

REPORT OF THE
JOINT SUBCOMMITTEE STUDYING
VOCATIONAL-TECHNICAL AND CAREER EDUCATION
TO
THE GOVERNOR
AND
THE GENERAL ASSEMBLY OF VIRGINIA



HOUSE DOCUMENT NO. 44

COMMONWEALTH OF VIRGINIA
RICHMOND
1983

MEMBERS OF COMMITTEE

Edythe C. Harrison, Chairman
John H. Chichester
James S. Christian, Jr.
J. Paul Council, Jr.
Alan A. Diamonstein
Edward M. Holland
Willard J. Moody
Mary Sue Terry
Dr. Rufus Beamer
Dr. Gordon K. Davies
Dr. S. John Davis
Dr. Richard J. Ernst
Dr. Thomas S. Kubala
Reverend Dallas T. Stallings, Jr.



STAFF

Legal and Research

Division of Legislative Services
Brenda H. Edwards, Research Associate
Norma E. Szakal, Staff Attorney
Angela S. Cole, Secretary

Administrative and Clerical

Office of Clerk, House of Delegates

**Report of the
Joint Subcommittee Studying
Vocational-Technical and Career Education
To
The Governor and the General Assembly of Virginia
Richmond, Virginia
December, 1983**

To: The Honorable Charles S. Robb, Governor of Virginia
and
The General Assembly of Virginia

I. INTRODUCTION

This study was conducted under the auspices of House Joint Resolution No. 141 of 1982. The Joint Subcommittee on Vocational-Technical and Career Education had completed several years of study focused on the identification of the programs which would be ideal for the Commonwealth in vocational-technical and career education. As a result of this work, a definition of career education was developed which was adopted by the General Assembly as presented in House Joint Resolution No. 224 of 1981 and incorporated into the requirements of the Standards of Quality during the 1982 revisions.

The focus of the Joint Subcommittee's work during 1982 was business/industry/education cooperation. Under the continuing resolution, the Joint Subcommittee was charged with:

1. Determining the effects of proposed reductions in federal support for vocational-technical education on the local vocational-technical education services currently available in public schools in Virginia;
2. Identifying the incentives necessary for greater business and industry participation in vocational-technical education;
3. Identifying alternative vocational-technical education resources, including business, industry, and private vocational schools, which could be engaged to offset possible reductions in vocational education service levels as a result of the loss of federal dollars; and
4. Determining the means to ensure maximum use of these alternative resources at the least cost to state and local governments.

In order to achieve these goals, the Subcommittee adopted the following objectives:

- A. To investigate the cooperative arrangements between business/industry/education already operating in the Commonwealth;
- B. To monitor the proposals for funding vocational-technical education being considered by the federal government;
- C. To solicit the input of a broad spectrum of representatives of business and industry concerning:
 1. the needs of business and industry;
 2. the strengths and weaknesses of vocational-technical education and career education as perceived by leaders of business and industry;
 3. incentives for business/industry participation in providing vocational-technical and career education; and
 4. mechanisms for establishing a permanent system to foster strong collaborative delivery of vocational-technical and career education in a variety of disciplines to the Commonwealth's

young people.

D. To solicit input from educators and citizens from all demographic and geographic areas of the Commonwealth on the present status of vocational-technical and career education funding in the localities, the effectiveness of the programs and the projected future needs both in terms of funding and development of programs responsive to the needs of business and industry; and

E. To examine the roles of the public schools, the community college system, the public four-year institutions of higher education and the proprietary vocational-technical schools in providing training for entry level employment for the children, young adults and unemployed older adults in Virginia.

To accomplish these objectives, the Subcommittee established the need for specific data, reports, testimony and other actions (see Appendix A for suggestions for accomplishing objectives).

II. SCOPE OF THE COMMITTEE'S WORK

A comprehensive report on the cooperative efforts currently operating between business/industry/education was requested and received from the Department of Education (see Appendix B). This report stated that in 1980-81 a total of 19,066 students received on-the-job training through various cooperative programs. Twelve thousand one hundred and ninety-seven employers participated in providing these opportunities and the students earned a total of \$42,720,039. Other examples of cooperation between business, industry and education, which were noted in this report, were the many efforts to provide continuing education for the public school vocational-technical instructors. Personnel, equipment and materials are frequently provided by companies without cost to the school divisions for this purpose. This report also recognized the contributions of business and industry in providing support for the vocational student organizations and representatives to serve on the two types of advisory councils, i.e., the General Vocational Education Councils and the Occupational Councils. During the 1981-1982 school year, 3,585 business, industry and labor representatives served on these councils. Finally, this report listed some of the specialized cooperative efforts currently conducted in Virginia.

The Subcommittee also heard reports from the Department of Education on the status of the federal funding of vocational-technical education. Although the Vocational-technical Act expired in 1981, it was extended by Congress to 1984. The present federal administration has proposed that vocational-technical education be folded into a block grant as career education already has been. Further, it has been proposed that the federal funding of vocational-technical education be reduced by \$500,000,000 by 1987 and then to zero at some future date. Although this proposal does not appear to have great support, Virginia will still suffer a 15% reduction in the next several years. The federal vocational-technical funds represent only 8% of Virginia's funds for vocational-technical education; however, these federal funds are substantial. At present, the future of the federal funding for vocational-technical education, although in a state of flux, is on an upward trend.

Several commentators stated that presently federal vocational education funds for the Virginia Community College System are included under "Educational and General Programs" in the State appropriations act. These federal funds are received in the form of a grant by Virginia upon submission of federal grant requirements and are required to supplement the State and local funds. As federal grant funds, the Subcommittee noted, these funds would be more logically included under "Sponsored Programs" with other federal grants.

The Subcommittee invited representatives of business and industry to speak on the programs of cooperation currently conducted and the issues they believed relevant concerned with promoting such programs and providing effective vocational-technical programs. Among these speakers were representatives of the building trades, the health care industry, the regional vocational-technical programs, the proprietary schools, the Virginia Division of Industrial Development, the computer industry, the tobacco industry, the pharmaceutical industry and the ship building industry.

The necessity for Virginia to produce a quality labor force in order to attract new industry and meet the needs of the industries already operating here was established. The quality of the students of the vocational-technical programs was perceived as varying widely among the school divisions. Some school divisions are seen as having excellent programs which produce good workers, whereas

others are perceived as having mediocre or poor programs. Poor perception of the quality of the programs in the local school division was believed to correlate with a lack of involvement on the part of business and industry in the educational programs. Where cooperation is strong, the product of technical educational programs was generally believed to be good.

A study was conducted by a consulting company for the Division of Industrial Development on the perceptions of industry leaders of the comparative advantages of locating in five southern states, i.e., Virginia, North Carolina, South Carolina, Maryland and Kentucky. The results of this subjective study in which 400 corporate executives were asked their opinions indicated that Virginia is not perceived as having any outstanding negatives; however, the Commonwealth is also not perceived as a prime industrial location. Virginia was perceived as a traditional state having cultural values. Virginia consistently ranked above South Carolina and Kentucky in this survey; however, Maryland and North Carolina consistently outranked Virginia. Maryland has concentrated on developing good public relations with industry. North Carolina, on the other hand, was perceived as having all of the advantages of Virginia plus a sizeable, quality, high technology workforce. Mr. Hugh D. Keogh, Deputy Director of the Division of Industrial Development, stated that the ability to offer a sizeable, well-trained, somewhat mobile, quality workforce is essential to attracting new industry to Virginia.

Many of the speakers noted a lack of appropriate guidance counseling for young people in the public schools. Some made reference to the public schools' "fascination" with higher education and the poor image of vocational-technical programs in the view of many guidance counselors, school administrators and parents. These speakers felt that blue-collar occupations were not being accurately described or presented by guidance counselors and other school officials in some cases. High salaries and personal satisfaction can be gained from these blue-collar jobs. A need for educating the school personnel and informing the public on the rewards associated with blue-collar occupations was expressed.

A need for accountability in the vocational-technical programs was stated by several speakers. Accountability could be gained, it was generally felt, by establishing competency-based programs with the cooperation of the appropriate business or industry, designing "articulation" projects and providing on-the-job experience whenever possible. The "articulation" projects, cooperative programs between the community colleges and the public vocational-technical programs, which establish coordinated competency-based curricula, are perceived as reducing duplication and providing initiatives for the students to continue their education. Competency-based curricula are programs in which standards of performance are set for certain relevant skills.

Business and industry should have definite input into the contents of the curricula, thereby, creating confidence in the programs. Many felt that the vocational-technical programs have not always measured up to the industry expectations and needs. It was noted that equipment and curricula content must be constantly reviewed for effectiveness and relevance. Some speakers stated that it was not good enough to provide job entry skills, but that the school divisions must strive to deliver skilled individuals who are productive people. A number of speakers noted the need to set realistic standards which correspond to work conditions and demand compliance of students. On-the-job training was seen as having the advantage of setting these standards for the student.

Some speakers made references to the deficiencies in vocational-technical education in rural areas where there is little industry. School boards should realize the importance of providing students with skills even when the students leave the area. These speakers felt that building a cadre of qualified workers might attract industry to these areas. They did, however, make note of the difficulty in providing these programs in certain rural areas in view of the cost and the alleged lack of need.

Many speakers stated their belief that continuing education or in-service training for instructors in vocational education must be emphasized. In these technical fields, competency can be lost very quickly in this age of rapid change. Many companies hire teachers in the summer or parttime. This interaction can benefit the schools and the company; however, sometimes teachers leave the profession to work in the private sector after this exposure.

Related to this concern with updating the instructors' skills, was a concern expressed by many that the curricula remain relevant. It was noted that some computer programs, for example, are not relevant in view of the recent surge of development in personal or microcomputers. Students who wish to work with computers following high school or even junior college should be taught

applications, not programming, it was stated. The Department of Education has recently revised the computer programs to include greater emphasis on applications. This revision is being implemented as quickly as possible throughout the State.

Some expressed a lack of confidence in the ability of the public schools to respond to the changing needs of society and industry. Proprietary schools, it was noted, are in a much better position to respond to the job market, because, as businesses, their survival depends on maintaining competitive advantages. A number of these speakers made strong appeals for increasing the role of the advisory councils, i.e., the General Vocational Education Councils and the Occupational Councils. It was felt that the advisory councils should be active, aggressive groups which express their concerns and make the school boards aware of the importance of vocational-technical education. Many felt that cooperative arrangements between business, industry and education could be enhanced through the development of these councils into vocal, activist groups. The leadership for this growth must come from the public schools, it was stated. It is imperative that the cooperation of business and industry be solicited on a continuing basis by the leadership of the public schools. Business and industry will participate; however, the schools must appeal for their cooperation and demonstrate that this cooperation will provide concrete benefits.

Some speakers expressed their concern with a lack of basic skills on the part of students going into vocational-technical programs. These speakers stated that it was costly for industry to provide basic skills programs for employees, but sometimes necessary. Business and industry expect and need people who can read, write and cipher. Many students graduating from high school do not have adequate skills in these areas, these speakers stated. Vocational-technical programs must not become dumping grounds for students who do not have basic skills. Students must be provided with minimum skills to function in the work world. Fundamental to any technical skill is the ability to perform basic skills. The public schools must play a dual role in vocational-technical programs, i.e., the teaching of adequate basic or life-coping skills and the teaching of good technical skills.

The theme that the public sector must aggressively seek out and enlist the aid of the private sector was repeatedly expressed in various contexts. Most of the representatives of business and industry, including one representative of the proprietary schools, expressed a desire to cooperate with and participate in the public vocational-technical programs. All stated the need to provide tangible benefits for this cooperation and participation.

The Subcommittee received a report on the enrollment in and support of vocational-technical programs from the Department of Education. Enrollments of secondary students demonstrated a small but steady increase from 1976-77 to 1980-81 going from 270,633 to 294,313, an increase of 23,680 in four years. From 1980-81 to 1981-82, a substantial increase was seen of 54,006 in one year's time. The estimated enrollment for 1982-83 is 380,000. In 1980-81, 9,335 of the 294,313 were disadvantaged students and 2,478 were handicapped.

The adult enrollment in these programs declined from 140,062 in 1976-77 to 101,357 in 1980-81. This decrease was believed to be a function of a change in reporting requirements. Post-secondary enrollment increased from 32,018 in 1976-77 to 64,271 in 1980-81, but decreased to 56,763 in 1981-82.

These enrollments were broken down by program and sex to establish that in agriculture programs, 89% of the students are male, 11% are female; in marketing and distribution programs, 43% of the students are male, 57% of the students are female; in health occupational programs, 8% of the students are male, 92% of the students are female; in consumer and homemaking programs, 18% of the students are male, 82% of the students are female; in business programs, 21% of the students are male, 79% of the students are female; in trade and industrial programs, 81% of the students are male, 19% of the students are female; in industrial arts programs, 87% of the students are male, 13% of the students are female; and in occupational home economics programs, 18% of the students are male, 82% of the students are female.

Minority groups appear to be underrepresented in the programs for industrial arts, business and trade and industrial occupations. Of the 71,417 enrollees in industrial arts, less than 25% are Black, less than 5% are Asian, less than 1% are American Indian and less than 1% are Hispanic. Of the 66,358 enrollees in business programs, less than 25% are Black, less than 5% are Asian, less than .5% are American Indian and less than 1% are Hispanic. Of the 34,601 enrollees in trade and industrial programs, less than 25% are Black, less than .5% are Asian, less than .5% are American Indian and less than .5% are Hispanic.

The state support of vocational-technical education has increased from \$43,204,916 in 1977-78 to \$53,177,816 in 1980-81. Federal support has increased from \$12,567,908 to \$19,310,758. Local support has increased from \$69,612,591 to \$90,383,162.

The question of the appropriateness of the administration of vocational-technical education in Virginia was raised by several speakers before the Committee and by a series of articles in the Richmond Times-Dispatch. In view of this concern, the Subcommittee requested a report on the administration of other state programs. Nine states have separate boards of vocational-technical education to which the state director of vocational-technical education serves as chief executive. Three states have one board which acts as the board of education and the board of vocational-technical education and to which the director of vocational-technical education reports directly. Six states have boards similar to this, but the director reports directly to the superintendent or commissioner. Nineteen states have one board with the director reporting to a deputy superintendent or other individual who is second in command. Twelve states, among which is Virginia, have one board with the director reporting to an assistant superintendent or commissioner. One state and some territories have other administrative schemes.

In addition to receiving the data and testimony, the Subcommittee toured the P.D. Pruden Technical Center in Suffolk, participated in a demonstration of the Career and Occupational Information System and conducted three surveys. The P.D. Pruden Technical Center conducts competency-based programs and is part of an articulation project with Tidewater Community College. The Subcommittee was able to witness first hand the operation of this excellent center and was served a delicious lunch by its commercial food students.

Mr. Jeffery Windom, Executive Director of the Virginia Occupational Informational Coordinating Committee, demonstrated the Career and Occupational Information System, a computerized program to assist individuals in identifying occupational and professional careers. Members of the Committee and staff participated in the program, which requires the individual to answer questions on the computer concerning his work habits and personal interests and then identifies the professions or occupations which match the answers. The program has proven to be remarkably accurate for most individuals who are already practicing a profession or occupation.

The Board of Education was surveyed to answer the following questions: Do you feel that the present method of administering vocational-technical education in Virginia is appropriate and efficient? Do you feel the Board devotes sufficient time to vocational-technical education? All nine members of the Board responded. Six members of the Board responded yes to both questions with some comments; one member responded yes to the first question and no to the second question; and two members responded by letter. (See Appendix C for surveying letter and two written responses).

The local directors of vocational-technical education in Virginia were surveyed for the following data: total number of students requesting admission to the facilities but rejected because of lack of space in 1981-82; total number of students served by the facilities in a program other than that of their first choice in 1981-82; and any programs which have been deleted over the past five years and the reason for this deletion (See Appendix C for surveying letter). Ninety-seven directors were surveyed and seventy responded. These directors responded that a total of 2,228 students had requested admission, but had been rejected because of lack of space in 1981-82. The total number of students served in a program other than that of their first choice in 1981-82 was 1,871. Programs which had been deleted in the past five years included electronics, clothing and home furnishings, office simulation, health occupations, natural resources, occupational clothing, stenography, agricultural education, industrial arts, distributive education, child care, home economics, heating, ventilation and air conditioning, industrial cooperative training, welding, small engine repair, building trades, masonry, drafting, clerk typist, pre-vocational health aides, food service, journalism, interior-exterior design, radio broadcasting, trade/industrial, horticulture, electricity, graphic communications, radio and T.V. repair, sewing, auto mechanics, advanced marketing and the world of construction. Twenty-four responses noted low enrollment or lack of job opportunities as the reason the programs were discontinued; six noted lack of space or teachers; five indicated budget reductions as the cause of the deletion and a number noted that new programs had been established in the place of the deleted programs. Two responses made note of a need for expansion of space, facilities and programs.

All of the state and territory directors of vocational-technical education were surveyed for their opinions on the following information: The one factor having the most influence on the state's

vocational-technical programs, the percent of the state's education appropriation allocated for vocational-technical education; and any element of the administration of the state's vocational-technical program that should be revised (See Appendix C for surveying letter). Fifty-nine directors were surveyed and 34 responded. The answers to these questions were diverse and difficult to tabulate; however, it is interesting to note that the level of state funding ranged from 0 to 15% of the states' budgets. It is also interesting to note that many of the issues addressed by the speakers before this subcommittee were repeated in these responses, e.g., a need for strong cooperation with business and industry; a need for strong leadership; the need to develop a quality work force and the need to establish accountability. A transcript of the answers to this survey is available upon request.

III. Conclusions and Recommendations

The Subcommittee believes that its work has served to heighten the awareness of the importance of vocational-technical and career education in the Commonwealth. It has been demonstrated to the Subcommittee that a quality work force is essential to attract new industry to and retain those already operating in Virginia. Having weighed the data, the testimony and the information obtained through the surveys, the Subcommittee feels that a quality work force can be developed only through cooperation between business, industry and education. It is necessary for business and industry to have a strong influence on the design of curricula, specifically in the development of relevant, competency-based programs, which prepare students for a rapidly changing technological society. In order to ensure employment opportunities for students in this age of high technology, a concerted effort must be made to respond to industrial changes by frequently revising and updating the curricula.

The data and the testimony received by the Subcommittee have made it clear that even elaborate facilities and curricula may provide effective programs only if the skills taught allow the students to acquire and maintain jobs. The Subcommittee has come to realize the importance of flexibility and ingenuity in the implementation of vocational-technical education. The effectiveness of the articulation programs in reducing overlap, duplication and student frustration provides evidence for this conclusion.

The Subcommittee would like to see an aggressive program initiated at the state level to educate the public and the students in the activities and benefits of vocational-technical education and to involve the business and industry communities in all aspects of the planning and operation of vocational-technical education in Virginia.

The Subcommittee realizes that the fiscal climate and the rapid social and technological changes taking place may make it impossible for many school divisions to implement the concept of the comprehensive high school. The Subcommittee reiterates its belief that the ideal system for delivery of vocational-technical education to Virginia high school students is the comprehensive high school; however, because of the economic, social and technological factors, the Subcommittee supports the concept of the regional vocational-technical center as a more cost-effective and realistic system, especially for rural, sparsely populated areas having little industry. The Subcommittee recognizes the important contributions to and involvement in vocational-technical education of the Virginia Community Colleges and the many quality proprietary schools operating in the Commonwealth.

The need to improve the basic skills of the students choosing vocational-technical programs and prevent these programs from becoming dumping grounds has been demonstrated to the Subcommittee. Further, the Subcommittee believes that efforts should be made to provide the "overage" middle school students with alternatives which would prevent dropping out.

The Subcommittee is convinced that Virginia has many quality vocational-technical programs. However, the Subcommittee sees a need for stronger state leadership to develop the vocational-technical system.

The Subcommittee suggests that a minor revision in the administration of the state vocational-technical program would provide the leadership necessary to stimulate quality programs in all school divisions. This minor revision would be the establishment of a vocational-technical coordinating committee which would consist of members of the Board of Education, the Community College Board, the State Job Training Coordinating Committee and the Council of Higher Education. This Committee would provide the needed uniformity of direction for all of the state's

vocational-technical programs, assist in eliminating duplicative programs and promoting cooperative arrangements such as the articulation projects, and act as a sounding board for problems and issues as they arise.

In order to implement the conclusions of the Subcommittee, the following recommendations are made:

1. That the Board of Education stimulate and support the formation of regional programs where vocational-technical programs in the comprehensive high schools are not feasible;

2. That the Board of Education encourage the local school divisions to develop competency-based programs in cooperation with the appropriate businesses and industries;

3. That the Governor establish through proclamation a month to recognize the importance of vocational-technical education and the contributions of business and industry to such education;

4. That the Department of Education develop in-service programs to maintain and update the skills of the vocational-technical instructors in cooperation with business and industry;

5. That the Department of Education develop a program of in-service training for secondary guidance counselors in order to inform the counselors of the rewards and benefits of vocational-technical education;

6. That the Board of Education examine and evaluate the vocational-technical education laws and regulations to ascertain any need for revision or amendment with particular focus on the administration of the state program;

7. That the work of the Advisory Councils be promoted and developed in order to provide a forum for interaction between business, industry and education;

8. That the Board of Education assist in developing innovative and flexible programs which impart relevant skills;

9. That the Department of Education assist in developing relationships with business and industry which will assist in maintaining the currency of the vocational-technical programs;

10. That school divisions be encouraged to establish and adhere to standards in order to improve the basic skills of all students;

11. That the Board of Education, the Community College Board, the Council on Higher Education and the State Job Training Coordinating Committee establish a vocational-technical coordinating committee, chosen from the members of these bodies, which shall be chaired by the Secretary of Education and report to the State Board of Vocational-Technical Education; and

12. That the State Board of Vocational-Technical Education, the State Council of Higher Education and the Virginia Community College Board encourage local school divisions and colleges to contract for the use of vocational-technical education services in the private sector including industry and the proprietary schools, where the use of such resources would represent a cost-effective method for meeting new vocational-technical needs.

Respectfully submitted,

Edythe C. Harrison, Chairman

John H. Chichester

James S. Christian, Jr.

J. Paul Councill, Jr.

Alan A. Diamonstein

Edward M. Holland

Willard J. Moody

Mary Sue Terry

Dr. Rufus Beamer

Dr. Gordon K. Davies

Dr. S. John Davis

Dr. Richard J. Ernst
Dr. Thomas S. Kubala
Rev. Dallas T. Stallings, Jr.

Appendix A

SUGGESTIONS FOR ACCOMPLISHING OBJECTIVES OF STUDY :

OBJECTIVE A : To investigate the cooperative arrangements between business/industry/education already operating in the Commonwealth by:

1. Receiving a comprehensive report from the Department of Education on the cooperative efforts currently operating.
2. Encouraging officials of education, business and industry to come forward with suggestions for fostering such arrangements.

OBJECTIVE B : To monitor the proposals for funding vocational technical and career education being considered by the federal government by:

1. Continuing to receive reports on the federal changes.
2. Writing to the National Commission on Excellence in Education requesting they give more attention to vocational-technical education and career education.

OBJECTIVE C : To solicit the input of a broad spectrum of representatives of business and industry by:

1. Receiving testimony on needs of business and industry; strengths and weaknesses as perceived by business and industry; incentives for business/industry participation; mechanisms for collaborative delivery.

OBJECTIVE D : To solicit input from the educators and citizens from all demographic and geographic areas of the Commonwealth on the present status of vocational-technical education funding in the localities, the effectiveness of the programs and the projected future needs both in terms of funding and development of programs responsive to the needs of business by:

1. Visiting various voc-tech centers and programs to view the programs and hear the suggestions and problems of the localities first hand.

OBJECTIVE E : To examine the roles of the public schools, the community college system, the public four-year institutions of higher education and the proprietary vocational-technical schools in providing training for entry level employment for the children, young adults and unemployed older adults in Virginia by:

1. Examining the report which has been ordered by the office of the Secretary of Education concerning the interaction of the various public institutions.
2. Soliciting input from the proprietary schools.

ADDITIONAL SUGGESTIONS :

1. Collect the following data:
 - a. number of voc-tech centers in state?
 - b. number of these operated as cooperative effort?
 - c. number of these operated by single school division?
 - d. kinds of courses taught in all facilities?
 - e. kinds of courses taught in-house (in the local high school)?

- f. innovative programs and where these programs are located?
- g. areas of specialty being overlooked or underutilized?
- h. total number of students enrolled in centers?
- i. total number of students in each facility?
- j. total number of students turned away?
- k. total number of handicapped students enrolled in State?
- l. handicapped students by facility?
- m. programs dropped in comprehensive high schools?
- n. total number of students by race and sex?

QUESTIONS :

Is the present method of administering vocational-technical education appropriate and efficient?

Has the importance of vocational-technical education been allocated its proper time by the Board of Education acting as the Virginia Board of Vocational Education?

SELECTED EXAMPLES OF BUSINESS/INDUSTRY
 AND VOCATIONAL EDUCATION COOPERATION

I. Cooperative Education

Cooperative education refers to a teaching method in an occupational preparation program whereby students alternate their school schedule between in-school and on-the-job training experience. During the in-school program, students take subjects required for high school graduation and a class related to their occupational preparation program. The school program is coordinated with on-the-job training by a teacher-coordinator who teaches the students in school, finds suitable work stations and supervises their work training. The coordinator develops with the employer and student a training plan and assures that the student's classroom activities and on-the-job training are molded into a single occupational preparation program.

The table below identifies the level of participation by employers and students during the 1980-81 school year.

Program Area	<u>Co-op Students</u>	<u>No. Employers</u>	<u>Earnings</u>
Agricultural Ed.	601	250	\$ 870,777
Business Ed.	2,975	1,785	6,764,608
Distributive Ed.	8,702	6,000	21,049,000
Occupational Home Ec. Ed.	535	474	381,292
Trade and Industrial Ed.	5,505	3,200	12,799,730
Special Programs	<u>748</u>	<u>488</u>	<u>854,632</u>
Totals	19,066	12,197	\$ 42,720,039

II. Local Advisory Councils

Two types of advisory councils for vocational education operate at the local level in Virginia -- The general vocational education advisory council and the occupational advisory council. These advisory councils advise localities on such matters as the following:

- A. Training needs of the community
- B. Labor market requirements
- C. Long-range and short-range objectives
- D. Relevancy of instructional materials
- E. Laboratory equipment
- F. Teacher qualifications
- G. Placement and follow-up of graduates
- H. Student organizations

Representatives from business, industry, management, labor and other segments of the public serve on these councils. Local school divisions reported the following information related to the operation of advisory councils during the 1981-82 school year:

A. General Vocational Education Councils

Number 143
 Business/Industry/Labor Membership 1,625

B. Occupational Councils

Number 392
 Business/Industry/Labor Membership 1,960

III. Vocational Student Organizations

The vocational student organization is an integral part of each vocational program and provides opportunities for students to learn business procedures, develop group planning abilities, practice the democratic process, develop leadership and participate in competitive events. The vocational student organizations, as we know them today, could not exist without strong support from business and industry.

Listed below are recent examples of such support:

- A. Shopping malls provide the setting for DECA competitive events -- Tanglewood Mall, Roanoke; Pembroke Mall, Norfolk
- B. Equipment, materials, facilities, judges and other personnel needed to run events -- Sample listing:

Heavy Duty Equipment -- Powell's Truck and Equipment, Inc.
Lynchburg

Plumbing, Pipefitting and Sheet Metal -- Southern Air, Inc.
Lynchburg

Medical Laboratory -- Consolidated Biomedical Laboratories
Richmond

Sheet Metal -- Jarrett Heating and Air Conditioning Co.
Radford

Medical Assistant -- Hampton General Hospital
Hampton

Dental Assistant -- Professional Business Medical Institute
Newport News

Future Farmers of America -- Southern States Cooperative and a
host of others.

Student Recognition -- Virginia Barbers Association, Phillip
Morris, Public Utilities Association, etc.

ETC.

IV. Technical Update

Business and industry works cooperatively with vocational education in providing technical updates for instructors on a continuing basis. Personnel, equipment and materials are frequently furnished by participating companies for such activities. A selected list of companies and organizations who have recently been involved follows:

- International Brotherhood of Electrical Workers
- Radio Shack
- Thalhimer's
- Rockwell International
- Snap-on-Tools
- Briggs & Stratton Corp.
- Newport News Shipyard
- Colonial Printers & Lithographers
- Welders' Association
- Norfolk Ford Motor Plant
- NASA
- Fram Corporation
- Roanoke Bridge and Iron Workers
- Southern Refrigeration
- Norfolk-Southern Railway
- Lowe's Stores
- A. H. Robins
- Best Products
- Etc.

V. Other Types of Cooperative Efforts (Selected Listing)

Pepsi Earn and Learn Program

Phillips Petroleum Free Enterprise Program

7-Up Civic Consciousness Project

Five Adult Security Causes Developed Jointly with Best Products, Thalhimer's, Miller and Rhoads, Safeway, Peck Co., Va. Retail Merchants Association, Richmond City Police, State Crime Commission, Rockingham National Bank

A. H. Robins personnel raised funds to support the attendance of FBLA members to the national convention.

Classroom-on-the Mall -- Fairfax Co.

Home Building Projects -- Foundation

(Cont'd)

Gordonsville Industrial donated three knitting machines, renovated a building and provided materials to the Greene County Public Schools in support of a program to serve disadvantaged students. Also, the industry employed the teacher during the summer months and released him to attend State conference.

L. Grief and Co., Division of Genesco, donated 16 industrial sewing machines, tables, work benches and materials to Augusta County in support of a program to serve handicapped and disadvantaged students.

Rockingham Refrigeration and Air Conditioning Trade Association installed a heat pump for classroom climate control for instruction in Massanutten Vocational Center.

McQuay Electrical Supplies, Inc., Verona, donated motor controls, alum pipe and electrical equipment to Massanutten Vocational Center.

Schickel's Machine Shop donates metals for welding and industrial maintenance machine programs valued at several thousand dollars per year to Massanutten Vocational Center.

Goodyear Tire Service, Petersburg, donated an engine analyzer to Rowanty Vocational-Technical Center.

Sixteen businesses in the Richmond area opened their doors to approximately 500 business teachers for tours this past summer as a part of a technical update on microprocessors.

Career Fairs

Speaker Bureaus

Forty-five hospitals provided clinical training sites for practical nursing programs.

Approximately 70 licensed nursing homes cooperate with vocational education by providing clinical training for geriatric nursing assistance programs.

The Virginia Peninsula Economic Development Council project recently provided recommendations on improving vocational education at all levels.

Etc.

Appendix C

SENATE JOINT RESOLUTION NO. 31

Offered January 20, 1983

Requesting the Board of Education, the Community College Board, the Council of Higher Education and the State Job Training Coordinating Council to establish a vocational-technical coordinating committee.

Patrons—Holland, E. M., Walker, Gray, E. T., Chichester, Brault, and Moody; Delegates: Councill, Diamonstein, and Terry

Referred to the Committee on Rules

WHEREAS, the question of the appropriateness of the administration of vocational-technical education in Virginia was raised by several speakers before the Joint Subcommittee on Vocational-Technical and Career Education; and

WHEREAS, a similar concern had been raised by a series of articles in the Richmond Times Dispatch; and

WHEREAS, federal law requires each state receiving vocational-technical grant money to have a Board of Vocational-Technical Education; and

WHEREAS, Virginia is among twelve states which have chosen to have the State Board of Education act as the Board of Vocational-Technical Education; and

WHEREAS, the Joint Subcommittee surveyed the members of the Board of Education for their opinions on this matter; and

WHEREAS, the Board was asked to respond to the following questions: "Do you feel that the present method of administering vocational-technical education in Virginia is appropriate and efficient? Do you feel the Board devotes sufficient time to vocational-technical education?"; and

WHEREAS, the majority of the Board's members felt the administration of vocational-technical education is appropriate and efficient and that the Board devotes sufficient time to vocational-technical education, but expressed their opinions that there is always room for improvement; and

WHEREAS, the Joint Subcommittee respects the opinions of the members of the Board of Education and has not recommended any change in the administration of the vocational-technical program; and

WHEREAS, the Joint Subcommittee feels, however, that a mechanism for the coordination of all vocational-technical services is necessary at the state level; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the Board of Education, the Community College Board, the Council of Higher Education and the State Job Training Coordinating Council are hereby requested to establish a vocational-technical coordinating committee, chosen from the members of these bodies, which shall be chaired by the Secretary of Education and report to

the Board of Vocational-Technical Education.

**SENATE JOINT RESOLUTION NO. 42
AMENDMENT IN THE NATURE OF A SUBSTITUTE**

(Proposed by Senator Chichester on

February 2, 1983)

Requesting the Governor to proclaim the month of October as Vocational-Technical Education Month in Virginia.

WHEREAS, the Commonwealth requires a highly skilled labor force to attract new and expanding businesses and industries and to support businesses and industries already established in Virginia; and

WHEREAS, citizens of the Commonwealth need vocational-technical skills to qualify for and maintain employment; and

WHEREAS, the attainment of these skills promotes feelings of self-worth and accomplishment and enables citizens to become productive participants in our society; and

WHEREAS, the vocational-technical education programs offered in the State's public and private educational institutions are instrumental in meeting these needs; and

WHEREAS, the cooperation and assistance of business and industry in the State have also contributed significantly to the success of these programs; and

WHEREAS, it is fitting and proper that the contributions of the State's public and private educational institutions, and those of business and industry in this State be acknowledged; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the Governor is hereby requested to proclaim the month of October as Vocational-Technical Education Month to commend the public and private educational institutions, state agencies, associations, businesses and industries for their contribution to the diversity and quality of vocational-technical education programs delivered in the Commonwealth and to disseminate information to the young people of Virginia on the benefits and rewards of technical employment; and, be it

RESOLVED FURTHER, That the Clerk of the Senate is directed to prepare suitable copies of this resolution for presentation to the appropriate colleges and universities, state agencies and associations, businesses and industries in the State in order that they may be apprised of the sense of this body.

SENATE JOINT RESOLUTION NO.....

Requesting the General Assembly to adopt the recommendations of the Joint Subcommittee on Vocational-Technical and Career Education.

WHEREAS, the Joint Subcommittee on Vocational-Technical and Career Education was charged with determining the effects of proposed reductions in federal support on vocational-technical programs in Virginia, identifying incentives for greater business and industry participation in vocational-technical education, identifying alternative vocational education resources in the private sector and determining the means to ensure the maximum use of these alternative resources at least cost to the state and local governments; and

WHEREAS, the Joint Subcommittee has received statistical and other reports from the Department of Education, and has heard testimony from business and industry representatives and the Division of Industrial Development; and

WHEREAS, the Joint Subcommittee has toured a regional vocational-technical center, participated in a demonstration of the Career and Occupational Information System, conducted three surveys, and examined the issue of the appropriateness of Virginia's vocational-technical education administration; and

WHEREAS, the data and testimony received by the Subcommittee have made it clear that even elaborate facilities and curricula can provide effective programs of vocational-technical education only if the skills taught allow the students to acquire and maintain jobs; and

WHEREAS, it has been demonstrated to the Subcommittee that a quality work force is essential to attract new industry to Virginia and to maintain the industry already operating here; and

WHEREAS, the testimony of business and industry representatives has led the Subcommittee to conclude that business and industry must have a strong influence on the design of curricula for vocational-technical programs; and

WHEREAS, many of these business and industry representatives noted a lack of appropriate guidance counseling in the public schools, a need for accountability in the vocational-technical programs, a need for the public sector to seek out aggressively the aid of the private sector, and a need to identify deficiencies in basic skills on the part of students in these programs; and

WHEREAS, the Subcommittee has concluded that cooperative efforts between the community colleges and the public high schools to develop curricula providing the students with transferable skills, known as articulation projects, help reduce overlap, duplication and student frustration; and

WHEREAS, the Subcommittee has come to realize the importance of flexibility and ingenuity in the implementation of vocational-technical education; and

WHEREAS, the Joint Subcommittee has adopted the following recommendations in order to implement its conclusions:

1. That the Board of Education stimulate and support the formation of regional programs where vocational-technical programs in comprehensive high schools are not feasible;
2. That the Board of Education encourage the local school divisions to develop competency-based programs in cooperation with the appropriate businesses and industries;
3. That the Governor establish through proclamation a month to recognize the importance of vocational-technical education and the contributions of business and industry to such education;
4. That the Department of Education develop in-service programs to maintain and update the skills of the vocational-technical instructors in cooperation with business and industry;
5. That the Department of Education develop a program of in-service training for secondary guidance counselors in order to inform the counselors of the rewards and benefits of vocational-technical education;

6. That the Board of Education examine and evaluate the vocational-technical education laws and regulations to ascertain any need for revision or amendment with particular focus on the administration of the state program;

7. That the work of the Vocational-Technical Education Advisory Councils be promoted and developed in order to provide a forum for interaction between business, industry and education;

8. That the Board of Education assist in developing innovative and flexible programs which impart relevant skills;

9. That the Department of Education assist in developing relationships with business and industry which will assist in maintaining the currency of the vocational-technical programs;

10. That school divisions be encouraged to establish and adhere to standards in order to improve the basic skills of all students; and

11. That the Board of Education, the Community College Board, the Council of Higher Education and the State Job Training Coordinating Council establish a vocational-technical coordinating committee, chosen from the members of these bodies, which shall be chaired by the Secretary of Education and report to the Board of Vocational-Technical Education; and

12. That the State Board of Vocational-Technical Education, the State Council of Higher Education and the Virginia Community College Board encourage local school divisions and colleges to contract for the use of vocational-technical resources in the private sector where the use of such resources would represent a cost-effective method for meeting new vocational-technical needs; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the General Assembly does hereby adopt the recommendations of the Joint Subcommittee on Vocational-Technical and Career Education and requests the Board of Education, the Community College Board and the Council of Higher Education to implement these recommendations.



COMMONWEALTH of VIRGINIA

JOHN A. BANKS JR.
DIRECTOR

DIVISION OF LEGISLATIVE SERVICES

General Assembly Building
910 Capitol Street
November 8, 1982

POST OFFICE BOX 346
RICHMOND, VIRGINIA 23208

IN RESPONSE TO
THIS LETTER TELEPHONE
(804) 788-7891

DEAR VOCATIONAL-TECHNICAL EDUCATION DIRECTOR:

The Joint Legislative Committee Studying Vocational-technical and Career Education, which is chaired by Delegate Edythe C. Harrison, has been evaluating the status and needs of vocational-technical education for the last three years. This year the Subcommittee is focusing on cooperation between business/industry/education and the gathering of valid data on Virginia's vocational-technical education programs.

In this regard, the Subcommittee has requested certain data, some of which is not available. We would appreciate your assistance in compiling this data. Please complete the form below, detach and return it in the enclosed stamped, self-addressed envelope.

Your cooperation is greatly appreciated and any suggestions or recommendations you may have will be given serious consideration by the Subcommittee.

Sincerely,

Norma E. Szakal
Staff Attorney

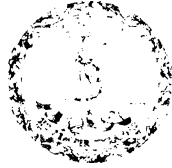
NES:asc

Total number of students requesting admission to your facility,
but rejected because of lack of space in 1981-82..... _____

Total number of students served by your facility in a program
other than that of their first choice in 1981-82..... _____

Any programs which have been deleted in your facility over the
past five years and why _____

PLEASE RETURN BY NOVEMBER 23, 1982. THANK YOU.



COMMONWEALTH of VIRGINIA

DIVISION OF LEGISLATIVE SERVICES

General Assembly Building
910 Capitol Street

November 9, 1982

JOHN A. BANKS, JR.
DIRECTOR

POST OFFICE BOX 344
RICHMOND, VIRGINIA 23209

IN RESPONSE TO
THIS LETTER TELEPHONE
804 786 2001

DEAR STATE VOCATIONAL-TECHNICAL DIRECTOR:

The Joint Legislative Subcommittee Studying Vocational-technical and Career Education, which is chaired by Delegate Edythe C. Harrison, has been evaluating the status and needs of vocational-technical education for the last three years. This year the Subcommittee is focusing on cooperation between business/industry/education and the gathering of valid data on Virginia's vocational-technical education programs.

In this regard, the Subcommittee has discussed the effects of various forms of administrative structures on the funding and effectiveness of the Commonwealth's programs. We would appreciate your assistance in assessing this issue. Please complete the form below, detach and return it in the enclosed stamped, self-addressed envelope. Additional pages may be attached if desired.

Your cooperation is greatly appreciated and if we can be of any assistance to you in the future, please do not hesitate to contact us.

Sincerely,

Norma E. Szakal
Staff Attorney

NES:asc
Enclosure

In your opinion, what one factor has had the most influence on your state's vocational-technical programs? _____

What percent of your state's education appropriation is allocated for vocational-technical education? (PLEASE NOTE, do not include federal pass thru money in the calculations of this figure). _____

In your opinion, what element, if any, of the administration of your state's vocational-technical program should be revised? _____

Why? _____



COMMONWEALTH OF VIRGINIA
HOUSE OF DELEGATES
RICHMOND

EDYTHE C. HARRISON
7305 BARBERRY LANE
NORFOLK VIRGINIA 23505

November 12, 1982

COMMITTEE ASSIGNMENTS
EDUCATION
CONSERVATION AND NATURAL RESOURCES
LABOR AND COMMERCE
SHESPEARE AND THE THEATERS

THIRTY-SEVENTH DISTRICT
NORFOLK

The Joint Legislative Subcommittee studying Vocational-technical education, which I chair, has been evaluating vocational-technical education in Virginia for the past several years. In the course of our discussions, it has been pointed out that, in some states, the board of education and the board of vocational-technical education are different bodies; whereas, in other states, among which is Virginia, these are one and the same body.

Recent articles in the Richmond Times Dispatch have inferred that vocational-technical education in Virginia may not be receiving enough attention. The Joint Subcommittee believes that you and your fellow members perform a difficult, time-consuming job well and with great sincerity. Therefore, the Joint Subcommittee would value your opinion and be pleased to receive your recommendations and suggestions as a body or individually on the question of the appropriateness of Virginia's administrative scheme for vocational-technical education.

For your convenience, the questions are phrased below on a detachable form and a self-addressed, stamped envelope is enclosed. We would appreciate your returning this by November 23, 1982.

Sincerely,

Edythe C. Harrison

ECH:asc
Enclosure

Do you feel that the present method of administering vocational-technical education in Virginia is appropriate and efficient? _____

Do you feel the Board devotes sufficient time to vocational-technical education? _____



COMMONWEALTH of VIRGINIA

BOARD OF EDUCATION
RICHMOND, 23216

23 November 1982

Edythe C. Harrison
Member, House of Delegates
7305 Barberry Lane
Norfolk, Virginia 23505

Dear Honorable Harrison:

In response to your letter of 12 November I feel that the present method of administering vocational-technical education in Virginia is appropriate. However, the Board in its deliberations has often given consideration to additional steps that might be taken under the present administrative procedures to strengthen such education.

Among the suggestions has been that of establishing an ad hoc committee of the State Board made up of the chairpersons of each of the three present committees. Such a committee would meet several times each year to give special attention to the recommendations of the Virginia State Advisory Council on Vocational Education, to the budget, and to any other related matters.

Another suggestion relates to the local advisory councils, which are a key element in providing direct inputs to the schools from business and industry in the area. Such councils might be strengthened through regional in-service programs established by the State Department of Education for direct benefit to local advisory council members.

Finally, as an individual with long experience in matters of organization structure, I am philosophically opposed to splitting the top responsibility for any institution (e.g., public schools) among the various groups involved. In the particular matter of public schools, for example, I would be opposed to a separate board for special education just as for vocational education.

I hope these personal thoughts are of some assistance to your Joint Subcommittee. Many thanks for providing me with the opportunity to be constructive.

Sincerely,

A handwritten signature in cursive script, appearing to read "HWTulloch", with a long horizontal flourish extending to the right.

Henry W. Tulloch

HWT/kfmd

Copy to: Thomas R. Watkins



COMMONWEALTH of VIRGINIA

BOARD OF EDUCATION
RICHMOND, 23216

P. O. Box 958
Lynchburg, Virginia 24505
November 22, 1982

The Honorable Edythe C. Harrison
7305 Barberry Lane
Norfolk, Virginia 23505

Dear Delegate Harrison:

This will acknowledge your letter of November 12, 1982, concerning vocational-technical education.

It seems to me that the present organizational structure in Virginia with respect to vocational education has worked well down through the years and has been responsive to the needs of our State. This does not mean that there is no room for improvement, however. An objective examination of our present structure should be encouraged, because we all have the obligation of determining where deficiencies exist and taking steps to correct them. I have no specific suggestions at this point, but I have been in communication with several members of the Board over the past several weeks on this matter and I feel that the subject will receive further discussion at the next regularly scheduled meeting of the Board on December 9 and 10.

I am certain that the Board will attempt to keep you advised of its deliberations in this important area. As an individual member of the Board, I will be happy to have further discussions with you on the subject at a time convenient to your schedule. I will look forward to hearing from you.

Very truly yours,

A handwritten signature in dark ink, appearing to read "K. S. White", written over a horizontal line.

Kenneth S. White

KSW:ffh