

Adult education programs are offered as the need arises. For example, the school district received several inquiries recently concerning starting an adult typing class because the typing speed of several adults was not at a level required by most employers for secretarial jobs. A course was planned in typing which was to begin this spring.

Several clinics in auto mechanics are put on for adults at the vocational school from time to time by business and industry.

It was noted that the school district offers a class in arc welding for young farmers. The district is planning a sewing class for adults.

Meeting With Students

Students explained the education experiences they have received in high school and how these experiences have benefitted them.

Several students noted that their voc-ed experiences aided them in formulating definite career plans. One senior agriculture student, for example, plans to go on to college and major in agriculture. Another student, who is taking vocational office education to obtain practical skills such as typing and shorthand, plans to become a business education teacher.

One student said her voc-ed coop training proved immensely valuable to her in learning how to cope with fellow workers and customers, and in learning how to sense their needs.

Several students were critical of their high school academic courses. They felt that too much emphasis is placed upon memorizing. Unless students really comprehend, they don't remember.

Some students noted that voc-ed should not be considered a failure if they don't go directly to work out of high school. They felt that they will find their voc-ed experiences of value to them regardless of what career field they go into.

One of the big problems noted by the students is class scheduling. There just doesn't seem to be enough hours in a day for students to take all the classes that they would like to take. Several academic students, for example, indicated that they had considered taking voc-ed but because of schedule conflicts with courses they felt were imperative to their long range goals, they did not enroll in voc-ed. Other students indicated that when they had to make a choice between voc-ed or activities such as band or cheerleading, they selected voc-ed because their needs would be better served.

Several students emphasized the need for parenthood education, perhaps offered through homemaking, because young people need to learn how to raise children and to get along with one's spouse. These students felt that one of the contributing factors to school dropouts is an unstable homelife. There needs to be more discipline in the home. Parents need to show a greater interest in their children's needs and desires. Parents need to lead their children until they are on the right track and then let the children do what they want to do in life.

LAMESA

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

Dawson County had a labor force of 6,252 and an unemployment rate of 3.5% as of February 1976.

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

1975-76 Vocational Education Offerings

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

*Coordinated Vocational-Academic Education

The nearest public junior colleges serving Lamesa are: Howard College at Big Spring, about 45 miles away; Midland College at Midland, about 56 miles away; Western Texas College at Snyder, about 63 miles away; and Odessa College at Odessa, about 76 miles away.

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

Lamesa Impact Conference

The Lamesa Impact Conference was held February 3. It was coordinated by Randy Simmans, Vocational Director, and Bob Capps, School Board President, of the Lamesa Independent School District.

The conference began with a 9:00 a.m. meeting in the school district's board room between members of the Advisory Council and vocational and academic students. At 9:30 a.m., the Council Task Force met with school administrators and board members.

Council members present for the impact conference were Milton Schiller, Bob Avina, and Bill Jones. Alton D. Ice of the Council staff was also present.

During the remainder of the morning, several study groups, which had been formed in advance of the conference to research a variety of concerns, appeared to report their findings.

The Council Task Force met at different times during the afternoon with representatives of the news media, ex-students, and employers.

An evening community meeting was held in the school district's vocational building. Participants in the evening meeting were briefed on what transpired earlier in the day, and were provided an opportunity to make input and tour the school's voc-ed facilities.

The following is a summary of major input obtained during the Lamesa Impact Conference.

Meeting With Students

This session began with students indicating the types of classes they were taking and how they perceive these classes as benefitting them in formulating their career plans.

Many of the students indicated that they plan to go on to college after high school. Those who took voc-ed noted that their experiences assisted them in validating their career interests. Some plan to pursue degree programs in fields related to their voc-ed experiences.

Many of the students got into voc-ed based on input from fellow students who were either in voc-ed or who heard about the programs from other sources. One student noted that she got into cosmetology because she liked science and cosmetology involves a lot of science.

Several seniors who had not taken voc-ed indicated that they wish they had because they see where such training could have benefitted them: exposure to the work world, working while in high school which would have permitted them to save money for college while developing skills to work while in college or to work full-time if they later decide not to go to college.

Some of the students emphasized that they did not receive enough information about the variety of voc-ed programs in order to determine if they really wanted to take a voc-ed course or not. A greater awareness of voc-ed offerings, among students, is needed.

The students felt that sex-discrimination in voc-ed programs and related jobs in the community is not a major problem in Lamesa. It was noted that boys are working in traditionally female oriented jobs and vice versa.

Students were concerned somewhat with conflicts in class scheduling. One student noted, for example, that band and shorthand were offered the same period, and that a choice had to be made between one or the other.

Several students emphasized that the many academic courses students must take to meet high school graduation requirements are fine for those planning on going on to further education, but not for students who don't plan to go to college.

Meeting With School Board Members

In talking with several employers who hire students out of voc-ed auto mechanics programs, a board member noted that voc-ed grads need considerable supervision at first, particularly in specialty areas like automotive air-conditioning. He noted that the auto mechanics programs could stand a little improvement in the use of the analytical scope with regard to determining automotive problems.

One of the positive aspects of the auto mechanics program cited was that those students who do not pursue auto mechanics as a career still benefit because they are in a better position to maintain their own cars.

A builder noted to a board member that a student's aptitude for a particular program should be measured before entry into a program. Someone (perhaps counselors or teachers) is deciding that because some students are not doing well in academic work they are just right for voc-ed. This quality of student shows up in the products of voc-ed programs. People who cannot read, write, and compute won't make it too far in the building industry.

Relationship of Voc-Ed Training to Area Job Market

Many high school graduates don't remain in Lamesa. Lamesa ISD is training them for jobs not only in the Lamesa area, but also Lubbock, Dallas, Abilene, San Angelo, etc. Lamesa does not have a job market for everyone that graduates.

It was noted that prior to getting voc-ed off the ground in Lamesa, the Chamber of Commerce's Education Committee, working with the school district, surveyed the industries in the region. There was a demand for welders, but there wasn't enough student interest to have a welding program; consequently, the ISD incorporated some of the welding skills into the auto mechanics and agriculture programs. This move increased the variety of skills young people have to offer the job market after high school.

Agriculture has changed from being strictly a behind the plow profession to a sophisticated business. In some regions, you have to be a mechanic, welder, machinist, financial operator, irrigation expert, etc., to be successful in the ag field. The agriculture program is redirecting itself quite well in Lamesa to meet the changing times. It was noted that a lot of the farm machinery today is diesel, and the school district is having trouble keeping pace in filling the need for diesel mechanics (financing the cost of getting diesel equipment for instruction is the problem).

The public school finance legislation passed in 1975 by the State Legislature (H.B. 1126) has not imposed any serious problems on Lamesa ISD. The community can carry the load if state monies become scarce for voc-ed.

Lamesa ISD is an area school, but few if any students come into Lamesa from outlying school districts. Most outlying districts have agriculture programs of their own which hinders the movement of students.

The state is going to have to continue to contribute funds for the purchase and updating of equipment if voc-ed programs are to keep pace with the times. Industry donates some equipment, but the state must continue to help.

There is a need to get middle school students more involved in pre-vocational or voc-ed programs. Presently general construction and small engine repair classes are offered at the middle school level. Both of the programs are doing well, but the district needs three times that many. There is a need for programs that will orient students to the variety of career fields which comprise the work world--not only voc-ed related fields, but also the academic related fields.

A gap exists in voc-ed programming between the 8th and 10th grades.

There is a need to strengthen the bookkeeping aspects of vocational office education programs.

The total number of unfilled jobs are small in number: auto mechanics, auto body repairmen, welders, machinists, oil field workers, and tractor mechanics. A shortage exists in these areas, but the demand is too small to justify the development of programs to fill the needs.

It was noted that many employers require shorthand when interviewing applicants for secretarial work, but maybe one out of 10 employers actually use it. Also, many employers require that an applicant type 75 words-per-minute or better when someone typing 35 words-per-minute with few or no errors would suffice.

Serving Disadvantaged/Handicapped

It was emphasized that many students have neither the desire nor financial ability to attend college, and possibly the only opportunity they will ever have to receive training to make a livelihood would be at the junior or senior high school level.

It was suggested that the following needs should be addressed by the school system: providing additional instructors, facilities, and tools to reach every student who desires an opportunity to participate in voc-ed; public relations is needed to erase the public image that only below par students participate in voc-ed; job placement services should be provided for students who satisfactorily complete a voc-ed program.

The problems of a CVAE (Coordinated Vocational-Academic Education) teacher were cited. Teachers have difficulty in finding meaningful jobs in which to place their coop students; teachers have to tutor their students in everything from government to spelling; instruction has to be very simple because many students have to be told how to do something over and over again.

Some students should not be in CVAE because of a distinct dislike for the program. An example was given that some students don't like to work regardless of what you try to do for them.

The school district has a vocational adjustment counselor in the special education department who identifies students who have physical, mental, or emotional problems. The counselor assists them in seeking and maintaining a job in the community. The VAC spends one-half day helping them find jobs and one-half day providing classroom instruction for kids who may be going into the job market in the near future. The VAC works closely with the Texas Rehabilitation Commission, and has access to consultants at the Regional Education Service Center.

The school district has about six trainable handicapped youngsters between 13-17 years of age that it would like to put into some type of sheltered workshop to train them; however, the district does not have a sheltered workshop at this time.

Another goal of the school district is to try to arrange a situation that would benefit a handicapped student while not disrupting a regular class. The special education and voc-ed departments have a good working relationship. Handicapped students are reviewed annually and sometimes more often to see if they can possibly fit into a voc-ed program.

It was recommended that the Texas Education Agency review the guidelines which prevent an identified handicapped person from participating in a CVAE program. The district cannot afford voc-ed programs strictly for the handicapped. Some handicapped students would fit very well into a CVAE program.

Lamesa ISD presently is working with about 3 percent of the total Average Daily Attendance who are classified as handicapped (retarded, speech impaired, language learning disability).

Serving Needs of Adults

The Lamesa Middle School is used primarily for adult classes. The district provides the general services (i.e., facilities). State funds are used for adult programs. The Lubbock Education Service Center serves as the coop for adult education programs. The ISD has ABE, GED classes, English as a Second Language (ESL) classes.

Posters, radio, newspaper, fliers, and word-of-mouth are used to publicize adult programs.

There is a need for morning and afternoon classes for adults and also a need for part-time instructors. The district is using regular classroom teachers on a part-time basis to teach adult classes. It was noted that although volunteers to teach adult classes were tried in the past with poor response, the volunteer route should be tried again.

The district tried to set up small adult centers in the poverty and minority areas of the city. These centers never got off the ground.

Many adults cannot afford the cost of getting to a program (transportation). Local schools need state support in this area.

Another problem with getting adults to take advantage of adult programs is that they want to be assured a job after they finish Adult Basic Education. They want to know if they can earn a better living. Also many adults feel that they should not have to get a GED before they can take voc-ed training.

It was noted that Howard College at Big Spring helped Lamesa set up a college center in a building acquired by the Lamesa Industrial Foundation. About 170 adults are enrolled in both academic and voc-ed programs (i.e., power mechanics, electricity, carpentry, real estate, banking, and typing). Howard College offers an associate degree in applied science, but not enough courses are offered in Lamesa to permit an adult to get the degree without having to commute to Big Spring to finish up.

The school district's facilities are used to some extent for college level courses (i.e., auto mechanics.)

Use of Local Voc-Ed Advisory Committees

Local voc-ed advisory committee members are selected by instructors in the various program areas. The people who serve on the committees represent a broad cross section of occupations within a specific field in which the committee has been organized to provide advice to the schools.

LAC's advise and approve programs, subject matter, and activities. They assist in setting up contests for youth organizations, offer suggestions for securing equipment for the school's use, approve the purchase of equipment, discuss problems that might be involved in program changes, and they study student abilities and desires.

Committee recommendations are documented in the minutes of committee meetings. The school does not respond to committee recommendations in writing, although it was suggested, as a result of the impact conference, that this be done in the future.

A convenient time to meet is a big problem in getting a committee together. Members have such varied schedules. In dealing with matters of minor importance, school instructors usually contact committee members individually or by mail.

LAC members feel that committee meetings should not be held unless matters of major importance are to be discussed.

Lamesa ISD has an overall advisory committee which is comprised of the chairmen of the committees assigned to specific programs. The overall committee meets on the average of twice a year.

Government manpower programs have hurt the schools somewhat in their efforts to secure coop work stations for high school students. It's hard to convince an employer to hire a student through a voc-ed coop program when that employer can hire a person through a manpower program and get part of the employee's salary paid by the government.

Involvement of School Personnel in Community Upgrading Activities

The school district provides no formal incentives, other than encouragement, to ancillary and instructional personnel to become involved in community activities in order to upgrade their expertise to teach students. The exception is money received from the school district for college credits earned during the summer.

It was felt that teachers need to be on the school payroll when attending state in-service workshops. Many voc-ed teachers hold summer jobs in industry. When they have to leave those jobs and attend state workshops, they lose vital work experience and certain monetary rewards.

School personnel get involved in a multitude of community activities ranging from working with the Chamber of Commerce, to judging contests for local organizations, to working with the senior citizens. Several school personnel recommended that it should be made mandatory for school personnel to get involved in community activities. Such involvement brings about a closer relationship between the schools and community which is needed to effectively serve the needs of students as well as the community.

Senior Career Interest Survey & Voc-Ed Student Follow-up Survey

Conference participants were briefed on the results of a senior career interest survey and a survey of former voc-ed students. Both surveys were carried out prior to the conference at the request of the Advisory Council. The findings are reported in a special section beginning on page 2, which also contains the results of the same surveys conducted in other communities.

Meeting With Ex-Students

A former home economics student noted that her training has proven immensely valuable managing a household and being a good parent.

Another ex-student emphasized that voc-ed instills in an individual proper work attitudes and habits--qualities which many parents fail to instill in their children. Voc-ed would prove valuable to anyone who took it regardless of their career plans.

Several former voc-ed students noted that voc-ed helps young people learn the little things about a career field which are essential or important to success.

Former students feel that they should be called on by the schools to serve as resource people in relating their experiences to students who are thinking about taking voc-ed.

One former student noted that voc-ed youth organizations are important because they instill in an individual leadership qualities as well as teach you how to compete and get along with others.

Meeting With Employers

Employers noted that they were pleased with the quality of coop students they are getting. It was noted that the instructors come around to see the employer frequently and they work together in correcting any deficiencies students may have in relation to performance on the job.

Several employers noted that voc-ed coop students have better work habits than regular employees. They are more punctual, neat, and eager to learn.

It was emphasized that one problem employers experience is in keeping the young people in Lamesa. Companies in the larger cities can afford to pay higher wages which results in many young people moving away.

Making State Policies More Effective

For the most part, it was felt that state policies are practical and flexible enough to facilitate program development by local schools. It was felt, however, that the state and federal levels need to collaborate more in the development of program policies and standards. It was noted that there is no federal requirement regarding a minimum age for entry into CVAE programs; however, the state has set a minimum age of 14 for entry into CVAE. This age needs to be lowered.

More money from the state and/or federal levels needs to be made available through matching funds for the schools to buy updated equipment for instruction as it comes into use in industry.

It was noted that ICT (Industrial Cooperative Training) guidelines need to be broadened in order to include farm labor training.

In the development of the State Plan for Vocational Education, greater specificity is needed in the development of certification requirements. A question was asked as to what is meant by "recent employment" in determining if an individual has sufficient work experience in order to be certified to teach. Also, it was felt that a "code of ethics" needs to be included in the Plan.

It was also felt that the State Plan should provide more information as to how certain types of statistics are to be found and/or gathered which must be reported in annual reports sent to the Texas Education Agency.

A state law is needed that will require local school districts to take into account an individual's work experience in industry in determining what the starting teaching salary should be if that individual decides to enter teaching.

Another concern voiced was that voc-ed teachers should not receive general duty assignments (i.e., look after a study hall) that will interfere with their performance.

The state needs to speed up the time process for granting teaching certificates or emergency permits. Sometimes a school district has to hold up a teacher's first paycheck until the district receives notification from the Texas Education Agency that the person has been certified to teach.

Also, there needs to be closer communication ties between the state and local levels in the area of program development. It takes too long sometimes for a local school to get much needed program changes approved. Furthermore, a local school district will sometimes receive regulation changes one day that are supposed to be implemented the next day.

Another concern voiced was that the state level should make a concerted effort to obtain more local input into the development of program standards and guidelines.

It was also felt that state inservice workshops for teachers could be completed each year in shorter periods of time with the same impact.

LONGVIEW

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

The population of Longview is 49,523. Gregg County had a labor force of 35,072 and an unemployment rate of 4.6% as of February 1976.

The fall 1975 high school ADA (Average Daily Attendance) for the Longview Independent School District was 2,624. The Pine Tree ISD fall 1975 ADA was 4,190.

1975-76 Vocational Education Offerings

Program Area	Longview ISD	Pine Tree ISD
	Units	Units
Agriculture	1	0
Distribution	2	2
Health	0	0
Homemaking	10	5
Industrial	7	3
Office	2	1
*CVAE	3	2
*VEH	2	1
	TOTAL 27	TOTAL 14

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

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

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

Longview Impact Conference

The Longview Impact Conference was held February 12th. Jack Lynch, Vocational Director for the Longview Independent School District, was the conference coordinator.

The conference began at 9:00 a.m. at the Chamber of Commerce. State Advisory Council members viewed an excellent media presentation, "The Longview Story." Presented by the Chamber of Commerce, the presentation focused on the Longview area's economic climate, educational facilities, churches, recreational activities, and many other attributes.

Advisory Council members present were Jim Harwell, E. E. Collins, and S. Don Rogers. Alton Ice of the Council staff was also present.

For the remainder of the morning, the State Advisory Council Task Force received input from several study groups. The study groups, comprised of a broad cross section

of citizens from in and around the Longview area, had been formed in advance of the conference to research a variety of concerns. Representatives of the study group appeared the day of the conference to report their findings.

The Task Force had a luncheon meeting at Longview High School with school administrators and board of education members from the Pine Tree and Longview School Districts. A variety of concerns were also addressed during this meeting.

Following a tour of the Longview High School vocational facilities and programs, the Council Task Force divided up with one half going to Pine Tree High School to talk with students while the other half remained at Longview High School to meet with and receive input from students.

Later in the afternoon, the Council Task Force regrouped at the Chamber of Commerce to receive additional input from study groups.

A community evening meeting was held in the Foster Junior High School auditorium. Participants were briefed on each of the study group reports given earlier in the day, and an opportunity was provided for additional concerns to be voiced. The conference was adjourned at 9:00 p.m.

The following is a summary of major input received during the Longview Impact Conference.

Use of Local Voc-Ed Advisory Committees

It was noted that voc-ed advisory committees are established to serve each public education institution. They are selected through appointment, volunteering, personal acquaintance with one or more instructors, their technical know-how and ability to improve the overall programs, and as training sponsors.

Local voc-ed advisory committees perform a variety of functions such as: helping with job placement, suggesting improvements in curriculums, recommending changes in teaching plans, recommending resource personnel for classroom instruction and demonstration, keeping instructors informed on new equipment, helping in locating possible training stations for students, keeping instructors informed on the types of job training necessary to meet the needs of industry.

The schools usually receive recommendations from committees orally. It was suggested that oral recommendations be followed up with written recommendations.

In working with advisory committees, the schools have exposed several common problems: parents, students, and industry are not fully aware of the voc-ed programs offered by the schools; more input is needed from industry as to their needs; advisory committees don't want to meet just to be meeting; and committees are not utilized to their fullest potential.

It was noted that scheduling meetings at times when committee members can be present is a frequent problem. School personnel, therefore, contact committee members on an individual basis quite frequently as the need arises.

It was felt that the effectiveness of committees could be improved by each member helping to promote voc-ed within the community. The effectiveness of committees can also be improved by the committees following up on recommendations, and by considering

that all problems have multi-solutions or alternatives. It was also felt that all decisions rendered by committees should be reviewed by the members at least once a year to see if they need to be updated.

There was a feeling that at all times every committee member must acknowledge and encourage a close working relationship (interaction) between the home, school, and community.

Keeping Voc-Ed Teacher Skills Current

It was noted that voc-ed teachers attempt to keep their teaching skills and methods current through a variety of activities such as: utilizing industry people as resource people or guest lecturers; periodic visits to industry to observe latest equipment; periodic summer employment in industry; using expertise and advice of voc-ed advisory committees; involvement in civic and professional organizations; periodically returning to school; and attending seminars and inservice workshops.

Sometimes industry donates equipment and/or teaching aids to the schools which helps to keep instruction current.

Most of the voc-ed teachers in the Longview area have worked in industry at least once in the last five years.

It was noted that a motto of voc-ed is that students learn by doing. This carries over into the upgrading of teacher competencies. It was felt that for teachers to really be current in their instruction, they have to work periodically and obtain "hands-on" experiences in their field.

An effort was undertaken last year in Longview to develop an organized approach to placing voc-ed teachers on jobs during the summer. The effort was not a total success, but a few voc-ed instructors were placed. It was felt that it is essential for the schools and industry to do advanced planning in setting up summer jobs for instructors. It was felt that industry is receptive to the idea of hiring voc-ed teachers during the summer periodically.

There was a concern voiced that no matter how well trained or experienced voc-ed teachers are, they are not going to turn out any better students than the students they have coming into the programs. This gets back to the need to widely publicize voc-ed programs and the benefits that can be derived from them.

It was noted that Tyler State College, an upper level institution (no freshman and sophomores), is in the process of putting together a program to turn out voc-ed teachers that will be qualified to teach at both the secondary and post-secondary level.

An industry representative emphasized that the schools should concentrate on teaching young people the "basics" about an occupation or career field, and let industry concentrate on the specialized training.

Another concern voiced was that people recruited from industry to teach should be given "tenure credit" for their work experience in determining their starting teaching salary. Another concern or problem faced by the schools is getting current equipment on which to train students.

Maximum Utilization of Community Resources

It was noted that there is some interaction between school districts, community colleges, senior colleges, private schools, industry, manpower programs, etc., in the development of programs to serve community needs. However, this interaction is on an informal basis meaning that there is no formal concerted or coordinated effort to ensure that community resources are used to the maximum extent possible.

There was a feeling that stronger articulation is needed between secondary and post-secondary institutions to tie their programs together in an effort to eliminate duplication of effort.

A concern was voiced that public school people do not have a broad understanding of the proprietary schools and the on-the-job training programs offered by business and industry.

It was noted that the education committee of the Chamber of Commerce has set a goal for the next year of determining what industry has available in the way of training programs, and to also determine their manpower needs. This information will in turn be provided to the schools.

An industry representative noted that the image of voc-ed in Longview is somewhat of a problem although it has improved considerably in recent years. He noted that people will give lip service to the fact that we need more voc-ed, but when it gets down to their children, they are going to college. The public needs to be educated as to what voc-ed is, the benefits it reaps, and the fact that it does not hinder young people from going to college.

Relating Voc-Ed to Jobs Available

It was noted that there are four critical manpower shortage areas in Longview in which voc-ed training people are needed: welders, machinists, mechanical maintenance, and electrical construction and maintenance.

There were a variety of other areas in which manpower shortages were indicated: diesel mechanics, sheetmetal workers, refrigeration mechanics, electric motor repairmen, sewing machine operators, automotive sales and service, clerical workers, and cabinet-makers.

It was felt that some of these manpower shortages are sufficient enough in number to warrant the development and/or expansion of voc-ed programs by the public institutions in the Longview area (i.e., 50-75 machinists needed right now, and there is a continuing need for welders).

Participants were briefed on the scope of voc-ed programs offered in the Longview area. Employers seem to be, for the most part, quite pleased with the programs. There was an indication, however, that sometimes there is a communication breakdown between the schools and employers regarding manpower needs (i.e., schools told at one time there was not sufficient shortage of electricians to warrant expansion of existing programs when there was such a shortage).

Some discussion focused on the need for a "competency based" rather than "time based" education system. Some people learn much faster than others, but to receive credit they must remain in a program for its entire duration. The feeling was that some

students can learn the competency levels specified for a program in half the time as others; and therefore, should be given credit for the program and allowed to be placed on a job or move on to some other program.

One employer felt that the schools are doing a fairly good job of turning out students that make capable employees. Some high school graduates are really oriented to the work world while others are not. It was felt that the earning of "so many" credits for a diploma or degree should not be the means of measuring whether a person is competent. A mechanism needs to be developed whereby an individual's ability to perform at a specified level is proven before they are granted a diploma or degree. It was noted that some competency tests have been developed at the state level and are being tested in Fort Worth.

There was a concern that there needs to be close articulation so that the public education institutions don't duplicate each other in terms of developing programs to meet manpower needs.

Making Educational Policies More Effective

A recommendation was put forth that the Texas Education Agency study and review present voc-ed certification requirements. It was noted that teachers working at the post-secondary level cannot teach at the secondary level unless they have a secondary teaching certificate.

There was a concern that students need to be aware at an earlier age of voc-ed opportunities and programs. This awareness needs to extend to academic teachers and also, it needs to extend into the community engulfing parents and employers.

It was noted that an awareness of voc-ed programs on the part of teachers can be a great benefit to counselors.

A concern was voiced that the selection of voc-ed students should be given high priority. Each student should be screened very carefully in order to ensure they are placed in a program that best serves his/her needs.

There is a need for a correlation of programs and services offered by different institutions and agencies in the community. It was also noted that possibly a central office is needed to coordinate the dissemination of information to the public.

It was recommended that local school boards need to visit voc-ed departments and become aware of the programs. A school board could really be a good public relations vehicle for voc-ed programs.

The school districts in Longview have not been adversely affected by the public school finance legislation (H.B. 1126) passed in 1975 by the State Legislature. The only effect is that the districts must wait until students have enrolled in programs until it is certain as to the number and types of personnel units a district will be allocated by the state.

It was noted that the Longview School District is working on making the junior high school more of a preparatory school. The emphasis will be on providing programs that will provide students a background in which to more realistically formulate what they might want to take in high school that will best serve their needs.

There was a feeling that a need exists to impress upon young people planning on college that exposure to some type of voc-ed training is not bad; that they might need a skill to help pay their way through college; or they might need a skill to fall back on if they don't finish college or if they do finish college and cannot find a job.

Meeting With Students

Members of the State Advisory Council Task Force were provided an opportunity to talk with academic and voc-ed students from both Pine Tree High School and also Longview High School. These students were provided an opportunity to discuss their educational experiences, how these experiences have benefitted them, and some of the problems they have encountered.

Students from both high schools noted that voc-ed programs are open to both sexes and that there are some females enrolled in traditionally male oriented programs, and vice versa. It was noted, however, that long-standing traditional societal views as to what is proper for a "lady" will not change overnight. It takes time.

Several students noted that it is sometimes difficult to take voc-ed because of schedule conflicts. It was felt that if students were provided more exposure at the junior high school level as to the types of programs offered at the high school level, they would be in a better position to do enough advanced planning to ensure that schedule conflicts are kept at a minimum.

Some students felt that there are too many required courses for high school graduation. Many of the required courses should be optional as to provide greater flexibility to students in mapping out courses that will best serve their needs.

Several non-vocational students indicated that they were somewhat envious of voc-ed students who were working in jobs to get experience while at the same time validating their career interests.

A concern was voiced that some students take a voc-ed course for fun or avocational reasons thus depriving some students an opportunity to obtain skills in an area in which they plan to make a livelihood.

Several voc-ed students indicated that voc-ed to them has meant the development of not only job skills, but also the development of leadership qualities; learning how to get along with others; and learning the importance of being dependable and prompt.

Some of the voc-ed students plan to go to college. One student said that her voc-ed experiences (drafting) are providing her with a valuable background for the architectural field in which she plans to obtain a degree.

Several students who plan to get degrees in law noted that their direct contact with the law profession has been limited; and that they were not fully aware, until the impact conference, that there is a heavy supply of lawyers in the work world.

Some students felt that their academic teachers are somewhat resentful of voc-ed teachers because of provisions in state guidelines made for small class sizes and individualized instruction.

One student voiced a concern that he is not against women working and taking traditionally male oriented positions, but he is against employers being pressured to the point that they hire women who aren't adequately qualified in order to keep the EEOC (Equal Employment Opportunity Commission) off their back.

Serving the Disadvantaged & Handicapped

The Longview School District has two units of Vocational Education for the Handicapped (VEH) serving students ages 14-21. The programs are general mechanical repair and food services. This district also has two units of Vocational Adjustment Classes (VAC), which are designed to secure and monitor community job stations for handicapped students between the ages of 16-21.

The Pine Tree School District has one VEH program. Pine Tree also has a VAC unit which serves handicapped young people between the ages of 16-21.

Both the Pine Tree and Longview School Districts offer CVAE (Coordinated Vocational-Academic Education) programs for educationally disadvantaged students (i.e., potential dropouts, students several grade levels behind). A concern was voiced that the age 14 requirement for entry into CVAE is a problem in that there are many 13 years of age who could benefit but can't get in because their birthday falls at the wrong time of the year.

The public schools work cooperatively with community agencies for job placement and training of handicapped students. These include the Texas Rehabilitation Commission, Texas Employment Commission, Gregg-Harrison MHMR Center, and others.

The Gregg-Harrison MHMR Center operates a sheltered work program which serves handicapped individuals who are 14 years and older. The program is approved by the Texas Education Agency and Texas Rehabilitation Commission. The Center is presently contracting with five public school districts in the Longview area to provide services to handicapped students. The facility for the sheltered work program is provided by the Longview School District.

The regular voc-ed programs in the public schools have a wider variety of training programs than the VEH programs and handicapped students are permitted to participate in the regular programs if it is determined that they can function adequately in them. Only a few handicapped students are ever accepted into the regular programs because of their handicapping problems.

There is a strong support for special programs for the disadvantaged and handicapped; however, there are fears of stigmatizing regular programs if students with certain kinds of handicaps are included.

Some employers are receptive to hiring handicapped and disadvantaged individuals while other employers find it difficult to accept that these individuals can make acceptable employees.

Serving the Needs of Adults

The Pine Tree School District presently is not offering any voc-ed programs for adults; however, the district served 35 adults during the 1974-75 school year in the way of GED (General Education Development) courses toward a high school equivalency diploma.

The Longview School District offers both voc-ed and basic education courses to adults. In 1974-75, 145 adults were enrolled in courses concerning adult basic education, and 639 adults had enrolled in adult voc-ed courses.

Kilgore College is offering adult voc-ed courses and is active in entering into agreements with employers to provide special courses for their employees. The college also offers adult basic education courses.

The Longview Parks and Recreation Department, though not a part of a public education institution, has full-time adult education classes which include voc-ed as well as recreational activities.

Adult programs are available to any adult who wishes to take advantage of them. Programs are advertised in advance through newspapers in the area, word-of-mouth, etc.

The public education institutions are not utilizing to the extent that they should, community action agencies, civic and professional agencies, etc., in canvassing the community to determine the unmet needs of adult citizens. However, there is close contact between the Texas Employment Commission, East Texas Council of Governments, National Retired Teachers Association, and the American Association of Retired Citizens.

No surveys have been conducted in the area to determine the extent of unmet adult needs.

In improving services to adults, the following recommendations were made: more community involvement is needed in canvassing the area to determine the various unmet needs of adults; more active involvement is needed in establishing coop programs through better relationships between industries and school administrators of voc-ed programs; a program is needed to stimulate interest in and promote training of skilled craftsmen through a quality apprentice and/or a skill improvement system; a need for industrial start-up programs for adults; and a need for info from the State Advisory Council as to how to obtain funds allocated for adult education to support pilot projects and community education.

Surveys

During the conference, participants were briefed on the results of two surveys that were conducted in advance of the conference at the request of the State Advisory Council. One was a career interest survey of high school seniors graduating in 1976, and the other was a follow-up survey of voc-ed graduates/leavers from the 1973-74 school year. The results of both surveys are summarized in a special section of this report beginning on page 2.

LUFKIN

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

Angelina County had a labor force of 22,524 and an unemployment rate of 4.4% as of February 1976.

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

1975-76 Vocational Education Offerings

Lufkin ISD		Angelina College		
Program Area	Units	Programs		
Agriculture	4	0		
Distribution	2	3		
Health	1	2		
Homemaking	7	0		
Industrial	3	3		
Office	2	1		
Community Services	0	1		
Technical	0	3		
TOTAL		19	TOTAL	13

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

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

Lufkin Impact Conference

The Lufkin Impact Conference was held February 12. Emmitt Smith, Vocational Director of the Lufkin Independent School District, and Dr. Richard Pulaski, Dean of Vocational-Technical Education at Angelina College, served as the conference coordinators.

The conference began with a 7:30 a.m. breakfast and orientation meeting between members of a State Advisory Council Task Force and a cross section of citizens from the Lufkin area who comprised a committee formed to plan the conference. The Council Task Force was briefed on activities planned for the day.

Following the orientation breakfast, the Task Force spent the remainder of the morning touring several industries.

Meeting at the Lufkin Civic Center during the afternoon portion of the conference, the Council Task Force received input through special reports and "mini-forums" from

school administrators and board members, present and former students, parents, management, community agencies, and advisory committee members.

An evening community meeting at the Civic Center capped the conference. Participants were briefed as to what transpired earlier in the day. The results of a voc-ed follow-up study and student career interest survey were reported. State Representative Buddy Temple appeared to emphasize that public school finance will be one of the most critical issues confronting the Legislature when it convenes in 1977.

Council members present for the conference were Dr. James L. Boone, Jr.; E. D. Redding; and Reginald Browne, who substituted for Dorothy R. Robinson. Elton R. Thomas of the Council staff was also present.

The following is a summary of major input received during the Lufkin Impact Conference:

Tours

In touring Lufkin Industries, Texas Foundries, Southland Paper Mill, and the Temple Plywood & Particle Company, the Council Task Force found that although the companies differ in their operations, they essentially are looking for hourly employees that have a good foundation in the three R's, good attitudes about work, and some basic skills or knowledge related to the occupational field in which they will work.

It's not mandatory that an individual have job related training to get an entry level job with any of the four companies visited; however, there was a general feeling that an individual with job related training has an edge over someone without basic skills related to the specific occupational field for which being interviewed.

A spokesman for one of the companies visited emphasized that it takes less time to make people productive if they have had some previous job related training and/or work experience.

Depending upon the company, most if not all of the new hourly employees start out at the bottom of the "employment ladder." Again, individuals with previous job related training have an advantage in that it takes the company less time to get them ready for advancement into higher paying jobs. All four companies indicated that higher paying jobs are almost always filled from "within" the company.

Representatives from all four companies indicated they are quite pleased with the quality of voc-ed programs offered in the Lufkin area. If any improvements are needed in these programs, it would be in placing greater emphasis on "safety" and conveying to students that they are not journeymen when they finish training.

There was a general consensus among all four companies that parents and the schools need to place a greater emphasis upon "employability skill" development in young people (i.e., job appreciation, loyalty, dependability, promptness, the ability to get along with others, etc.). These skills are essential to success on any job.

The voc-ed programs received praise for creating in young people an understanding of the importance of a company making a profit. Voc-ed was also praised for taking some young people who would not go to college, and many young people who did not finish high school, and getting them ready for work.

Input from School Administrators/Board Members/Teachers

It was noted that board members are enthusiastic about voc-ed. The Lufkin ISD School Board, for example, firmly believes that in addition to developing the three Rs and a good cultural background, students ought to be able to come out of the public schools with a "saleable skill." They should have the knowledge and skills to acquire a good job and be able to stay in the community instead of going somewhere else.

Any youngster who attends the Lufkin schools can become a part of a voc-ed program where they can develop a saleable skill. All voc-ed programs are open to both boys and girls.

There was a feeling that the Lufkin School District and Angelina College have high quality voc-ed programs that are directed toward meeting the needs of the community. Good cooperation exists between the schools and industry.

Several concerns were expressed in relation to voc-ed: a need for Homemaking Coop programs (work half day/attend school half day); efforts to serve handicapped persons as well as adult citizens need to be expanded; a need exists for voc-ed programs at the junior high school level; and what industry needs doesn't always match up with student interests, thus some programs that are needed can't be started.

A concern was voiced that career preference tests don't tell everything about a student's interests/abilities. Students may indicate a preference for a particular program or occupation but whether they are capable of succeeding in it is something else. Student abilities in addition to interests should be measured.

Input from Students

It was noted that voc-ed gives students a chance to explore the work world. They learn how to meet and get along with all types of people. Through voc-ed they acquire skills that would not have been acquired otherwise. Their voc-ed experiences can be helpful in finding a job or occupation after high school and in financing further education.

Improvements that are needed in voc-ed include: students in coop programs need a wider range of experiences for any given job (i.e., shouldn't perform a "single task" the entire year but should learn how to do a variety of tasks related to a job); only students really interested in voc-ed should be allowed to enroll; larger facilities are needed for some programs; several courses not offered that students want (i.e., electronics and data processing).

It was noted by a school official that electronics and data processing, although not offered at the high school level, are offered at Angelina College. High school students are allowed to go to the college to receive instruction in these areas. There was also a feeling that the high school level is too early to have an "ongoing" electronics program because of its high degree of complexity.

Students feel that voc-ed clubs are instrumental in maintaining student interest in: leadership development; developing skills through contests; and meeting and sharing ideas with students from other schools.

It was felt that voc-ed is very helpful to students undecided about what they want to do in life. Exposure to the work world through voc-ed has helped a lot of students in formulating career plans.

Input from Parents

Several parents expressed their gratitude to the school district for its awareness of the needs of the voc-ed department, and the district's interest in trying to meet those needs.

As a whole, parents feel that the vocational guidance in the school district is meeting the needs of students. However, a concern was expressed that academic counselors need to be totally aware of voc-ed, especially middle school counselors because at the 8th grade level students begin to map out their plans for high school.

Another concern voiced was that parent perceptions of "jobs," which in turn influence their thinking about voc-ed, need to be updated. Some parents still think ditch digging is done with a pick and shovel. They are not aware that a highly expensive and sophisticated piece of equipment is now used.

Not many parents want their child to be a welder or machinist. They want a doctor or lawyer in the family. It was estimated that perhaps as much as 95 percent of the public is not aware of the voc-ed program offerings in the community or the many benefits that can be derived from voc-ed.

One parent noted that "open house" is valuable in acquainting parents with facilities and programs. Many parents have no idea of all the "goodies" in the voc-ed facility.

Several parents noted two definite impacts that voc-ed has had on students: having a saleable skill/job experience upon completion of training; and the development of employability skills (i.e., punctuality, responsibility, doing things in a limited time span, getting along with others, etc.).

One parent noted that what she likes about voc-ed at the high school level is that students at an early age, before they are married with several kids and mortgage payments, are provided an opportunity to explore the work world in search of an occupation best tailored to their needs. They are not locked into an occupation for life. If they find something they don't like, they can easily move into something else.

Input from Business & Industry

Several employers noted that they like voc-ed because it teaches skills related to an occupation beginning at the "ground level" which is the level that all young people should begin to learn about work.

Some young people when they apply for a job want to be a supervisor within a week on the job. They don't realize that they have to start at the bottom and work up.

A feeling was voiced that parents have left up to the schools the task of teaching many things to students that should be taught in the home (i.e., a desire to work, to perform, to be a part of a successful company).

A concern voiced is that all too often we emphasize only the good sides of an occupation to young people. Once they get out on the job, they become disillusioned and frustrated when they discover the bad points about an occupation.

Discussion focused on how do employers keep their employees happy and satisfied which will increase productivity and decrease job turnovers? Maximizing and individual's potential was cited as an important factor. Wages are only a problem when employees feel they are underpaid. It was felt that efforts must be put forth, starting early in the home and school, to help young people become aware of themselves and the work world in hopes that as they grow up they will be in a better position to match their interests and abilities with just the "right occupation."

The need for stressing safety in voc-ed programs was noted as a vital concern of industry. It was felt that it needs to be taught in school so that industry won't have to teach it from scratch on the job. Safety cannot be overemphasized.

A concern was voiced that the minimum wage is somewhat of a problem in that some students are worth more than the minimum wage and others are worth less. Yet, all must be paid the minimum wage. It was suggested that the schools might assist in this minimum wage problem by allowing the companies to pay less and allow for raises.

A feeling was expressed that there are "image" problems in various occupations, such as mechanics. The image of "working with your hands" needs to be worked on.

It was noted by one employer that voc-ed should be of such quality that a person coming out of the program has just as good an education as a person who went the academic route.

Input from Community Agencies

Representatives from the Texas Employment Commission, Texas Rehabilitation Commission, State Commission for the Blind, and Deep East Texas Council of Governments appeared at the conference to provide input.

It was noted that there is a substantial shortage of trained personnel in the medical field, particularly Licensed Vocational Nurses, Registered Nurses, and other specialized medical occupations. It was felt that part of the shortage will be alleviated when Angelina College completes construction of its new nursing facility.

It was noted that the greatest demand for skilled people is in the building trades area (i.e., carpenters, plumbers, electricians, etc.). Manpower is also needed in the clerical area.

A concern was voiced that better communications is needed between the schools and community agencies in finding suitable jobs for inschool youth and also graduates and leavers. A need was expressed for a community student job placement center.

It was noted that the Deep East Texas Council of Governments is very much involved in assisting disadvantaged youth in finding suitable work stations under the CETA (Comprehensive Employment Training Act) program.

There is also a need for better coordination between the schools and community agencies in order to ensure there is no duplication of effort in serving citizens in the Lufkin area.

Other concerns voiced include: need for conversation English and writing classes for Spanish speaking adults; labor laws need to be looked at closely as some hinder the employment of students; and more emphasis needs to be put on developing proper work attitudes in young people.

Input from Voc-Ed Advisory Committees

A concern was voiced that some voc-ed teachers are hesitant about calling on advisory committee members for fear of infringing on the members' time. It was felt that committee members could do more to reassure teachers that the committee is there to help and to become involved.

It was noted that the different voc-ed committees within a school or community college system should be interrelated. They should know what each other is doing. It was felt that all committees, within the district for example, should meet jointly periodically.

One committee member noted that the value of a committee depends upon the effectiveness of the teacher. For the most part, committee members were highly complimentary of the relationship they have with voc-ed teachers and administrators.

Several employers, who also serve on committees, emphasized that because people are highly mobile, it is not so important to restrict training programs solely to meeting the needs of the local economy.

Some discussion focused on the follow-up of voc-ed students and how information obtained from the follow-ups is used in program evaluations and keeping instruction current. It was noted that voc-ed committees help in student follow-ups as well as the placement of students on jobs.

A concern was voiced that it is difficult to get responses from students once they graduate. It's also difficult to keep current addresses on former students.

Another concern voiced is that the number of students actually going to work after high school in jobs related to their training should not be the only criteria for justifying the continuance of a voc-ed program. Voc-ed helps to give students direction and it instills in them skills that can be of benefit throughout their lives. If a student doesn't go to work after high school but instead goes on to college, it was felt that this should not be a strike against voc-ed.

It was noted that Industrial Cooperative Training (ICT) is valuable for placing students in training situations, such as plumbing, for which there isn't enough student interest to get a program started which is specifically oriented toward plumbing.

Evening Meeting

State Representative Buddy Temple stressed that in the future we will see a greater emphasis on voc-ed and with a greater emphasis, we are talking about greater funding. Representative Temple urged local educators and industry people to keep their legislators abreast of what the voc-ed needs of the community are. He noted that the Legislature, when it convenes in 1977, will be looking at the best ways to finance public education.

Participants during the evening meeting were also briefed on the results of a voc-ed student follow-up survey, and also the results of a career interest survey. Both surveys, conducted upon the request of the State Advisory Council, are summarized in a special section of this report beginning on page 2. Also during the evening meeting, participants were briefed on what was said and done earlier in the day.

MCALLEN

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

Hidalgo County had a labor force of 79,316 and an unemployment rate of 9.8% as of February 1976.

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

1975-76 Vocational Education Offerings

McAllen ISD	
Program Area	Units
Agriculture	1
Distribution	2
Health	1
Homemaking	8
Industrial	8
Office	2
*CVAE	3
Occup. Orientation	4
	TOTAL 29

*Coordinated Vocational-Academic Education

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

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

McAllen Impact Conference

The McAllen Impact Conference was held March 4 at the Holiday Inn in McAllen. Ed Koliba, Vocational Director of the McAllen Independent School District, was the conference coordinator.

The conference began at 9:00 a.m. with an orientation meeting between members of the Advisory Council and a broad cross section of citizens from the McAllen area who comprised a committee formed to plan the conference. Council members were briefed as to the variety of activities planned for the conference.

Council members present were Mario Yzaguirre, Bob Avina, James L. Boone, Jr., and Don Gray. Elton Thomas, Angie Grace, and Will Reece of the Council staff were also present.

Activities during the morning consisted primarily of a "rap session" between Council members and vocational students, and a report on the findings of a high school senior

career interest survey and also the results of a vocational student follow-up survey. Council members also received some input from school administrators during the briefing and orientation session.

During the afternoon, school personnel from secondary and post-secondary schools in and around the McAllen area provided input on programs, services, and concerns related to serving adult, disadvantaged, and handicapped persons.

Also during the afternoon session of the conference, input was received from employers and Texas Employment Commission people concerning job opportunities, skill shortage areas, and insights as to skills and attitudes that should be taught by the public schools. The conference adjourned at 4:00 p.m.

The following is a summary of major input received during the McAllen Impact Conference.

Meeting With School Administrators

It was noted that efforts are underway to get a community college in Hidalgo County. The college will stress both academic and voc-ed programs.

One school administrator voiced a concern that too many young people are pursuing college preparatory programs in high school. He based this concern on the fact that most young people who go to college drop out during the first two years. Furthermore, the first two years of a four-year degree program are so general in nature as to leave these young people without any saleable skills.

This same administrator emphasized that the public schools are too intent on helping young people get a high school diploma. Little regard is given to evaluating if the course work leading to a high school diploma leaves a high school graduate with saleable skills so as to find a meaningful job.

Another concern voiced was that many young people, after they have left high school, are spending their hard earned money obtaining skills through trade schools that they should have been taught in high school.

One concern voiced related to the requirement that students have to be at least 14 before they can enter a voc-ed program. It was felt that a void of one to two years exists from the time students enter junior high school until they can participate in voc-ed programs because of the age requirements. It was felt that the age limit should be lowered.

Several administrators noted that there is always a need for more facilities and equipment. Most of the equipment is current. A problem in the area of equipment exists, however, in that some employers don't utilize the latest equipment in their field; consequently, the schools have to sometimes step down to what industry is using in the way of equipment.

Meeting With Voc-Ed Students

Each of the students participating in the "rap session" with Council members were asked to indicate the voc-ed program area in which they were enrolled; and also to indicate how they got interested in voc-ed and what they plan to do after high school.

Several of the students got into voc-ed because their friends or brothers/sisters were enrolled. One student said he got interested in voc-ed through a vocational orientation program offered by the McAllen School District.

Some students, who plan to go on to college, indicated that when they first became interested in voc-ed, their parents were concerned that it might interfere with their college preparatory courses. These students indicated that voc-ed did not interfere.

Several students indicated plans to go to work after high school. Of those planning on going on to post-high school education and training, one indicated plans to study electronics at TSTI (Texas State Technical Institute). He participated in electrical trades at the high school level.

A vocational office education student indicated that she plans to go to college and major in business administration. She feels her VOE experiences provided her with a valuable insight into the business field.

Several of the students indicated that voc-ed helped them to realize the importance of why they need their academic subjects such as math and English. A VOE student, for example, stressed the importance of a sound foundation in English in composing letters and also in communicating with others. These students also found voc-ed valuable in learning the importance of being responsible, dependable, and prompt on a job.

Voc-ed is publicized through a variety of means such as high school counselors going to the junior high school level to meet and talk with students; through students being taken on tours of the voc-ed facilities; and through vocational orientation classes, etc. Students feel, however, that more concerted efforts need to be made to spread the word about voc-ed.

Some students are not clear on when they have to start some voc-ed programs in order to be eligible for a coop work program. An example was given of a student having to take two years of electrical trades before being eligible to take ICT (Industrial Cooperative Training). A student who waits until the junior year to start electrical trades would not be able to take ICT the senior year.

Another student noted that some students are not aware that they have to have a year of typing before they can get into a vocational office education program.

Several students felt that the selection of voc-ed programs is somewhat limited.

Senior Career Interest Survey & Voc-Ed Follow-up Survey

Participants were briefed on the results of a high school senior career interest survey and also a follow-up survey of former voc-ed students from the McAllen School District. The two surveys were conducted prior to the conference at the request of the Advisory Council. The results are summarized in a special section of this report beginning on page 2.

Serving the Needs of Adults

A total of 16 school districts in the McAllen area participate in a cooperative agreement to provide programs and services to adults. Programs are offered in such areas as Adult Basic Education, English as a Second Language, and General Education Development (GED).

In developing a five year plan, the coop noted a vital need to develop bilingual educational programs for adults in both academic and voc-ed related subject areas.

In 1974-75, 3,500 adults received educational training through the coop, a 28 percent increase over 1973-74. Despite the increase, the coop is only reaching about 4 percent of the total adult population in the area that could benefit from adult education programs.

With the exception of the McAllen Adult Learning Center, which operates 40 hours per week throughout the year, most classes offered by the participating districts in the coop are twice weekly for two hours each session from October through the end of April. School facilities are utilized for instruction.

One of the major emphasis is focusing in on adults in need of remedial reading skills.

A critical need exists for a full-time adult education coordinator in each school district participating in the cooperative agreement.

Another critical need exists to improve the home environment of adults.

The superintendents of the school districts involved in the coop are willing to provide their voc-ed facilities for use in serving adults; however, a problem now rests with finding personnel in some districts that will be available to teach adult voc-ed classes.

It was noted that some ongoing adult programs are offered in the summer. The coop recently acquired CETA funds for use in implementing clerical and building maintenance programs in several school districts.

A key concern voiced is that the first priority in adult education, at least in the Valley, should be to attack the illiteracy problem.

It was noted that a problem in bilingual education is that you have to first make some people literate in their native language before you can make them literate in another language.

The coop plans to look seriously into bilingual voc-ed in the near future.

Serving the Disadvantaged & Handicapped

The greatest problem in serving disadvantaged and handicapped persons is a lack of facilities. There just isn't any room left to house any more programs and there are no matching federal funds available to construct more facilities.

It was noted that in many of the school districts in the McAllen area there isn't much in the way of voc-ed programs at the 9th grade level. Many young people drop out of school at the 9th grade level. If there were more programs, especially in the way of CVAE (Coordinated Vocational-Academic Education), fewer young people would drop out.

One concern was voiced that many school districts may have to do away with CVAE programs (designed for the educationally disadvantaged) because of public school finance legislation (H.B. 1126) passed by the State Legislature in 1975. Because the voc-ed Average Daily Attendance is first subtracted from a school district's total ADA

before academic personnel units are allocated by the state, some districts cannot afford the academic teacher for the academic phase of CVAE.

It was felt by several school administrators that the old public school finance method was far superior to the present method. Under the old method, a school district's voc-ed ADA was not subtracted from a district's total ADA before academic personnel were allocated by the State. This meant that a school district would get more academic teachers and at the same time get additional personnel to teach voc-ed.

Insofar as using local funds, it was noted that the schools are not making an attempt on their own to serve the disadvantaged and handicapped.

It was noted that local school districts work closely with the Texas Education Agency, Texas Rehabilitation Commission, other agencies, and parents, in identifying young people with handicaps, and in implementing programs that will serve their needs.

Disadvantaged and handicapped students are given the option of participating in voc-ed, but sometimes they don't have much of an option simply because they cannot get into certain programs because of their handicapping problems.

It was noted that a stigma is attached to programs for the disadvantaged and handicapped. It was suggested that the public, especially teachers, need to be educated to the fact that some young people need help and that it's not a disgrace to need assistance; that young people in CVAE, for example, are capable of learning; that many young people have been turned off by regular classroom teachers thus resulting in them needing special help; and that some young people are deprived of their opportunities, such as the children of migrant families who are always on the move.

Meeting With Employers

Employers and Texas Employment Commission personnel knowledgeable about the many facets of the McAllen area economy appeared at different times throughout the afternoon to discuss their business operations; skill shortages; and employment requirements.

Several employers noted difficulties in finding qualified employees in such areas as sewing machine mechanics; machinists; welders; electricians; hydraulic pump and press maintenance personnel; diesel and automotive mechanics; machine operators; air-conditioning and refrigeration repairmen, etc.

It was noted that some skill shortages are probably sufficient enough in number to warrant the development and/or expansion of voc-ed programs if the schools had sufficient funds for facility expansion and equipment. It was also emphasized that some of the skill shortages are not sufficient enough, in terms of the number of employees needed on a yearly basis, to make it practical for the schools to set up training programs.

Employers, in general, are quite pleased with the caliber of voc-ed programs offered by the public schools, and also the caliber of voc-ed graduates they are hiring.

One concern voiced by several employers, is that young people, in general, have very little knowledge of the industrial environment when they get out of high school. They are not used to the fact that they have to work every day; that they have to be

on time. Many young people, say employers, have never seen a time clock. These employers noted that the voc-ed students coming out of the public schools do have a pretty good understanding of what is expected of them.

Several employers said that young people who had voc-ed training in high school have a definite edge in the work world over those who did not take voc-ed. For one, they require less adaptation to the job and company on-the-job training.

It was felt that the public schools should stress the basics in a particular field and let the employer provide the indepth specific skills training. Each employer has a different type of operation.

It was suggested by several employers that every student should be required to take business education courses before graduating from high school. Young people need to know the basic fundamentals of "profit and loss."

Emphasis was placed upon the fact that the Valley is experiencing hard-core unemployment. Cultural obstacles contribute to unemployment. It was noted that the Valley will continue to have difficulty in attracting new industry for as long as an ample supply of qualified manpower does not exist.

The problem of high youth unemployment in the Valley is compounded by the large numbers of Mexican Nationals (green card holders) who come across the border each day. Young people coming out of the public schools must compete with these people for work.

One employer emphasized that it is important to teach young people voc-ed skills, but if these young people are to advance in industry, it's equally important that they have a sound basic education (English, math, etc.). They need to know how to get an idea across, and they must also understand what they are being told.

It was noted that many students are turned away from voc-ed programs due to the lack of facilities and instructors.

MINERAL WELLS

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

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

Palo Pinto County had a labor force of 9,186 and an unemployment rate of 8.6% as of February 1976. A helicopter training school (Camp Wolters) closed down about two years ago, and the local economy is still in the process of making an adjustment.

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

1975-76 Vocational Education Offerings

Mineral Wells ISD	
Program Area	Units
Agriculture	2
Distribution	2
Health	0
Homemaking	4
Industrial	5
Office	3
	TOTAL 16

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

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

Mineral Wells Impact Conference

The Mineral Wells Impact Conference was coordinated by Clarence Holliman, a vice principal, and Lera Price, a teacher, both with the Mineral Wells Independent School District. It was held February 12 in the Student Activity Building at Fort Wolters.

The Conference began at 9:00 a.m. with an orientation and briefing meeting between members of the Advisory Council and a broad cross section of citizens from Mineral Wells who comprised a committee formed to plan the conference.

Council members present were W. L. Jones, Jr., Dr. Milton Schiller, and Bill Elkins. Angie Grace and Will Reece of the Council staff were also present.

Conference activities during the morning consisted of meetings between the Council Task Force and school administrators, board members, and teachers as well as representatives of the business and industry community in and around Mineral Wells.

Following a luncheon address before the Lions Club by a member of the Advisory Council, a tour was conducted of the Mineral Wells High School vocational facilities.

During the afternoon, the Council Task Force met with a group of academic and vocational students for an "informal rap session," and received input from several study groups, comprised of local and area citizens, who appeared to give testimony on a variety of concerns.

The conference adjourned at 5:30 p.m. The following is a summary of major input obtained during the Mineral Wells Impact Conference.

Meeting With School Administrators/Board Members

Both school administrators and board members were concerned that public school finance legislation (HB 1126), passed by the State Legislature in 1975, has resulted in Mineral Wells ISD cutting down on the number of students allowed into voc-ed. Enrollments have not yet declined, but the growth rate has slowed.

Under HB 1126, the larger the voc-ed Average Daily Attendance, the fewer the academic personnel units a school district is allocated by the State. For example, if a district has a total ADA of 1,000 students for the whole district and a voc-ed ADA of 250 within the total 1,000 ADA, then the voc-ed ADA is subtracted from the total before academic personnel units are allocated by the State to the school district. In this example, academic units would be allocated based on a 750 ADA.

Strong support was voiced for the old method of school financing. Under the old method, using the above example, a district would get its academic personnel allocated based on the total 1,000 ADA in addition to getting voc-ed personnel allocated on the 250 voc-ed ADA.

Another concern voiced was that not enough funds are available from the state for voc-ed equipment. There needs to be a greater movement of students from one campus or district to another. Also, there needs to be set aside state funds that will facilitate the movement of equipment no longer needed or used in one school district or area of the state to another district that could benefit from having use of the equipment.

It was noted that people are taxed to the limit. Financing education based on the ad valorem tax is outdated because the state's wealth is no longer in land. A suggestion was made that the state sales tax be increased by one cent and that the additional cent be directed to public education.

Both administrators and board members agreed that some way has to be found to put more funds into voc-ed. Redirecting funds from some other area into voc-ed won't make a big impact due to current inflation rates.

Another concern voiced was that the state "contingency fund" to cover additional growth in post-secondary voc-ed program enrollments over and above the normal per contact hour funding is too small to cover the growth experienced by many post-secondary schools across the state.

Weatherford College, which has a campus in Mineral Wells, is eligible to receive an extra \$100,000 in state funds to cover its additional growth in enrollments during the spring semester; however, the college will only receive about \$15,000.

Another concern voiced was that state high school graduation requirements restrict schools in direction that they can go in serving student needs. Local schools need greater flexibility in graduation requirements if needs of students are to be adequately served.

Results of Surveys

During the morning session, participants were briefed on the results of a senior career interest survey and a survey of former voc-ed students. Both surveys were carried out prior to the conference at the request of the Advisory Council. The findings are reported in a special section beginning on page 2, which also contains the results of the same surveys conducted in other communities.

Impact of Placement & Follow-up on Planning & Management

Mineral Wells ISD conducts regular follow-ups of voc-ed students on an annual basis for a period of five years after they graduate or leave a program.

The follow-up is conducted by individual program area teachers. Information is fed back to the vocational counselor who keeps a file on the former students.

The school district does not have a placement center. Placement services are available through the counselor's office, but to a limited extent. Placement is not pushed due to a tight economic situation within the school district. Vocational teachers assist students in finding jobs after they leave or graduate.

Business and industry is very helpful to the schools in the placement of students. They also periodically help with follow-up activities.

The Texas Employment Commission helped the school district set up a job placement survey. TEC notifies schools of job openings and they work together in placement of students.

The results of placement and follow-up activities are occasionally sent by the schools to the local newspaper for community-wide publicity. Results are also sent to the Texas Education Agency.

The biggest problem encountered in placement and follow-up activities has been in finding enough jobs for graduates and leavers in the present economic situation.

Provisions for Involvement of Vocational Ancillary & Instructional Personnel

No formal provisions exist for involving ancillary and instructional personnel in community activities. It is not required and they receive no extra pay; however, Mineral Wells is a small community and consequently, teachers are involved in almost every type of community activity even though no formal provisions exist for their involvement. They receive support and encouragement of the school district. The greater the involvement of personnel in community activities the better the relationship between the schools and community groups.

Mineral Wells ISD does not have a formal personnel exchange agreement with the work community; however, the work community is utilized as resource people in the classrooms to keep students abreast of the latest developments and changes in the labor market. Voc-ed coordinators constantly visit businesses to observe their students

and to learn latest developments. Students in laboratory programs periodically observe the work world through field trips.

The majority of Mineral Wells ISD voc-ed teachers and the vast majority of people in business and industry believe that it should be a mandatory requirement that voc-ed teachers upgrade their skills/knowledge of their craft through periodic summer employment. It was noted that state inservice workshops assist instructors unable to work during the summer to keep abreast of developments in their field.

Agriculture teachers are allowed one week each summer to attend workshops at one of several colleges. Ag teachers should be allowed more than one week to attend more than one seminar. The state inservice workshop each summer takes up about 50 percent of the allotted travel monies for the school year.

Meeting With Students

This session began with students indicating the types of classes they were taking and how they perceive these classes as benefitting them in formulating their career plans.

Several students noted that voc-ed helps students validate their career interests; learn how to get along with others; and to develop a meaning of the importance of being a responsible, dependable, honest, and dedicated person on the job.

The students noted that they receive counseling as to the availability of both academic and voc-ed programs in the 8th grade and also while in high school.

All voc-ed programs are open to both sexes, but encouraging one sex to enroll in a program traditionally occupied by members of the other sex is somewhat of a problem. For example, boys are allowed into homemaking, but because they were shy about being in a girl's class, a "bachelor living" homemaking class was started for boys.

Voc-ed students indicated that their coop programs are very adequate; however, several felt that the classroom phase is not specialized enough. They feel that the instructors need to be more aware of occupations and to find information for the students to train by instead of the instructors giving the students a general outline. There should be more people from industry coming into the classroom as resource people.

The students felt that there should be more training stations and more job opportunities for voc-ed students. More of the training stations need to be related to what the student plans to do after high school. A school administrator noted that a high unemployment rate (13%) in the Mineral Wells area makes it difficult to find training stations.

For some voc-ed courses, students have to have a job or training station before they can get into the course. Students don't like this. Students believe that it would be easier for teachers to find them a job rather than trying to find jobs on their own because it is difficult to compete with older and more experienced workers.

Students felt that they need to be better informed before reaching high school of the career opportunities and training programs available.

Provisions & Support of Local Vocational Advisory Committee Activities

The Mineral Wells ISD has one overall advisory committee. There are also 15 individual advisory committees. The ISD also has an adult voc-ed committee. These committees consist of a broad cross section of people and meet when the need arises for planning, evaluation, etc.

Committee activities consist of working with the school in developing voc-ed programs; developing a sense of pride in students participating in coop programs; developing/planning a career day; assisting in the development of an annual voc-ed plan; evaluating programs; and assisting in determining future needs in voc-ed.

No written school policy exists for the involvement of advisory committees in the planning and management of programs. The conference created an awareness of the need for one.

The school is not capable of providing training for some skills needed by industry. Lack of involvement of the industries needing these skills hinders the school's development of ideas/solutions as to how these unmet needs can be served.

Advisory committees have not developed position papers on their role and scope. Again, the conference created an awareness of the need for such position papers.

It was noted that committees could be more effective if there was a closer relationship between the various committees. Also, more people from the community need to be involved to get more feedback as to how programs should be developed and guided.

A tremendous need exists for more voc-ed programs at the 9th grade level because this is where the greatest school dropout problem exists.

Enhancing Career Development of Disadvantaged/Handicapped

Mineral Wells ISD has a VEH (Voc-Ed for the Handicapped) class aimed at mild physical handicaps; learning disabilities; mental retardations, etc., to develop saleable skills in the building trades area by the time students complete high school. About 20 are in the class, which is confined to building trades due to a lack of students.

The school district's special education and voc-ed departments work together in identifying students who are handicapped. This is done through counselors in both departments.

The special education department conducts cooperative programs with the Texas Rehabilitation Commission. Through this coop, students are placed in various training stations. This placement is done through a full-time vocational adjustment coordinator who is employed by the school district.

Handicapped students receive ongoing consultative services by the Rehabilitation Commission and the school district. A parent center exists for consultations. The Texas Rehabilitation Commission provides work glasses, uniforms, and on-the-job training funds.

Disadvantaged/handicapped persons have the option of participating in various voc-ed programs. Students' aptitudes/interests determine which classes are to be offered to them. Special needs programs have the complete support and understanding of the

work community.

Concern was voiced that special needs youngsters need to be identified at an earlier age, starting as early as elementary school. More special needs programs are needed at lower levels beginning in junior high school.

Eliminating Barriers for Adults

Mineral Wells ISD offers an Adult Basic Education program. One possible barrier to the ABE program is that the program is offered only in the evening. Between the school district and Weatherford College, the capability now exists to offer just about any voc-ed program for which there is a demonstrated demand.

The biggest drawback to developing voc-ed programs for adults is the present lack of meaningful job opportunities in the economy in and around the Mineral Wells area.

Courses available to adults in the Mineral Wells area include typing, bookkeeping, welding, mechanics, cosmetology, and Licensed Vocational Nursing. These courses are offered through a cooperative relationship between the school district and Weatherford College. A modest tuition is required.

CETA (Comprehensive Employment Training Act) programs exist in Mineral Wells. There are only limited resources available for CETA. During the past year, CETA has provided classroom training for about 36 people in Mineral Wells in such areas as meat cutting, auto mechanics, welding, and stenography. The Fort Worth Skill Center is utilized in providing CETA training. The cost of travel has hurt the CETA program somewhat.

The schools, community action agencies, and social service agencies have a sound informal working relationship. This relationship lacks somewhat in terms of formal communication and coordination.

Except for ABE, school facilities are used very little after school or during the summer. Some recreational programs run by civic clubs on a prearranged basis are held in the school facilities after school and during the summer.

Comprehensiveness of Voc-Ed Offerings in Relation to Job Market

A need exists in Mineral Wells for trained personnel. Employers must seek outside help in areas of machinists, welders, mechanics, drafting technicians, electronic technicians, sheet metal workers, refrigeration and air-conditioning specialists, woodworking and industrial electronics.

Employers dislike, unless absolutely necessary, bringing in workers from outside the Mineral Wells area because they tend to eventually move on to other areas or return to where they came from.

Indications are that several existing employers plan to expand. About 1,000 new employees will be hired in the next two years. Many jobs will be filled by outsiders unless new training programs are initiated to provide these needs.

Employers suggested that local schools and Weatherford College review and update programs in auto mechanics, business data processing, business and secretarial science, welding, and woodworking to meet present and projected labor market needs.

Little or no training programs exist for: airframe specialists, drafting technicians, electronic technicians, foundry workers, industrial electricians, machinists, tool and die makers, and sheet metal workers. Programs for these skill areas must be added if industry is to expand using local people.

About one-half of the projected 1,000 new job openings will be in areas where no local training exists. Manpower shortages are sufficient to warrant expansion and/or development of voc-ed programs.

Short term adult programs in supervisory training and blueprint reading are also needed now and in the future, say employers.

Employers feel that none of the present programs should be deleted; however, most should be updated and expanded.

Employers feel that voc-ed teachers should be reimbursed and required to go back into industry every so many years.

Alleviating Barriers to Voc-Ed Programs

A problem exists in getting outlying school districts to send students to the Mineral Wells Area Vocational School. The cost of transportation, and the ADA factor resulting from H.B. 1126, along with school loyalty, and extracurricular activities have contributed to the decline in students coming into Mineral Wells from outlying districts.

It was noted that the news media is always anxious to publicize stories of student accomplishments and to give information about various programs/activities to the public. Open house at the school serves to publicize voc-ed. Also, science and voc-ed teachers often have combined science and voc-ed fairs which serve to negate the negative image many people have toward voc-ed. Employer/employee banquets also help to publicize voc-ed.

Every avenue of communication needs to be utilized in spreading the word to the public about voc-ed programs, especially to adults. Many adults don't read the newspaper or listen to the radio or watch television.

Making State Policies More Effective

Program standards, as published by the Texas Education Agency, are basically realistic; however, the school administration feels that the local schools do need greater flexibility in curriculum development if needs of all students and employers are to be served.

The State Plan for Voc-Ed is basically a good document. However, it was felt that it is too bulky and it is difficult to find information in the Plan.

PARIS

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

Lamar County had a labor force of 16,440 and an unemployment rate of 6.4% as of February 1976.

The high school ADA (Average Daily Attendance) for the fall of 1975 for the Paris Independent School District was 1,105 and for North Lamar High School it was 526. The fall headcount enrollment at Paris Junior College was estimated to be 2,488.

1975-76 Vocational Education Offerings

Program Area	Paris ISD Units	North Lamar ISD Units	Paris Junior College Programs
Agriculture	3	2	1
Distribution	2	1	1
Health	0	0	3
Homemaking	6.5	3	0
Industrial	6	1	6
Office	2		2
Community Services	0		1
Technical	0		3
	TOTAL 19.5	TOTAL 7	TOTAL 17

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

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

Paris Impact Conference

An impact conference was held in Paris on February 10. It was coordinated by Dr. Joe Austin, Deputy Superintendent of the Paris Independent School District. The conference was a joint effort between the Paris and North Lamar School Districts and Paris Junior College.

The conference began with a 7:00 a.m. orientation and briefing breakfast meeting at the Holiday Inn between members of the Advisory Council and a broad cross section of citizens from the Paris area who comprised a committee formed to plan the conference. Council members were briefed as to the activities planned for the conference.

Advisory Council members present at the Paris Impact Conference were Bill Elkins; E. E. Collins; Milton Schiller; and Lloyd Carter, Voc-Ed Supervisor with the Fort Worth Public Schools, who substituted for Robert McAbee. Alton D. Ice and Elton Thomas of the Council staff were also present.

Following the breakfast meeting, the Advisory Council Task Force was taken on a tour of the Campbell Soup Company and the Merico Snack Foods Company, both major employers in the Paris area.

During the afternoon, the Advisory Council met at different times with local voc-ed advisory committee members, administrators, and supervisors from Paris Junior College, Paris ISD, and North Lamar ISD. The Council Task Force also met with students and program instructors from the two school districts, and toured the voc-ed facilities at Paris Junior College.

The afternoon meetings, with the exception of visits to Paris Junior College and North Lamar ISD, were held at Paris High School.

An evening community meeting was held at Paris Junior College. Several study groups, which had been formed several weeks in advance of the conference to research a variety of concerns, appeared to report their findings. Participants at the evening meeting were also briefed on what had transpired earlier in the day. The conference was adjourned at 9:30 p.m.

The following is a summary of the major input obtained during the Paris Impact Conference.

Tour of Campbell Soup Company

It was noted that about four years ago the Campbell Soup Company was experiencing manpower shortages in such areas as industrial electricians and machinists. Campbell's and Paris Junior College got together and programs were developed to meet Campbell's manpower needs. The Campbell and PJC relationship has flourished since then.

Many of Campbell's employees now attend Paris Junior College. Most of the training these employees receive falls within the category of "upgrading." A spokesman for Campbell's noted that the real slice of the pie to our industry and area has been the upgrading of industry people through programs offered by Paris Junior College.

If Campbell's employees successfully complete the semester and their courses at PJC, they are reimbursed for their expense (tuition) efforts by the company.

The retention of employees is higher among people who are trained and hired locally than among people who are imported from outside the Paris area.

Campbell's greatest attrition rate is among relatively new young people. It's usually their first job, and some have difficulty being oriented into an industrial climate. They often leave in a matter of 3 to 6 weeks. The overall turnover rate for Campbell's is a very low 3.5 percent when considering the 6.5 percent average for industry. Among skilled workers, the turnover is very small.

Tour of Merico Snack Foods Company

A division of the Merico Snack Foods Company, which specializes in bakery goods, has been in Paris about two years. The company has a plant which manufactures boxes which has been in Paris about four years.

When Merico began building its snack foods plant, it was approached by the Texas Education Agency, through Paris Junior College, to see how the company could be

assisted in ensuring that it had a trained work force ready for work the day the plant was completed and ready to open.

Through a discussion with TEA and Paris Junior College, Merico decided that an orientation program for its new employees would prove immensely valuable. The program would focus upon conveying to the employees everything they would need to know about the company from punching a time clock to vacation and other benefits.

Merico provided the curriculum for the orientation program. Paris Junior College and TEA organized the curriculum into class sections which consisted of two hour orientation briefings twice weekly for two weeks.

The use of films constituted the major portion of the curriculum. The new employees were shown the type of on-the-job work they would be doing in the plant. They were also briefed through films on safety; sanitation; and the company's history. A tour of the facilities was also a part of the curriculum. About 430 employees were involved in the orientation program.

The program was so successful that Merico is giving serious consideration to using it whenever a plant is expanded or built across the country. The program is presently being used by Merico in Alabama where one of its plants is being expanded.

Merico presently works very closely with the public schools in the Paris area in the hiring of voc-ed students in part-time cooperative education jobs.

Task Force Meeting With Advisory Committees

A member of one of the local advisory committees noted in this meeting that it's a fabulous thing that training for a career is available in high school. Students don't have to wait until after high school to get entry level training. It was noted that a lot of students don't know or understand that they can get training right in their own high school that they may not be able to afford later on. A greater student awareness is needed.

Young people with high school voc-ed training have an edge over someone that has none when entering the labor force, especially when it comes to getting into an apprenticeship program. One employer noted that high school students who study electrical trades get two years off their apprenticeship program toward their license.

It was emphasized that voc-ed not only prepares students for the work world at age 17, but it also gives them some idea as to what to major in if they go to college.

One concern voiced was the need to recognize voc-ed's role in the career ladder. Some young people, for example, will participate in high school voc-ed electrical trades and then go to college and major in electrical engineering. High school voc-ed helped them get their feet wet. Presently, state and federal reporting procedures which influence program approval and funding view a voc-ed program as a failure if too many of its students go on to college after high school instead of directly to work. These procedures must be changed to recognize the career ladder approach in serving the varied needs of young people.

Another concern voiced was the importance of all young people being taught how to be good parents. Vocational homemaking programs were mentioned as the most viable vehicle for teaching parenting.

Several small employers emphasized that they are looking for young people who can accept responsibility; who take pride in their work; and who are conscientious. They noted that it is difficult to find young workers willing to accept responsibility. The schools must address the attitudinal problems of young people entering the work world. The development of proper work attitudes and habits must be incorporated into every school program.

It was noted that all educational programs must be related to what people do to make a living. Young people must have sound and relevant information in which to make or base career decisions.

One advisory committee member noted that every voc-ed program should train students to see the whole picture within an occupation rather than focusing in on one particular aspect.

It was emphasized that educational programs are going to have to be reviewed more closely in terms of finance and tuition. There has to be more money put into voc-ed programs from someplace in order for them to function in the future as they have in the past.

Local advisory committee members noted that the recommendations they make to school administrators are fairly well followed; that they have a strong working relationship with the education community.

Student Rap Session

Students like voc-ed better than their academic classes primarily because they are not studying out of a book all the time. They get to work and experience things. They become more interested in what they are doing. When they get out of high school, the work world is not foreign to them. They know how to meet and get along better with people.

Every student shouldn't necessarily take voc-ed because some students wouldn't have any use for it.

In regard to counseling, one student noted that he was counseled into courses he didn't need. Students are at a loss their freshman year as to what is available in the way of courses that will best serve their needs. Students need counseling about high school credits.

Several students feel that one's attitude about oneself and the job is the most important quality a person can have when they seek that first job after schooling is completed. Honesty, integrity, dependability, a concern for others around you, and work experience are also important.

A program offered in the 10th grade on voc-ed trends helped make some students aware of voc-ed programs. Other students decided on voc-ed merely because they like working with their hands. Career day activities also acquaint students with voc-ed.

Students like youth organizations, but feel the groups could do a better job getting to know the community. When voc-ed students leave high school, unless they have a relative that can get them a job, many have difficulty in securing employment on their own.

Large classes are somewhat of a barrier in voc-ed. Students cannot learn as well and some have trouble maintaining an interest. Also, some programs don't have all the equipment/tools needed to properly train students.

School activities such as pep rallies and assemblies are often scheduled in the afternoon or evenings. Many voc-ed coop students cannot attend because of their jobs. Coop students are told "tough luck"--that they were not told to get out and get a job. These activities should be scheduled during the mornings.

Under the quarter system, many students are just getting involved in what they are doing, and it's over. When they go on to another quarter, it's all different--new teachers and a new adjustment. Changing teachers every quarter messes students up. Teacher styles are different. This concern was voiced primarily in relation to academic programs.

Meeting With School Administrators

The quarter system allows for flexibility. It's not built in. You have to create it. Flexibility has not been created in the Paris School District because the district has not developed a sufficient number of "short courses" to allow students a variety of options.

Funds should be put where they will do the most good. Programs ought to be well justified and substantiated. We need to tell people the good job voc-ed is doing.

If voc-ed programs are not doing what they should be doing, then the employers are the ones that need to tell the schools. If they don't they should shoulder some of the blame. If they do indicate where improvements or changes are needed, then they get the kind of product they want.

Several school administrators voiced concern over the public school finance bill (HB 1126) passed in 1975 by the State Legislature. It is causing competition for dollars between academic and voc-ed. Some school superintendents are concerned about losing academic personnel if voc-ed enrollments continue to increase. We may arrive at a point where voc-ed enrollments will have to be limited in order not to cut down too much on the number of academic personnel a school district is allocated by the state.

Under H.B. 1126, the voc-ed Average Daily Attendance is first subtracted from a school district's total ADA before academic personnel are allocated by the state to a school district; thus the larger the voc-ed ADA the fewer the academic personnel a school district will get.

Another concern voiced by school administrators is that inflation has hit the cost of voc-ed programs, but yet the funding levels have not been increased proportionately. More state level support is needed.

Meeting With Program Instructors

A question was asked as to whether voc-ed students are capable of taking a job in industry when they graduate from high school. The reply was that they are prepared for an entry level job. To manage or supervise a business, they need training over and above what they get in high school.

A concern has surfaced in recent months regarding the feasibility of the State Board of Cosmetology Examiners going out into the field to give exams rather than requiring students to come from all over the state to Austin to take the exams. One participant noted that it would be better for the students to go to Austin because the State Board has everything set up to give exams.

A question was asked regarding the feasibility of Paris High School offering a program to train nurse aides. It was noted that Paris Junior College provides free training to anyone in the community who asks for it.

It was noted that counselors work at all levels in Paris ISD. Students are now coming to counselors asking advice about voc-ed whereas in the past they had always asked about academic programs. Counselors have voc-ed and job information at their fingertips at all times. Students are contacted individually and they also come in asking assistance. There is a middle school counselor who works closely with the high school counselors.

Teachers are aware of the fact that 80 percent of the jobs don't require a college degree. They are passing this information on to their students.

Paris ISD has received a grant from the Texas Education Agency to enhance career education in the district. The funds will cover the cost of a full-time coordinator, another resource person, materials, etc. Paris ISD is also asking TEA for a course in vocational orientation to be installed at the 8th grade level to study 15 job clusters.

Students must fill out an application form before getting into a voc-ed class.

The scheduling of state and local inservice workshops for teachers each year is somewhat of a problem. They are scheduled too close to the start of the school year. The time immediately prior to the opening of school is critical to teachers because this is when they must place students in coop training stations.

There is somewhat of a stigma attached to voc-ed in the Paris community; however, voc-ed's image has improved immensely in recent years. Students are beginning to see the potential to earn big money at the end of some voc-ed programs. As they get out and go to work this "stigma" will begin to wane. Schools are getting better students in voc-ed than in the past.

Evening Meeting

During the evening, study groups, which had been formed several weeks prior to the conference to research a variety of concerns, appeared to present the results of their studies. The following is a condensation of each report.

Local Labor Market Needs

Employers found that the schools are ahead of the work community in many areas that employers feel they need trained manpower. Training to meet many of these needs has already been planned.

Three areas in which more training is needed were cited. These are: nursing and related fields, mechanical and electrical maintenance, and diesel mechanics. The demand for nursing people still exceeds the supply of trained manpower being turned out by the schools.

It was noted that there is a projected program at Paris Junior College to train people in electrical and mechanical maintenance.

Employers recruit vocationally trained persons from outside the area job market, especially in the three areas mentioned. Some employers feel that perhaps the supply of data processors is greater right now than the demand.

The schools, say employers, are doing an excellent job except in the areas mentioned.

Placement & Follow-up

Follow-ups are conducted on a yearly basis by the public schools for up to five years. The college has a one, three, and five year follow-up on former voc-ed students.

The public schools do not have a job placement center. Different instructors in the various program areas work in the placement of students.

Paris Junior College has a person designated as Coordinator of Job Placement and Follow-Up. This person works closely with the Texas Employment Commission.

Programs are assessed in the community as to their need before they are set up and implemented. The needs of the community have been evaluated. Follow-up information, in this respect, does not contribute to making drastic changes or the deletion of programs.

Serving Disadvantaged/Handicapped

The Lamar County Coop has a vocational adjustment class. Paris ISD has a vocational adjustment class and high school units in Coordinated Vocational-Academic Education.

The vocational adjustment class serves handicapped students between the ages of 16-21. Students attend class part-time and work part-time. To be eligible to graduate they must work full-time for 24 weeks. This, however, is not a training program for specific skills. The public schools are aware of a need for voc-ed programs that will teach students specific skills before they go out on the job.

Participants were briefed as to the wide range of programs and services that are directed at the disadvantaged and handicapped.

It was noted that more communication is needed between the various agencies which serve these special needs groups. Personnel within the community agencies need to become more aware of all the programs that are available so they can disseminate this information to people that are in need of the services.

The terms disadvantaged and handicapped radiate somewhat of a negative image. Some employers hesitate to employ a person when told he or she is handicapped. More public relations is needed in this area.

Audio/visual materials need to be developed to educate the community on the capabilities of the disadvantaged and handicapped.

The public schools have only scratched the surface in terms of providing voc-ed skill development to the handicapped. More needs to be done, especially in identifying

these individuals earlier, and getting the programs going at an earlier age.

Eliminating Sex-Stereotyping

High school students are informed during registration that programs are open to both sexes; however, a study of recruiting practices/policies revealed that at the secondary level, little or no effort is made to recruit females into traditionally male oriented programs or vice versa.

At the post-secondary level, special efforts are made to inform students that all programs are open to both males/females. Promotional literature depicts males in traditional female roles and vice versa.

Secondary promotional literature helped to foster sex-stereotyping.

Some progress has been made in eliminating sex-stereotyping (i.e., a male student in the Paris Junior College nursing program was not discriminated against; a female in a shop program also was not discriminated against).

Support of Local Advisory Committees

In looking at the broad spectrum of programs, activities, and areas of employment, local voc-ed advisory committee members feel that some type of priority must be established.

Communication between schools and industry is somewhat of a problem. Educators have their own language. They talk over industry's head. Industry also, to some extent, needs to learn to communicate in educators' terms.

There needs to be an establishment of time priorities for the meeting of advisory committees. It is difficult for some industry people to make meetings.

Position papers should be developed by both school officials and industry people as to what the role and scope of advisory committees should be in serving the needs of students and the economy.

It was noted that a school position paper has been developed focusing on three areas: ongoing evaluation of curriculums to determine if students are prepared with necessary entry level skills; the establishment of the need for new programs; and that advisory committee members represent industry.

Upgrading Teacher Competencies

All schools provide release time so that personnel can participate in community activities for the purpose of upgrading their experience. They are encouraged by the schools to do so. Substitute teachers are made available.

A great deal of impact is made on the community by instructional personnel from the voc-ed areas. At the same time, the community is very close to its voc-ed students through the efforts of the faculty members.

Because of state requirements/suggestions that teacher experience be updated/validated periodically, school personnel have been encouraged by the schools to do this; however, in practice it has not been working too well in Paris. Industry is not

geared, at this time, to handle a three month internship for a number of teachers.

The state should look at a "sabbatical" type situation where voc-ed teachers could take a longer period of time say every five to seven years and take six months to a year's leave of absence to update their experience in industry.

Serving Adults

Paris ISD and Paris Junior College are providing Adult Basic Education and adult voc-ed classes for Lamar County.

At Paris High School, adult classes are offered twice weekly for people who have not completed their high school diploma. Two teachers and one aide work two nights a week.

Paris Junior College had 112 adult programs in 1974-75 serving 5,433 adults. Facilities are utilized to the fullest extent in the evening and until noon on Saturday.

To promote ABE, Paris High School sends announcements out to parents through students. The news media is used. Paris Junior College spreads the word. Sometimes the Texas Employment Commission and Department of Public Welfare help get the news out.

Paris Junior College publicizes their programs via: advisory committees, chamber of commerce, school districts, civic groups, speaking engagements, police department, and other organizations.

PJC facilities are also used in the summer for both credit/non-credit courses. The public schools do not fully utilize their facilities. They could be used on weekends and in the summer but they are not. Public schools are set back in their ability to offer programs by the ruling that fees cannot be charged.

The thing most needed in serving adults is some way of motivating adults to take advantage of what is available. Also, local industry needs to be educated as to the facilities and the flexibility of programs available. This is being done to some extent, but not enough.

Adults don't have transportation to and from programs. Also, some cannot afford to pay the cost of taking the GED exams.

Alleviating Barriers to Serving Voc-Ed Needs of Community

The school districts are committed to seeing that program offerings demanded by students do exist, and to exploring other voc-ed areas in which Paris Junior College could provide offerings to high school students. Present needs seem to be well served.

There is a lack of sufficient transportation to move students from one school campus to another for voc-ed training. Contract programs could hurt existing voc-ed programs in smaller schools. No barriers exist which keep students from extracurricular programs.

All counselors work with students each semester in counseling/recruitment at both the college and high school levels. Voc-ed counselors visit industry each semester to obtain job and career information. Voc-ed coop coordinators have a public rela-

tions component as a part of their assignment. Career days, press releases to the local media, and the school and college papers keep students and the public informed as to programs and services.

Making State Policies More Effective

Voc-ed program standards are realistic at both the secondary and post-secondary levels. In the two hour courses, there is somewhat of a problem in getting in enough training for students. Courses which require extensive preparation and clean-up at the beginning and end of class need to be extended to three hours (i.e., Coordinated Vocational-Academic Education building trades classes).

There is quite a bit of delay from the time a request for a program is made to the Texas Education Agency until it is approved and can be initiated. More flexibility is needed at the local level in making changes in voc-ed programs.

The State Plan for Voc-Ed is too lengthy. It is difficult to find anything without looking all over the place. Voc-ed programs should be alphabetized. Also, one section of the plan should be for secondary and another for post-secondary.

At the state level, the academic and voc-ed departments need to have a better dialogue. The right hand needs to know what the left hand is doing.

We should not talk in terms of so much academic or so much voc-ed training for students. We should talk in terms of a "comprehensive educational plan for all kids."

PORT ARTHUR

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

Jefferson County had a labor force of 113,997 and an unemployment rate of 5.8% as of February 1976.

The high school ADA for the Port Arthur Independent School District for the fall of 1975 was 5,477.

The fall headcount enrollment for Lamar Tech University, which serves Beaumont, Port Arthur, and Orange was 12,409.

The Lamar Tech enrollment at Port Arthur was 643.

1975-76 Vocational Education Offerings

Program Area	Port Arthur ISD	Lamar Tech
	Units	Programs
Agriculture	0	0
Distribution	4	2
Health	2	0
Homemaking	10.5	0
Industrial	7	6
Office	2	1
Community Services	0	2
Technical	0	0
	TOTAL 25.5	TOTAL 11

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

Port Arthur Impact Conference

The Port Arthur Impact Conference was held February 26 at the Stilwell Technical Center. The conference coordinator was Glenn Thibodeaux, a Vocational Counselor with the Port Arthur Independent School District.

The conference began with a 9:00 a.m. briefing and orientation meeting between members of the State Advisory Council and a cross section of citizens from the Port Arthur area who comprised a committee formed to plan the conference. Council members were briefed as to the variety of activities which would transpire during the conference.

Council members present were Dorothy R. Robinson and Don Gray. Elton Thomas and Will Reece of the Council staff were also present.

After the orientation meeting, members of the Council Task Force met with school administrators and board of education members. Following this meeting, the Council spent the remainder of the morning receiving input from several study groups. These study groups, comprised of a broad cross section of citizens, were formed several weeks in advance of the conference to research a variety of concerns.

Council members were luncheon guests of the Port Arthur ISD Board of Education.

During the afternoon, Council members met at various times with students, faculty members, employers, and members of local voc-ed advisory committees.

An evening community meeting at the Stilwell Technical Center capped the conference.

On February 27, Council members and staff were taken on a tour of the Port Arthur area by the Chamber of Commerce.

The following is a summary of major input obtained during the Port Arthur Impact Conference.

Meeting With School Administrators/Board Members

Considerable discussion focused on the public school finance legislation (H.B. 1126) which was passed in 1975 by the State Legislature. It was noted that a school district's voc-ed and special education Average Daily Attendances are subtracted from a district's total ADA (all students) before academic personnel units are allocated by the state. To maintain the present level of voc-ed programs or to bring about any expansion will require a greater investment of local dollars--dollars which are hard to come by.

School officials feel that the old method of public school finance was more equitable insofar as voc-ed is concerned. Under the old method, voc-ed and special education ADA were counted in a school district's total ADA in the allocation of academic teachers. The voc-ed and special education enrollments were then counted separately for the purpose of allocating teachers to handle these programs.

Another concern voiced was related to the "quarter system." Under guidelines which come out of the Texas Education Agency (Bulletin 560), students must remain in a voc-ed program, except for homemaking, for a full year before they can receive any credits. It was recommended that all voc-ed students should be given credit for the time spent in a voc-ed program (provided they have maintained a passing grade) regardless of whether they spend a quarter, two quarters, or a full year in a program.

Relationship of Voc-Ed Offerings to Labor Market

When looking at "Changing Horizons...a Profile of Jobs to 1980," published by the Texas Employment Commission, it was noted that currently the voc-ed programs offered by both public and private institutions do relate to occupations showing increased demands for the Beaumont, Port Arthur, and Orange areas.

Occupational areas which will show the greatest demand for trained personnel by 1980 include such areas as: retail sales clerks, secretaries, cashiers, stock clerks and storekeepers, carpenters, electricians, machinists, heavy equipment mechanics, welders and frame cutters, delivery and routemen, janitors, nurse aides and orderlies, practical nurses, child care workers, cosmetologists, engineering and science technicians, insurance agents, etc. The above areas will need at least 100 additional workers by 1980. This would be in addition to the manpower that will be needed due to deaths and retirements.

Many jobs in the above occupational areas will go unfilled due to a lack of trained personnel. It was further noted that there are current needs (in 1976) in most of the above occupations for trained manpower that are not available.

Many small businesses are especially affected by a lack of trained manpower because they simply cannot afford the high cost of training employees.

Most area employers are not seeking vocationally trained personnel from outside the area labor market other than by advertising.

It was noted that many times young people, although they have gone through a voc-ed program, are unable to get into an apprenticeship program due to weaknesses in academic skills such as math. At the same time, some people with college degrees come along and are easily accepted into apprenticeship training. It was felt that a situation such as this discourages people from going through voc-ed.

The average apprenticeship program lasts four years. It was suggested that the state level needs to look at what types of courses or programs could be utilized in high schools that would shortcut the time of apprenticeship programs. It was felt that these shortcuts would be of benefit to employers and unions because they can train employees in a shorter amount of time at a smaller cost.

It was noted that many students are not aware of apprenticeship programs and therefore do not apply.

It was felt that some redirection is needed in the public schools in order that programs are more in tune with the needs of industry. It was noted that employers differ, one from another, and the schools need to recognize these differences. As an example, in addition to teaching the general principles of welding and the use of welding equipment, the schools need to be cognizant of the differences in welding in a shipyard, in petrochemical plants, in structural welding, and in machine shops. Group training, of students, in major fields should be used with specialized training branching from this.

Follow-up Information on Voc-Ed Students

The Port Arthur ISD was asked by the ACTIVE to conduct a special follow-up of 1973-74 voc-ed graduates/leavers from the school district. Participants were briefed on the results of that survey. The findings are included in a special section of this report which begins on page 2.

It was noted that the school district conducts a routine follow-up of all students who complete/leave gainful voc-ed programs as required by the Texas Education Agency. The follow-up is conducted each year, approximately five months after the students complete or leave the programs. In the case of Stilwell Technical Center, a follow-up will be made for each class for five years after the students finish or leave.

The school district does not have a job placement center; however, the vocational teachers and counselors assist students in finding employment. The Stilwell Technical Center also conducts a series of lessons on the techniques of how to look for and secure a job. These lessons are culminated with a "job fair" whereby qualified personnel from business and industry come into the school and conduct actual job interviews.

It was noted that the Texas Employment Commission counsels and registers all students completing voc-ed programs at Stilwell Center. TEC also demonstrates its "job bank," and also advises students of other services available from TEC.

Placement and follow-up information is used in suggesting and requesting changes and additions in the allocation of programs. No changes have been made in the past two years because of "questionable funding" for such programs by the State.

Follow-up information is publicized in newspaper articles and in speeches given to service organizations, open houses, and other interested groups.

Employment policies and union contracts severely limit the employment of the school district's voc-ed students by the major industries.

Serving the Disadvantaged & Handicapped

It was noted that on a very limited basis, handicapped students are programmed at the Stilwell Technical Center upon the recommendation of the ARD Committee (Admission, Review & Dismissal). Students are monitored by a Vocational Adjustment Coordinator, Stilwell personnel and a personalized education program counselor.

Other handicapped students are placed in off-campus training situations and receive high school credit toward graduation.

The school district does not offer voc-ed programs aimed specifically at the handicapped due to the lack of specific funding; a lack of concern for so small a proportion of the total student population; and the fact that it is not an educational priority of the district.

It was recommended that the school district should initiate and implement two Vocational Education for the Handicapped clusters for the 1976-77 school year with emphasis being given to Office Duplicating, Food Service and/or Horticulture. These clusters could continue from the 8th grade until graduation or job-entry was optimum for the student.

It was also recommended that at least two CVAE (Coordinated Vocational-Academic Education) clusters be implemented for the 1976-77 school year, with emphasis being given to Small Engine Repair and Building Construction Trades. (CVAE programs are directed at educationally disadvantaged students who might be, for example, two grade levels behind their age group or potential dropouts.)

Another recommendation made by the study group concerned with the disadvantaged and handicapped was that the school district should assume the responsibility for implementing and perpetuating a total career education program, K-12, with special emphasis being given to the disadvantaged and handicapped student.

There is some interaction between the school district and outside agencies which also serve disadvantaged and handicapped persons; however, many of the school personnel are not aware of the specific agencies and their program of services.

Most counselors do not feel they are equipped with the expertise to keep students abreast of programs and services available to them.

It was felt that local area agencies need to acquaint the public school personnel, primarily counselors and nurses, with their services that are aimed at handicapped and disadvantaged persons. This objective might be facilitated by the school district inviting agency representatives to inform district personnel of their programs and services.

Also, the school district needs to inform the community and cooperating agencies about the school's programs that are directed at disadvantaged and handicapped students. This objective might be attained through the: news media, PTA meetings, and staff development meetings where agency representatives and parents are invited to attend.

In summing up efforts to serve these two "special needs" groups, both school and community officials feel that the educational options open to disadvantaged and handicapped persons are limited due to a lack of funding, programs, facilities, inadequate public transportation, and minimum test scores and other criteria that must be met for entry into some programs.

Eliminating Sex-Stereotyping

Voc-ed programs in the Port Arthur area are open to both males and females; however, there is only a moderate solicitation of males to participate in traditionally "female" programs, and vice versa.

Area employers who have to meet government hiring regulations are actively soliciting females in their otherwise male dominated skill areas. In contrast to this, the area construction craft unions are doing little if anything to encourage or recruit females into their apprenticeship programs. This has created some reservation on the part of the school district to encourage females to enroll in programs that will ultimately lead them to a union shop.

School brochures and other publications advocating voc-ed attempt to portray all programs as being suitable for both males and females.

To date, there has been no staff development activities in the area of eliminating sex-stereotyping.

Local Voc-Ed Advisory Committees

One of the main problems which hinders the effective involvement of advisory committees in the planning of voc-ed programs is the scheduling of meetings when most members can attend. Committee members are frequently involved in many community activities; consequently, monthly scheduled meetings are unsuccessful. School personnel therefore often meet with members on an individual basis as the need arises.

Several committee members suggested that the school district is not always explicit on what is wanted of a committee. This situation could be remedied by the district developing a formal written policy as to the use of committees.

It was felt that separate position papers and/or policy statements are also needed to encompass the needs of each voc-ed program area as programs differ in their requirements.

Another concern voiced was that voc-ed teachers are often not fully aware of the benefits that can be derived through a close relationship with an advisory committee. Some teachers fear that a committee may infringe or impose on their methods of instruction and/or instructional materials that are utilized in the course of study.

It was felt that teacher familiarization as to the benefits of an advisory committee could reinforce action on the part of the teacher to influence committee members to become involved.

In improving the effectiveness of voc-ed advisory committees, it was suggested that in a school district encompassing more than one high school, a central or overall advisory committee with representation from each of the individual program committees could be established. This central committee could be structured whereby a uniform program of authority could be implemented; therefore, reducing conflicts, misunderstandings, and transgression.

It was also felt that if the school district could provide secretarial and clerical assistance during committee meetings, the overall effectiveness of committees would be improved.

Upgrading Teacher Competencies

The school district has no systematic, coordinated plan to ensure that voc-ed personnel are involved in community activities as a means of keeping their teaching competencies up-to-date; however, the district does encourage such participation, and most of the personnel are heavily involved in a variety of activities.

It was also noted that voc-ed teachers utilize advisory committee members as resource people for lectures as well as for securing materials and keeping abreast on changes in the work world.

The majority of the school district's voc-ed personnel believe that it should not be a mandatory requirement for them to upgrade their knowledge of what's going on in their "craft" through periodic summer employment in business and industry. It was felt that it should be encouraged, however. Most of the teachers feel that the required one week of teacher inservice each summer by the Texas Education Agency serves the upgrading purpose.

Serving the Needs of Adults

The Port Arthur School District presently operates Adult Basic Education (ABE) and High School Credit programs for adults. These programs are offered three nights a week at the Thomas Edison Adult Center.

It was noted that the school district and Gates Memorial Library provide tutoring for the GED (General Education Development) examination (high school diploma equivalency). The actual examination is administered by Lamar University.

The Thomas Edison Adult Center is presently experiencing a drop in enrollment. The location of the school is considered the prime factor for this decrease. ABE and high school credit programs were formerly offered at two other schools but were moved to Edison for economic reasons. It was felt the lack of transportation for many adults is the prime deterrent to enrollment increases.

Voc-ed programs for adults are offered at the Stilwell Technical Center, Broussard's Schools, and Lamar University at Port Arthur. Programs are offered in such areas as shorthand, bookkeeping, drafting, welding, electronics, automotive mechanics, accounting, and cosmetology.

Voc-ed programs are taught at Stilwell three nights a week during the regular school year. Programs at Broussard's and Lamar University are offered year round.

It was noted that in the past, community action agencies were not used in the development of adult programs due to the lack of time available in preparing program proposals. It was felt that in the future, these agencies should and would be used in determining the needs of the community.

The study group which researched present efforts to serve adults feels that adult education should be moving in the direction of the community education concept. Such things as home economics, pottery, recreational and leisure time offerings were just a few programs mentioned that are needed to better serve the adult needs in the community.

Use of Community Resources

It was noted that several private schools in the Port Arthur area offer the same voc-ed programs as the school district; thus, there is some duplication of effort. It was also felt that although the school district and Lamar University at Port Arthur serve different levels, there is some duplication of effort; thus, there is some room to improve efficiency.

There are no apparent efforts being made to coordinate resource utilization in the community and to eliminate any duplicate effort in program offerings. Each entity competes for its share of students.

The school district does not have a specific individual with the responsibility of coordinating school/community resources. It was felt that a survey should be conducted to determine the need for such a person.

The number one problem in bringing about an effective utilization of resources is limitations set by funding agencies as there are strings attached when receiving funds. Another problem cited was that the school and community assets are not fully utilized (i.e., buildings and equipment could be used more). The transportation of students was also cited as a contributing factor to limited resource utilization.

Delivery of Voc-Ed Services

It was noted that the Stilwell Technical Center serves as an area school. Students who reside in the Port Arthur School District attend their home school for one-half day and then attend Stilwell for the remainder of the school day.

Port Arthur ISD has received inquiries from schools in surrounding communities about the feasibility of sending some of their students to Stilwell. It was noted that since there have been no vacancies at Stilwell in the past two years, attendance opportunities for students in other school districts have been unavailable.

It was noted that Lamar University at Port Arthur provides voc-ed programs for the Hamshire-Fannett and Orangefield School Districts on a contract basis. These two districts are offered welding, office education, cosmetology, and auto mechanics.

During the 10th grade, all students within the Port Arthur District, who are interested, may apply for admission to Stilwell. Not all students who apply can be accepted, and some who are accepted do not gain admission to their first choice. To encourage attendance, the district provides transportation to and from a student's home school. However, students enrolled in office education and health occupations coop training must provide their own transportation to their work stations. This does limit the opportunity for some students.

To some extent, students who attend Stilwell have some difficulty in participating in home school activities. It's estimated that about 5 percent of the students in the district choose not to participate in voc-ed due to conflicts with extracurricular activities.

An inhibitor to voc-ed is the fact that many students would prefer a part-time job to voc-ed training. A job provides a weekly salary, and students learn skills on the job. They would prefer to do this rather than to enroll in a three hour voc-ed program that does not provide them with any opportunity to become a wage earner.

Voc-ed programs offered at Stilwell are publicized in a variety of ways: radio and television, newspapers, highway billboards, brochures, word-of-mouth, open house, vocational counselors visiting schools to provide orientation briefings to students, and the PTA being invited periodically to visit Stilwell.

To make voc-ed more accessible to citizens of all ages, it's felt that voc-ed needs to be offered at a variety of times and at several easily accessible facilities. The most pressing need appears to be coordination of the various adult programs within the area.

One method of making voc-ed more accessible would be to institute the career education concept in grades K-12. Another method would be to extend the voc-ed offerings in all secondary schools.

To further expand voc-ed accessibility some new approaches must be examined. A combination of adults and regular high school students into the same program is a possibility. There is a need for new programs in Industrial Cooperative Training and CVAE (Coordinated Vocational-Academic Education). Voc-ed programs at Stilwell should also be extended through the summer months.

Legislative changes to encourage voc-ed would be helpful. Recent changes under H.B. 1126 (public school finance) have inhibited the advancement of voc-ed programs.

It was felt that persons who are not financially able to pay for voc-ed training should be allowed to participate at no charge or at least be allowed some financial assistance; however, local taxes should not be used to support this effort. Total state support would help.

Another concern voiced was that although the cost of providing voc-ed to adults should be reduced, everyone should pay a minimum registration fee to participate in a voc-ed program.

Making State Policies More Effective

One concern voiced is that a teacher of handicapped students should have a minimum of 12 college hours credit in Special Education, and that this requirement be fulfilled within the first two years of teaching handicapped students.

Local school districts have the responsibility to provide facilities for voc-ed programs; however, state standards do not provide dimensions for a laboratory or classroom nor do the standards indicate what equipment is necessary to conduct the program. State standards should include an architectural design that includes overall dimensions for labs, plus the distance that work stations should be from each other, plus utility outlets, electrical wattage and proper outside lighting, and any other information that would make the lab beneficial and safe for students.

The minimum age for entry into voc-ed programs should be lowered from 14 to 12 years of age as more students who need voc-ed would become eligible. This is especially true with regard to handicapped students.

The ratio of counselors to students is too high. One vocational counselor should be provided for every 150 vocational students at the secondary level and one vocational counselor should be provided for every 75 students at the elementary level.

It was recommended that the State Plan for Voc-Ed be physically redesigned so it could be placed in a three-ring loose-leaf notebook cover. This would make it more flexible to add pages and to detach pages from the Plan. It would also make the Plan easier to work with and easier to store.

Another concern voiced was that since the State Commissioner of Education calls an annual inservice workshop for voc-ed teachers, the State should pay these teachers their regular salary plus their per diem and mileage while attending a workshop. Furthermore, all workshops funded by the Texas Education Agency for instructional personnel should be held during the regular school week (Monday-Friday).

Students who fail the state cosmetology examination because they have difficulty in reading should be given a retake orally. Also, if students fail certain parts of their skills exam, they should be given a special license to practice the skills that they have passed while they are preparing to retake the portion they failed.

Since the federal government through legislation and the Department of Health, Education, and Welfare make it mandatory that leadership be taught to voc-ed students through youth organizations, the federal government or the state government should pay the entire cost of performing each function that is necessary to teach leadership to students, as it is only the affluent students who can presently afford to partake in learning the skills necessary to become a leader.

Voc-ed teachers should be paid exactly what their counterparts get in the working world. You cannot expect to get and maintain good teachers and pay them a salary they could make in industry.

Meeting With Students

During the afternoon and at one point during the evening, Council members had an opportunity to talk with present and former students. These students explained the educational experiences they have received and the benefits they have reaped from them.

One of the most interesting comments received was from a former student who noted that voc-ed helps students to get out and learn what the community is really like; to learn what work life is all about; and to learn how to interact with other people.

Several students said they pursue voc-ed because they don't plan to go to college; some pursue it to help pay their way through college; others take it because it gives them a ground level broad view of the field in which they plan to pursue a college degree; and some students pursue voc-ed to validate their career interests.

Praise was given to the voc-ed counselors and teachers for their all out efforts to help students learn a trade that will best serve their long-range career needs.

Several students indicated that voc-ed makes it easier to find a job both while in school and once they have completed their voc-ed training. Two former welding students noted that voc-ed training is capable of paying high dividends, as they both were making \$6.00 per hour with a \$.50 per hour raise due this summer.

Other Meetings

Council members also had an opportunity during the afternoon and evening to meet with faculty members, employers, advisory committee members, Chamber of Commerce representatives, board of education members, and others who are interested in or involved in voc-ed. Most of the concerns or comments voiced by these people were covered in the reports given by the various study groups earlier in the day.

One concern that needs to be reemphasized is the relationship between the Texas Education Agency and local school districts. The Port Arthur School District is making a concerted effort to serve the needs of its community in the way of programs; however, the district feels that its efforts are severely impeded due to inconsistencies in TEA communications to LEAs, and also the amount of paperwork that must be completed in order to get program approval.

The district noted that it was told on one occasion by TEA personnel that plenty of funds were available for certain types of programs, only to find out, after a proposal was submitted, that the funds were not available.

The school district also indicated that on one occasion they wanted to offer a voc-ed program in the evening totaling six hours of instruction per week. They were told that the program would have to run at least nine hours per week. A proposal was submitted at which time the district was told that it could not offer any more nine hour classes, but would have to offer six hours of instruction per week.

A prime local level concern voiced during the evening meeting that is worthy of recognition was that, in an area of the state that is highly unionized, there is very little communication and cooperation between the schools and unions.

SWEETWATER

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

Nolan County had a labor force of 6,644 and an unemployment rate of 2.5% as of February 1976.

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

1975-76 Vocational Education Offerings

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

*Coordinated Vocational-Academic Education

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

Sweetwater Impact Conference

The Sweetwater Impact Conference was held February 23 at Sweetwater High School. The coordinators for the conference were James Jeter, Assistant Superintendent, and Frank Davis, Vocational Counselor, both with the Sweetwater Independent School District.

The Conference began at 9:00 a.m. with an orientation and briefing meeting between members of the Advisory Council and a broad cross section of citizens from in and around Sweetwater who were involved as a group in the planning of the conference. The program for the conference was reviewed.

Council members present were W. L. Jones, Jr., J. W. Hamby, and Robert McAbee. Elton Thomas and Will Reece of the Council staff were also present.

Activities for the conference included the division of participants into study groups to address a variety of concerns. Also during the conference, the results of a senior career interest survey and a follow-up survey of former vocational students were reported. The results of the surveys, conducted prior to the conference at the request of the Advisory Council are cited in a special section which begins on page 2.

The conference adjourned at noon. The following is a summary of major input provided by participants during the conference.

Relating Voc-Ed Planning to Jobs Available

Several employers noted a shortage of trained manpower in a variety of areas such as: carpentry (both finished craftsmen and helpers), bricklayers, concrete finishers, retail clerks and salesmen, welders, painters, electricians, plumbers, and auto mechanics. One employer noted that there is a shortage of manpower in about all skill areas in the Sweetwater area.

One of the problems confronting many Sweetwater employers is that they cannot compete with large out-of-town employers for manpower, especially in regard to welders. Larger companies can afford to offer more company benefits. Many young people who receive vocational-technical training in Sweetwater leave the community for the larger pay and benefits they can receive elsewhere.

Another concern voiced was that some employers, due to the hazardous work involved, cannot hire workers who are less than 19 years old. Company insurance policies won't allow it. This concern was noted in regard to the steel fabrication business. Some heavy industry employers cannot provide coop stations to high school students because of the age restrictions for hiring.

A universal concern was voiced that there is a definite need for voc-ed programs to be expanded, especially within the Sweetwater School District. Rather than expand voc-ed programs in trying to serve employer needs, the district has had to cut back in voc-ed enrollments due, in the school administration's eyes, to the public school finance legislation passed in 1975 by the State Legislature (H.B. 1126).

Under H.B. 1126, the larger the voc-ed Average Daily Attendance, the fewer academic personnel units a school district is allocated by the State. For example, if a district has a total ADA of 1,000 students for the whole district and a voc-ed ADA of 250 within the total 1,000 ADA, then the voc-ed ADA is subtracted from the total before academic personnel units are allocated by the State to the school district. In this example, academic units would be allocated based on a 750 ADA.

To avoid cutting back on academic personnel units, the Sweetwater School District has cut back on the number of students allowed into voc-ed programs; thus the voc-ed enrollment dropped from 57.3 percent in 1974-75 to 35 percent during 1975-76. The fewer the students in voc-ed, the larger the number of academic personnel units a school district may have.

It was noted that there are not enough kids in the Sweetwater school system to support all of the voc-ed programs with just juniors and seniors.

A stigma attached to voc-ed is somewhat of a problem in Sweetwater. Voc-ed is looked upon as kind of not for the college bound.

More state and federal funds are needed to really provide a realistic and relevant learning environment in shop programs, especially in the way of facilities and equipment. It's difficult in Sweetwater to offer voc-ed in other than classroom situations.

Comprehensiveness of Adult Programs

The voc-ed portion of the adult programs is basically offered through TSTI. The school district is not doing much in the way of adult voc-ed programs.

The school district, in working with the community action agency, offers Adult Basic Education classes. A sizeable number of adults go through the program, with many going on to get their GEDs.

The school district's facilities are utilized four nights a week. An opportunity for adults exists to get at least two years toward a college degree through an agreement between the district and Western Texas College. The instruction is offered in Sweetwater. The school district has approached Angelo State University to see if the university will offer instruction toward the final two years of a degree in Sweetwater. That way adults could work during the day and work on their degree at night.

CETA (Comprehensive Employment Training Act) programs and other programs of this nature are offered basically through TSTI.

The Sweetwater School District can provide the public with any program they want if the Texas Education Agency will pay for it. Additional state funds are needed to meet adult voc-ed needs.

It was noted that many people in Sweetwater just aren't interested in taking adult voc-ed courses. Western Texas College wanted to start building construction and bricklaying classes in Sweetwater. Not enough adults responded to radio, newspaper, word-of-mouth, and poster advertising to warrant starting the program.

It would be difficult to make adult voc-ed programs self-supporting, noted one school administrator. Adults would have to be charged a portion of the bills, and a \$10 tuition fee would not suffice.

Short intensive adult voc-ed courses, (i.e., four nights in length), would have a greater appeal in the Sweetwater area than long drawn out courses.

Provisions/Support of Local Voc-Ed Advisory Committee Activities

The greatest thing that local vocational advisory committees can do is let the public know what kind of voc-ed programs are offered in the schools. Committee members should do this everywhere they go.

Several committee members noted that the main weakness of the voc-ed programs in the Sweetwater School District is insufficient funds to obtain and maintain equipment, learning situations, and materials. The high school is not up to what it should be in equipment. More is needed, but the district cannot afford new equipment.

It was noted that some programs do not have an advisory committee.

A concern voiced by advisory committee members was that young people, prior to leaving high school, should be assisted in developing more self-confidence in presenting themselves to employers, and also how to seek a job. It was noted that voc-ed strives to do this as much as possible, but not every student takes voc-ed.

It was suggested that a course be given the last quarter of high school to make students aware of the importance of possessing employability skills. They need to be taught these skills. A suggestion was offered that a pre-employment lab would be a good setting for instilling employability skills. It was also suggested that academic courses, such as English, be used in teaching these skills.

Another suggestion voiced was that academic teachers should work in business and industry during a summer or two developing or picking up competencies and insights related to employability skills. The personnel interchange program was mentioned as a mechanism. It was also noted that the State Commissioner of Education has the authority to extend contracts to 11 or 12 months where teachers can get paid while out in industry during the summer.

It was emphasized that students must be taught that it is up to them to learn; that they are going to have to train several times during their lives; that an education doesn't stop upon graduation from high school.

Students who participate in voc-ed have a big jump after high school in the work world, more so than the student with no prior work experience. A concern was voiced that many employers will not hire students unless they have had prior work experience.

In wrapping up this session of the conference, it was noted that some local advisory committees had not met at all during the school year. They need to be more active.

Making State Policies More Effective

Considerable dialogue transpired during this session regarding the public school finance legislation (H.B. 1126) and its impact on voc-ed. (See page 173 for specific concerns voiced in regard to funding educational programs.)

A concern was voiced that not all students can participate in voc-ed, especially coop programs, because of extracurricular activities, conflicts in scheduling, etc. Students need to be exposed to the work world through other subjects, such as English, as a means of validating career interests.

It was mentioned that the school district should have close to 80 percent of its high school enrollment in voc-ed. Between the drama and band people screaming that voc-ed coop programs interfere with their activities, and the competition for dollars, voc-ed is getting it from all sides.

Another concern voiced was that the schools need to study more closely the needs of the work world. If there is a great need for voc-ed trained people, then these programs should be increased. People need to read and write, but they also need to know how to make a living. It's a question of priorities.

It was noted that the age requirements for entry into CVAE (Coordinated Vocational-Academic Education) programs should be lowered because there are a lot of kids under 14 years of age that could benefit from the training.

Conference Wrap-Up Session

During this session, participants were briefed on what transpired during each of the study groups. Public school finance (H.B. 1126), which was a focal point in many of the study groups, carried over into this session.

A state legislator encouraged vocational educators to contact their representatives and senators and to let them know the problems encountered with H.B. 1126 (see page 173).

One vocational educator noted that H.B. 1126 destroyed the best funding procedure for voc-ed of any state in the country. Under the old school finance law, academic personnel were allocated to a school district based on the district's total Average Daily Attendance. The voc-ed ADA was included in the total school district ADA in the allocation of academic personnel. Under H.B. 1126, the voc-ed ADA is first subtracted from the total district ADA before academic personnel are allocated to a district; thus some districts are cutting back on voc-ed enrollments so they won't lose academic personnel. H.B. 1126 has forced a battle between voc-ed and academic education for the dollar.

TULIA

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

Swisher County had a labor force of 3,986 and an unemployment rate of 2.9% as of February 1976.

The fall 1975 high school ADA (Average Daily Attendance) for the Tulia Independent School District was 480.

1975-76 Vocational Education Offerings

Tulia ISD

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

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

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

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

Tulia Impact Conference

The Tulia Impact Conference was held February 5th. It was coordinated by John Quinby, Vocational Director of the Tulia Independent School District.

The conference began with a 9:00 a.m. orientation meeting at the Swisher County Courthouse between members of the State Advisory Council and a broad cross section of citizens from the Tulia area who comprised a committee formed to plan the conference. Council members were briefed as to the variety of activities planned for the conference.

Council members present were J. W. Hamby, S. Don Rogers, and Frank Alagna, who substituted for Jim Harwell. Alton D. Ice of the Council staff was also present.

Activities during the morning portion of the conference included meetings between the State Council Task Force, school board members, and students. The Council Task Force was also taken on a tour of the vocational facilities within the Tulia School District.

The Council members were Luncheon guests of the Lions Club where Council member J. W. Hamby had an opportunity to speak. He stressed the importance of young people possessing saleable skills when they depart the public schools for the work world.

During the afternoon, the Task Force received input from study groups. The study groups, comprised of a cross section of citizens from in and around Tulia, were formed several weeks in advance of the conference to research a variety of concerns. Representatives of the study groups appeared the day of the conference to report their findings.

An evening community meeting was held in the Tulia High School Auditorium. Participants were briefed as to what was said and done earlier in the day. The conference was adjourned at 9:00 p.m.

The following is a summary of major input provided by participants during the conference.

Meeting With Local School Board Members

It was noted by one school board member that voc-ed fills a real void in that it gives many young people, who have become disinterested in school or who don't want to go to college, an opportunity to develop skills and attitudes which can be put to good use when they finish or leave high school.

One concern voiced was that the public school finance legislation (H.B. 1126), passed in 1975 by the State Legislature, has almost completely discouraged the movement of students from outlying school districts to the Tulia Area School for voc-ed training. Outlying school districts cannot count students who spend a half day at Tulia in computing a full day's Average Daily Attendance. An outlying district can only count them for one-half day thus losing a portion of a school personnel unit allocated by the state to the school district. Tulia gets to count the students for one-half day while they are on the Tulia campus.

Under the old method of financing public education, an outlying school district could count its voc-ed students toward a full day's ADA regardless of whether they spent a half day or full day at their home school. By sending students to Tulia, some districts stand to lose several thousand dollars due to a reduction in personnel units.

It was noted that Tulia depends on students from outlying school districts in order to receive teacher unit allocations from the state for certain voc-ed programs. At least one program was being operated during 1975-76 with a half-time teacher unit because of the loss of students from outlying school districts.

One school board member noted that voc-ed in Tulia is not an either/or situation. Some students need to pay their way through college. Also many young people who get degrees cannot get jobs so they have their voc-ed training on which to rely.

It was felt that there is no stigma at the high school level among students toward voc-ed. It was noted that a recent valedictorian was in voc-ed. There is a need in the community, however, to convince parents that college is not for every kid.

One concern voiced was that some employers, due to minimum wage requirements, cannot afford to take students and spend a lot of time training them because the employer is receiving very little actual production from the students.

Meeting With Students

Students were provided an opportunity to explain the education experiences they have received in high school and how these experiences have benefitted them.

Several students noted that voc-ed not only helped them develop specific work skills, but it also helped them to learn the importance of being a responsible and dependable person.

Some of the students felt that they learned more out of their voc-ed classes than in any other class they had taken.

Several students felt that the chief reason they were able to get part-time jobs while in high school was because they were in voc-ed. They felt that the employers are more receptive to hiring high school students if they are participating in some type of skill development training.

There were some students, not in voc-ed, who indicated that they would have enrolled had it not been for schedule conflicts. One student noted that he had taken agriculture as a freshman, and would have continued taking it later in high school if he could have worked it into his schedule.

The importance of homemaking programs for all students was cited. Several students noted that all young people eventually have to set up an apartment or home, and that homemaking is valuable in developing home management and life coping skills.

One student noted that there needs to be a fourth year of agriculture besides coop because of the many things not covered in three years that can prove useful to young people.

Voc-Ed Programs & Labor Market Needs

Representatives of the Texas Employment Commission, Tulia Industrial Foundation, Panhandle Regional Planning Commission, and a local employer appeared to talk about job shortages and efforts being put forth to meet those needs.

The TEC representative noted that his office receives numerous requests for appliance repairmen, food service personnel, seasonal tractor drivers, health care personnel, and carpenters.

He stressed the importance of extending a three-day course which trains people on how to handle a tractor. He felt that a person cannot learn in three days the skills necessary to manipulate a \$20,000 tractor with a \$10,000 plow on the back of it. About all a person can really learn in three days is how to be careful with a tractor.

The TEC representative also stressed the importance of young people being taught while in high school the importance of proper grooming and promptness when applying for jobs. They also need to be taught the importance of being courteous.

A representative of the Tulia Industrial Foundation, which received praise for its efforts in attracting new industry to the Tulia area, noted that in a small town it's sometimes difficult to have ongoing programs in certain skill areas because the job demands will fluctuate. It's better to gear up short intensive skill training programs as the need arises such as when a new company moves into a community needing

certain skills not readily available from the existing labor force.

The representative of the Panhandle Planning Commission noted that in a 23-county area there is a demand for just about every skill area. The job shortage areas in greatest demand in the 23-county area, which warrant special attention by education and manpower planners, are health occupations, clerical workers, meat processors, and welders.

He noted that CETA (Comprehensive Employment and Training Act) is trying to meet some of the shortages, and that secondary and post-secondary schools in the 23-county area are also doing an admirable job in trying to meet job shortages.

A spokesman for the Tulia schools reinforced the comment that some job shortages are such that they do not warrant the development of ongoing voc-ed programs. It was also noted that some employers require more intensive training for their job openings than the public schools are capable of providing. Other employers, who have their own training programs, want job applicants with a good foundation in the three Rs and a little understanding or knowledge about the field in which they would work.

The local employer who spoke reaped much praise on the voc-ed programs offered by the Tulia Public Schools. He noted that the turnover rate among voc-ed students he has hired from the schools is extremely low.

Utilization of Local Voc-Ed Advisory Committees

It was noted that the Tulia School District has an overall advisory committee, comprised of about four members, which meets about 8-10 times yearly. The goal of the committee is to try and relate voc-ed to the community as a whole.

The school district also has an advisory committee for each of its voc-ed programs. These committees, comprised of about five members each who are selected by teachers subject to approval of the voc-ed director, prove immensely valuable in letting the school district know what employers need, and are valuable in giving advice and backup support to teachers in solving problems.

LAC's are used primarily: as resource people; to secure suggestions for programs; to help in selecting work stations for coop students; to give advice on how voc-ed youth organizations can undertake projects that will make money; and to present plaques and other types of recognition to students and teachers.

Most of the LAC's for each program don't meet formally; however, the teachers meet with members individually as the need arises.

LAC members feel that more programs are needed at the junior high school for students who are not considered disadvantaged. LAC members feel that a major problem is convincing the community that voc-ed is not strictly designed and built around the disadvantaged and handicapped student.

Teachers feel that they could perhaps use LAC members more in community public relations activities. Teachers feel that they also need to let employers know that teachers can do more for them than just provide part-time employees.

Upgrading Teaching Skills

The school district feels that it has not had too much of a problem in finding quality voc-ed teachers. When a problem has arisen, it's because the schools cannot compete with industry in terms of starting salaries.

Voc-ed teachers in Tulia are highly civic minded. They are involved in civic, business and professional organizations, the Chamber of Commerce, churches, and a variety of community projects. These activities help to upgrade a teacher's competencies. Many of the teachers also utilize trade journals which keep them abreast of the latest developments in their field.

Most of the teachers feel that it should be a mandatory requirement for voc-ed teachers to upgrade their skills through periodic summer employment in industry; however, several teachers felt that if it is a requirement, they should be exempt from attending state workshops during the particular summers that they are working in industry.

Several other teachers felt that they should be given the option of working during the summer, attending a state-sponsored workshop, or attending a trade school to upgrade their skills.

Those against the mandatory requirement stressed that in small communities, teachers have close enough contact with employers to be aware of changes as they occur. Other teachers felt that the state inservice workshops each summer are adequate.

Senior Survey & Follow-up Survey

Participants were briefed on the results of a high school senior career interest survey and also a follow-up survey of former voc-ed students from the Tulia School District. The results of the surveys, which were conducted prior to the conference at the request of the Advisory Council, are summarized in a special section of this report beginning on page 2.

Serving the Disadvantaged & Handicapped

The Tulia School District has CVAE (Coordinated Vocational-Academic Education) and VEH (Vocational Education for the Handicapped) programs which are directed at young people who have educational, emotional, mental, or physical problems which prevent them from participating in regular voc-ed programs. The district also has VAC (Vocational Adjustment Classes) for handicapped students.

It was noted that the special education and voc-ed departments of the school district work closely together in serving handicapped students.

The school district is constantly trying to improve its working relationship with other agencies which are involved in providing programs and services to disadvantaged and handicapped youth and adults. It was felt that the school district does need to develop an information file of the variety of services provided by other agencies.

It was noted that disadvantaged and handicapped students have the option of participating or not participating in voc-ed programs. The severity of students' educational, emotional, mental, or physical problems does have a bearing on the types of programs that are open to them.

Disadvantaged and handicapped students are appraised by a screening committee. The school district tries to involve everyone that has something to do with a student--principal, teachers, vocational counselor, businessmen, special education counselors and supervisors. The parent and child may sit in on the screening if they desire.

The progress of disadvantaged and handicapped students is evaluated periodically by the screening committee to determine if they should remain in a specific program or be placed in another program.

There is a need for more job opportunities in the community for handicapped students with special needs. Employers are more inclined to want to utilize high school students with indicated normal abilities.

In serving disadvantaged and handicapped youth and adults, it was felt that better communications and a sharing of information is needed between all agencies at the local, regional, and state levels.

Special mention was made of the Tulia Development Center, a community action agency, which serves as a multi-purpose human services delivery system. About 11 agencies are housed in the center offering a variety of services ranging from Adult Basic Education, to General Education Development (high school diploma equivalency), to voc-ed training. Much of the clientele are economically and educationally disadvantaged adults.

It was noted that CVAE and VEH programs have had a tremendous impact. They have provided early skill development to many young people who, without these programs, might well become a liability rather than an asset to society.

Eliminating Sex-Stereotyping

Several high school students undertook a survey of their fellow students. About 72 percent of the high school student body was surveyed on several questions. It was noted that 58.4 percent of those surveyed were in voc-ed. Almost 87 percent of the seniors surveyed said that they were in voc-ed.

Just over 76 percent of the high school student body polled felt that there was sex-stereotyping in voc-ed programs. Thirty-three percent of those surveyed felt that the school district is doing a good job in letting students know that all voc-ed programs are open to all students regardless of sex. The survey revealed that seniors seem to be more aware than freshmen and sophomores that programs are open to both sexes.

Of those surveyed who were taking voc-ed, 76 percent said they took voc-ed because they "wanted voc-ed training." About 13 percent said they took voc-ed because their parents wanted them to take it. Only two students who took voc-ed indicated they did so because they thought it was an "easy class."

Of those surveyed who did not take voc-ed training, 64 percent said they didn't take voc-ed simply because they "didn't want to." Just over 17 percent said they couldn't fit voc-ed into their schedule. Only three percent said they didn't take voc-ed because their parents didn't want them to.

Problems in Delivering Voc-Ed

Problems related to encouraging or moving students from outlying school districts to the Tulia Area Voc-Ed School for training were discussed.

One student was told that she had to take at least three classes at her home school in order that her school district could count her in computing its Average Daily Attendance (a school district's ADA determines the number of personnel units it will be allocated by the state). She felt that this discouraged a lot of students from wanting to go to Tulia to receive voc-ed training.

Another problem which hinders the movement of students from one school district to another for voc-ed is "conflicts in schedule." One administrator noted that some students want to be in athletics, band, and other programs which prohibit them from going to Tulia to take voc-ed.

Transportation was also cited as a problem in moving students from outlying districts to Tulia. Some outlying districts are short of school buses and despite state reimbursement provisions on transportation, some districts feel that they cannot justify using the buses to transport students.

Some students transport themselves to and from Tulia using their own cars. Some students, however, don't have a driver's license. In a situation such as this, a bus driver or teacher would be tied up for 2-3 hours in bringing one or two students to the area school.

It was noted that school districts try not to refuse students who want to come to Tulia for voc-ed.

Utilization of Community Resources

It was generally felt that the community is doing a pretty good job in getting the most for the tax dollar in terms of voc-ed programs. It was felt, however, that voc-ed priorities were a little misplaced in that there was a tremendous void in the way of voc-ed programs to meet the demand for allied health personnel (i.e., licensed vocational nurses).

A spokesman for the Swisher County Memorial Hospital noted that the hospital has an in-house training program to meet some of its needs. It was noted, however, that the hospital should not be in the education business. The hospital doesn't train doctors so why should it have to train LVNs, nurse aides, and RNs.

A suggestion was made that perhaps an agreement could be worked out between a school district and/or college and the hospital whereas the hospital's facilities could be used in the training of personnel. It was emphasized that only a very small number of students could be handled at one time, and again, the hospital feels that it should not be in the training business.

Serving Adults

Adult Basic Education and GED programs are offered in Tulia. An average of 50-60 adults are served annually by ABE with about 10 going on to get a GED. An English as a Second Language (ESL) class is also offered in Tulia.

Adult vocational education programs in Tulia range from office education, to home-making, to industrial education.

To get a program started, at least 12 people must indicate an interest to take the program. Tulia has had a problem in this regard. Because of the smallness of the community in population, it is easy to find six people interested in a particular program, but Tulia finds it almost impossible to find 12 people.

Making State Policies More Effective

The Superintendent of the Tulia Public Schools noted that the State Plan for Voc-Ed as well as the local plan for voc-ed were compliance documents. He felt that they should be planning documents. More local input is needed in the development of the State Plan.

Concern was voiced regarding the quarter system. Many voc-ed programs, by design for a step-by-step development of skills, are three or more quarters in length. Some students would like to enter a voc-ed program the second quarter or perhaps for only the first two quarters. Unless students are to stay in a program for the entire school year, they are not allowed to enroll.

It was suggested that perhaps a look needs to be given at breaking some voc-ed programs down into quarters instead of just saying we need to keep these programs as one and two-year programs.

It was also noted that the school district, especially with a reduction of students coming into Tulia from the outlying districts for voc-ed, is having difficulty in maintaining enough students in some programs to justify their continuance. It was felt that the age 14 minimum requirement for entry into voc-ed should be lowered in order to allow more students, who could benefit, to participate at an earlier age.

WACO

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

McLennan County had a labor force of 70,546 and an unemployment rate of 5.9% as of February 1976.

The following is a summation of voc-ed units and programs offered by secondary and post-secondary institutions in the Waco area:

1975-76 Vocational Education Offerings

Program Area	Waco ISD Units	LaVega ISD Units	Connally ISD Units	Robinson ISD Units	Midway ISD Units
Agriculture	0	3	1	2	3
Distribution	5	1	2	1	1
Health	2	0	0	0	0
Homemaking	19	2	3	3	4
Industrial	5	1	1	4	0
Office	1	1	1	1	0
Technical	0	0	0	0	0
*CVAE	10	0	2	1	0
TOTALS	42	8	10	12	8

*Coordinated Vocational-Academic Education

Program Area	McLennan Community College	TSTI
	Programs	Programs
Agriculture	0	6
Distribution	2	2
Health	5	3
Homemaking	1	0
Industrial	2	17
Office	5	0
Community Services	2	1
Technical	0	14
TOTALS	17	43

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

Waco Impact Conference

The Waco Impact Conference was held February 24 in the HPE Lecture Hall on the campus of McLennan Community College. It was coordinated by Dr. Chester Hastings, Vice-President for Program Development, McLennan Community College.

The conference began with a 9:00 a.m. briefing and orientation meeting between members of the State Advisory Council and a broad cross section of citizens from the Waco area who comprised a committee formed to plan the conference. Council members were briefed on the day's planned activities.

Council members present for the conference were Marcos A. Vann, Bob Avina, and Milton Schiller. Alton D. Ice and Angie Grace of the Council staff were also present.

Following the briefing session, members of the Council met with school administrators and board of education members of the various educational institutions in the Waco area.

The remainder of the morning focused upon local task force reports; on voc-ed programs in the Waco area; local voc-ed advisory committees; the placement and follow-up of voc-ed students; and the results of a high school senior career interest survey.

During the afternoon, participants heard a local businessman call for a return to the three Rs in education during a formal presentation. This presentation was followed by panel discussions on topics such as sex-stereotyping; secondary and post-secondary educational cooperation; provisions for serving disadvantaged and handicapped persons; and serving the needs of adults.

An evening community meeting was kicked-off by the Executive Director of the Heart of Texas Council of Governments who called for a meshing of basic functional skills and voc-ed skills into one package. Following this presentation, a summary was given of what was said earlier in the day.

Also during the evening meeting, additional reports were given on: barriers to adult education in Waco; local school policies which encourage/inhibit the delivery of voc-ed; and how state policies can more effectively serve the development and operation of voc-ed. The conference was adjourned at 9:00 p.m.

During their stay in Waco, members of the State Advisory Council were luncheon or breakfast guests of the Kiwanis, North West Optimists, and Northwest Lions Club.

The following is a summary of major input received during the Waco Impact Conference.

Meeting With School Administrators/Board Members

Much praise was reaped for the close working relationship and cooperation that secondary and post-secondary institutions have with their advisory committees. It was noted that advisory committees, especially the general or overall committees, have been immensely valuable in getting each of the program areas (agriculture, home-making, industrial, office, etc.) to communicate and work together as a unit instead of as separate entities in serving the needs of students and employers.

It was also noted that local voc-ed advisory committees have been the school's best sources of finding jobs for students.

It was felt that it is up to the schools to give the advisory committees direction if any benefits are to be reaped by the schools.

A concern was voiced that it is somewhat difficult to place students with some employers due to the minimum wage law. Some employers cannot afford to hire students,

in a training situation, and pay them a minimum wage when the employer is receiving little actual production from the students while they are being trained.

Relationship of Voc-Ed to Labor Market

It was noted that there are no significant existing or projected job opportunities specifically in the Waco area which will go unfilled due to the fact there are not enough voc-ed trained persons available to fill existing positions.

The Waco area has a comprehensive network of voc-ed training programs in institutions ranging from school districts to McLennan Community College and Texas State Technical Institute. This is not to say there is no need to expand voc-ed offerings. A multi-county needs assessment study indicated that there is a need for the expansion of voc-ed programs.

The needs assessment study noted that of the 127 businesses and agencies surveyed, 70 percent indicated that new employees should have better skill training with a heavy concentration in the area of technical/mechanical training.

About 51 percent of those surveyed indicated they had no trouble finding employees but of the remaining 49 percent, the desire for voc-ed training appeared twice as often as any other type of educational training. About 86 percent indicated they provide on-the-job training for new employees; however, 48.8 percent of these employers believe there should be a higher concentration of technical/mechanical training available.

Texas Employment Commission data bears out the need to expand voc-ed programs, by citing shortages in the following areas: automobile and diesel mechanics; machinists; welders; and secretarial help. Research indicates that employers strive to fill their job openings with local manpower.

Leading voc-ed leaders in the community feel there is a need for more voc-ed programs for students in grades 7-9. These would be programs other than those directed toward the disadvantaged and handicapped.

A concern was indicated for homemaking programs at the middle school level, especially in regard to young men because it was felt such training might be received more favorably by boys at this age.

There is a strong desire on the part of vocational educators to see the following programs added to those currently available: machine shop, welding, heavy industry training, metal work, and building construction trades.

Post-secondary institutional offerings also reflect the manpower needs in the state and programs are added or deleted based on need or student interest.

A concern was voiced that there is a lack of effort on the part of the Texas Education Agency to consolidate efforts of secondary, post-secondary and adult education institutions in serving adults. It was noted that during the 1975-76 year in the Waco area, there were four prime contractors of adult programs directed at the disadvantaged. It was felt that much more efficient and creditable services might be rendered in this area if there was one institution coordinating all disadvantaged adult programs.

In the area of Adult Vocational Education, it was suggested that the McLennan County Regional Adult Education Coop receive authority to assist all schools in delivery of this type of training.

In the area of community education funding, it was felt that added expenses are incurred when separate contracts are awarded to local education agencies rather than going through the Adult Education Coop.

Local Vocational Advisory Committees

The schools in the Waco area are assisted by over 550 committee members. About 275 of these are members of high school voc-ed advisory committees.

Each high school voc-ed program unit has an advisory committee of 4-9 members. The schools also have a general committee which oversees all the voc-ed programs.

In the selection of committee members, it is essential to select persons who either work in or are closely associated with the occupational field to which a program is directed. One of the most valuable members a committee can have is a voc-ed graduate who has been employed for 2-3 years in the field for which trained.

The most constructive committee meetings have been when members were provided information concerning a program; then informed of what the school needs; and then were given the opportunity of interacting with each other on an informal basis. It was noted that committee meetings function much better without the use of a tape recorder. It's better to use a secretary to take notes.

Committee activities range from advising and assisting the schools in the development of programs, curriculums and budgets; to locating employment opportunities for students and graduates; to promoting voc-ed and creating goodwill in the community.

It was noted that all the schools in the Waco area are actively seeking the assistance of the advisory committees. The schools recognize that they have room to improve and are moving in that direction.

This session was concluded with the thought that any voc-ed program which does not use the advisory committee is neglecting one of the most valuable resources for voc-ed.

Voc-Ed Follow-up & Senior Career Interest Surveys

Participants were briefed on the results of a senior career interest survey and voc-ed follow-up survey, both of which were conducted by the schools in the Waco area prior to the conference at the request of the State Advisory Council. The results of the two surveys are summarized in a special section of this report which begins on page 2.

A Call for a Return to the Three Rs

A Waco businessman opened the afternoon session of the conference by stressing to school officials "when you issue a diploma today you are guilty of false advertising. You are sending me high school and trade school graduates who cannot read a tape measure, cannot spell and cannot understand simple job instructions."

Communication is the number one problem facing industry today and we've lost the ability to communicate. The primary and secondary schools have got to return to an emphasis on the basic three Rs, he said.

He accused the schools of not selling the free enterprise system. "You are failing to teach the virtues of free enterprise and the failure of socialism. Profit is not a dirty word in America. Do your students understand it is the cornerstone of capitalism?"

It was also stressed that "we're bringing up a whole generation of young people that looks at the government for everything. Our educational institutions are failing in their efforts to teach responsible citizenship."

In talking about voc-ed, it was noted that "many voc-ed students are oversold on the possible financial returns of certain skills and trades; thus many students on a new job expect to start at journeyman rates. A student is not waiting for his productivity to catch up with his expectations."

It was stressed that high schools should not go into extensive voc-ed training. "Voc-ed should be designed to test students' interests and aptitudes, and whet their appetites for more learning in their chosen field."

Trade schools should set up mandatory standards of performance and be able to certify to the employer that the student can meet these standards. Current graduates range from highly qualified to totally unqualified.

"There is a tremendous need in this country for skilled craftsmen. We need plumbers, electricians, carpenters, welders, draftsmen, mechanics, butchers, bakers, and candlestick makers. Trade schools have only touched the surface in meeting this need. Industry is looking forward to the day when they can cut back on their 'in house' training programs and depend upon the trade schools and junior colleges to meet their needs for trained personnel."

Eliminating Sex-Stereotyping

Among the presenters on the panel which discussed what is being done by the public schools to eliminate sex-stereotyping was a male homemaking student, a male nursing student, a female police detective, and a female agriculture student.

All four indicated that they were pleased with the work and training they had received from voc-ed. They indicated that they followed their personal interest rather than being coerced or directed into their training.

They do feel that sex-stereotyping exists, not from intent, but rather from long-standing traditions. Terminology used to describe occupations (i.e., fireman, policeman, stewardess, etc.) has and continues to contribute to sex-stereotyping. Long-standing parental views as to what is proper for a young lady or for a young man to do in life tremendously influence young people's career decisions.

Changes in sex-stereotyping are coming about, slowly but surely, through a variety of sources: better informed counselors; public relations materials which depict females in traditionally male oriented occupations and vice versa; and also as more females get into traditionally male oriented programs this will encourage even more females to get into the programs and vice versa for males. Laws against discrimination in employer hiring practices will also assist in eliminating sex-stereotyping.

These students indicated there needs to be more hands-on type exploratory programs at the middle school level which will enable young people to take an indepth look at different occupations. It would also help to have people working in different occupations to come into the schools to explain what all is involved in their work.

It was felt that more needs to be done to eliminate sex-stereotyping in textbooks.

Secondary & Post-Secondary Voc-Ed: Cooperation or Conflict?

A past president of the Texas Association of Continuing Education noted that there seems to be a wariness and distrust by the small school of the larger school. This same situation seems to be the case between the larger schools and the post-secondary institutions. In fact, there seems to be much "walking on eggshells" between the two post-secondary institutions.

It was suggested that a "SUPPLEMENTARY DELIVERY SYSTEM FOR EDUCATIONAL SERVICES" for this area be developed. In the absence of this, it was recommended that there be an area Coordinating Committee composed of personnel from the operational level but with authority to speak for their institutions. This Coordinating Committee would then monitor all vocational-technical education in the area and have authority to bring the delivery institutions to coordination and to insist on cooperation with all interested in vocational-technical education. Much money and many hours are wasted by the present system which fosters conflict.

A representative of TSTI felt there is complete cooperation between post-secondary institutions in Waco. The post-secondary institutions offer a broad spectrum of programs with little duplication.

It was noted that TSTI must produce graduates to serve the manpower needs across the state and that TSTI programs are approved by the Texas Education Agency on a state-wide basis. McLennan Community College is geared primarily for the Waco area.

There is a general agreement between TSTI and MCC that each institution recognize and respect the other's role, function, independence, and autonomy.

A spokesman for MCC said that the role of his college is the coordination and the support of voc-ed in an academic setting. This requires cooperation with secondary and post-secondary schools, government agencies, and business and industry in and around the Waco area.

It was noted that MCC has a relationship with secondary schools whereas students can earn up to 15 hours of college credits without having actually taken a course at MCC by having their pervious experiences evaluated or tested upon entry into MCC.

MCC has a situation whereby students, working toward a degree, can stop early and get a certificate if they so desire. As an example, if students are in RN (Registered Nurse) training and, for some reason, have to stop after one year of schooling, they can take the state exam to get an LVN (Licensed Vocational Nurse) certificate.

It was also noted that some students, still in high school, receive education and training at MCC.

Both MCC and TSTI offer short intensive training courses to meet the needs of some employers. These courses are either offered in the employer's place of business or on campus.

It was noted that there are now 13 four-year universities in Texas that will accept a transfer of voc-ed programs from post-secondary institutions.

A concern was voiced that students should not be pushed into voc-ed by counselors, administrators, teachers, etc. They should be provided ample information about programs and then allowed to make their own decisions. Oftentimes, troublemakers in academic classes are thrown into voc-ed.

A representative of the Waco State Home noted that there needs to be a special program through voc-ed to help "troublesome children." They need individualized instruction.

A concern was raised that perhaps TSTI was moving too strongly toward the academic side of instruction. The reply was that TSTI is restricted by state law in offering academic training other than that specifically needed for certain training programs.

Some discussion centered on the "inverted degree program" whereby a student would take the specific education and training related to their planned career the first two years of college and then take the general academic instruction the final two years. Progress has been made in this endeavor; however, there is still a way to go.

The whole feeling of the panel which addressed this topic is that in the past it has always been voc-ed versus academic education, but now it has become a coordination of voc-ed training and academic education.

Serving the Disadvantaged and Handicapped

A representative of the CETA (Comprehensive Employment Training Act) Consortium for the Waco area stated that it is a responsibility to try to find employment for all persons in the area; however, the disadvantaged and handicapped are the primary targets of CETA.

It was noted that the CETA people work with the Texas Education Agency, Texas Employment Commission, Texas Rehabilitation Commission, Department of Mental Health and Mental Retardation, as well as the educational institutions in the Waco area to ensure that the educational and employment needs of their clients are served.

It was noted that the Texas Rehabilitation Commission serves persons who have mental, physical, or emotional problems which hinder them in securing gainful employment.

A spokesman for the Veterans Administration Regional Office noted that the VA works with area institutions in providing academic and voc-ed training to disadvantaged veterans.

The Texas Employment Commission works closely with business and industry in the Waco area in trying to find employment opportunities for disadvantaged and handicapped persons. TEC also assists disadvantaged and handicapped persons in securing education and training if they need it to obtain gainful employment.

It was mentioned that TEC also organizes and furthers programs that are designed to provide public recognition to handicapped people in the community.

A spokesman for Goodwill Industries noted, that as a non-profit organization, Goodwill works primarily with emotionally disturbed and handicapped persons. Goodwill provides

work evaluation, work adjustment, socialization training, sheltered employment, and placement services.

A concern was voiced that there needs to be a much stronger coordination and cooperation among and between agencies in the identification of people with special needs, and the development and delivery of programs to meet those needs. There was a concern that there is too much duplication of effort and overlapping and that it is sometimes difficult to discern what agency is serving what population.

Serving the Needs of Adults

Adult education has been changing in the last few years to where we not only have adults who want to learn to read and write, but also adults who want enrichment courses and voc-ed training as a means of upgrading themselves.

It was noted that in a four-county area around Waco about 66 percent of all adults over 25 years of age have less than a high school diploma.

There is an Adult Education Coop in Waco, comprised of the various education institutions in and around the Waco area. Enrollments in adult education programs offered through the coop were up 57 percent in January 1976 compared to the same time the year before. A total of 1,724 adult students were being served by the coop as of January. The annual per pupil expenditure is about \$52.50. The large adult classes offered through the coop average about 16.

It was noted that the coop has increased its scope into community education. Three schools in the Waco area have received direct grants from the Texas Education Agency to operate community education programs (under community education, programs will range from adult basic education, to voc-ed, to recreational and avocational activities depending upon the needs of the community).

The coop is serving near the maximum number of adults that can be served with the limited funds that have been allocated. It was felt that if the coop were to begin an intensive recruiting campaign for students, the coop would get more of the lower educational (illiterates) level adults and thus come nearer to accomplishing the stated goal of reducing illiteracy. Limited funds preclude, however, this type of recruiting as the coop would have more students than it could accommodate with present funds and facilities.

Representatives of some of the educational institutions in the Waco area had an opportunity to provide an overview of their adult education programs which range from Adult Basic Education, to GED (General Education Development), to voc-ed, to apprenticeship.

It was noted that adult programs are usually started in one of two ways. Several individuals or a group can show an interest in a specific program or an employer might come forth and want a program started to upgrade his employees' skills.

Many of the educational institutions in the Waco area are making a concerted effort to provide adult education at a low cost, at a time when they want it, and at locations close to them.

It was noted that adult programs are publicized through word-of-mouth, posters in stores, newspaper articles, radio and television, and by sending home "pamphlets" with students.

A concern was voiced that more concerted efforts need to be put forth to involve minorities in the adult education programs.

A Call for a Comprehensive Plan

The Executive Director of the Heart of Texas Council of Governments began the night meeting by saying that it is nearly impossible to get a handle on the number of agencies and programs which presently serve the needs of citizens in the Waco area.

He noted that it is hard to find out what is going on and who is doing what for whom. It was stressed that you cannot economize resources and maximize the output until there is unified cooperation and coordination among and between agencies. He said everybody is in the voc-ed business, but it seems we are each traveling in a different direction.

It was noted that we need to refocus the total voc-ed and manpower training effort at the regional level. We need to put together a "comprehensive regional plan for voc-ed and for adult education" so that in this region we can maximize the use of our resources and facilities.

He went on to say that the one thing voc-ed must look at is the "whole person concept." To succeed in life, a person must have the basic functional skills and knowledge in order to use the voc-ed skills provided by our schools.

Our task, he emphasized must be to marshall our resources and to mesh functional life skill training and vocational skill training into one package so that each Texan who departs the educational system will be able to compete in the work world with a reasonable chance to succeed.

Barriers to Adult Education

The results of a four-county adult education needs assessment study were highlighted during the evening session which pointed out some positive aspects of the delivery of adult education in the Waco area as well as some of the deficiencies.

The study revealed that the people most in need of adult education services were the least informed about programs available to serve them. Many of the respondents to the study lacked specific knowledge about tuition costs and program costs. Over 20 percent of the respondents thought they had to have a high school diploma to enroll.

Of those who had participated in some type of adult program, the study revealed that they had a positive and rewarding experience. The adults who had received education and training rated the institutions who provided the services as "good to excellent."

The study revealed that voc-ed programs for adults are the least available from the schools, and that more should be provided.

Respondents were equally divided as to whether a formal education or work experience is the most important in finding a meaningful job. About 58 percent agreed that a good job requires more than a high school diploma. Over 90 percent of the respondents felt that voc-ed training is not designed for people with less intelligence.

The study also revealed adult concerns for up-to-date voc-ed equipment; one's employability upon completion of a program; discriminatory attitudes toward minority groups;

the geographical proximity of programs; the cost of programs; and the times that they are offered.

Barriers to Delivering Voc-Ed

It was noted that the movement of students from one school district or campus to another for voc-ed training has been somewhat curtailed primarily as a result of the public school finance legislation (H.B. 1126), which was passed in 1975 by the State Legislature.

If students spend a half day at another school receiving voc-ed, then these students' home school cannot count them in computing a full day's Average Daily Attendance. They can only be counted by their home school for one-half day; consequently, the school can suffer a reduction in the number of personnel units it is allocated by the state. This in turn can result in the loss of funds mounting into the thousands of dollars.

Under the old method of public school finance, a school could count students toward a full day's ADA regardless of whether they spent a half day at another school.

Another concern voiced was related to the transportation of students from one campus or district to another for voc-ed. It was felt that the distance between schools is a barrier or discouraging factor in the movement of students.

School loyalty and extracurricular activities were also cited as reasons some students will not leave their home school and go to another for voc-ed.

Another concern voiced was the need for a greater flexibility at the local level in interpreting state guidelines. All school districts are not the same and a set of guidelines for a particular program that come out of the Texas Education Agency will be the same for all school districts.

Making State Policies More Effective

It was felt that the age 14 requirement for entry into voc-ed should be lowered. There are many 13 year olds who could benefit from voc-ed but cannot because their 14th birthday falls at the wrong time of the year.

Several superintendents feel that voc-ed has taken a 20 year setback as a result of H.B. 1126. Administrators are now faced with the task of determining which programs are more valuable--academic or voc-ed. The real losers will be the students.

Under H.B. 1126, the Average Daily Attendance for voc-ed programs is first subtracted from a school district's total ADA (all students) before academic personnel units are allocated to a district by the state. The more students in voc-ed the fewer the academic personnel units a district will be allocated. In essence, voc-ed is pitted against academic education.

Another concern voiced is the need for stronger communications between the Texas Education Agency and voc-ed administrators in local school districts. Most voc-ed directors get information from TEA secondhand, and sometimes not at all. There is a TEA policy that all correspondence from the Agency to local school districts go to superintendents. A carbon copy should also be sent to the voc-ed directors.

It was also noted that most TEA policies are designed to serve TEA first and impact upon the local schools on down the line. It should be the reverse.

Another concern voiced was that it is almost impossible to secure a written policy from TEA on vocational education for the disadvantaged adults. Verbal interpretations made by TEA to one institution differ from those made to another.

It was also felt that there seems to be no effort by TEA to coordinate the thinking of its various divisions. For example, a person in one division will tell you one thing about the way funds should be handled for a particular program and another division will not allow this method of handling funds.

There needs to be a single source in Texas where an individual can go and find out what the supply and demand of manpower is for different occupations. It was noted that the State Council recommended several years ago that a statewide supply/demand information system be developed and that for the past few years efforts have been put forth by several state agencies to develop a system, but as yet, the system has not become a reality.

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

**815 Brazos Street, Box 1886
Austin, Texas 78767 512/475-2046**