

MEMBERS PRESENT: Chairman Craddock
 Vick Chairman Foley
 Mr. Beyer
 Mrs. Hayes
 Mr. Horn
 Mr. Malone
 Mr. Rackley
 Mr. Vergiels

MEMBERS ABSENT: Mr. Coulter, excused, attending a meeting in Reno

STAFF PRESENT: Don Rhodes, Chief Deputy Research Director

GUESTS PRESENT: John Hawkins, Nevada School Boards Assn.
 Jim Eardley, Truckee Meadows Comm. College
 Merlin Anderson, Comm. on Postsecondary Educ.
 Tom Edwards, Comm. on Postsecondary Educ.
 Chuck Neely, Clark County School District
 Susan Maase, ?
 Jerry Holloway, Washoe County School District
 Roger Means, Washoe County School District
 Marie Egbert, Nev. Advisory Co. Voc-Tech Educ.
 Mike Rask, " " " "
 David Fulstone II, " " " "
 Claude Evans, Nevada State AFL-CIO
 Jack Davis, Western Nevada Comm. College
 Robert Seckendorf, UNLV
 Bill Trabert, State Dept. of Education
 Susan Manuel, Gazette/Journal
 Ted Sanders, State Dept. of Education

Chairman Craddock called the meeting to order at 3:10, today to hear presentations on Vocational Education. He noted that Mr. Rackley would be a little late due to another committee meeting and that Mr. Coulter was still in Reno attending another meeting. The Chairman thanked the audience for responding to the committee's requests for presentations.

First presenter was Dr. Robert Seckendorf*, University of Nevada, Las Vegas, who is Director of the Vocational Education Research Coordinating Unit. His concerns about Vocational Education were that the programs follow a traditional pattern; heavy manufacturing or industrial, auto mechanics and carpentry. However, not much is geared toward the uptrend of Tourism and Gaming in this state. Only 5-6% of Nevada's labor force is in construction; the bulk of the work force is in Tourism and Gaming. Courses need to be changed to reflect this.

Also, rural schools are too small to provide much diversity of vocational education. Per pupil costs are extremely high. A pre-vocational preparatory course of a general nature might be better, leaving the specific training to community colleges and adult education classes.

* See Addendum to minutes, which contains additional materials submitted by Dr. Seckendorf after the meeting.

He was further concerned about a lack of a good tracking system of students after leaving vocational education courses to test their effectiveness, that students taking a variety of these courses appear in the figures as several students, and there is no way to track whether this 'package' of courses was effective for job placement.

His department is currently surveying available facilities and he is finding they are under-utilized and very little is being done to coordinate joint-utilization.

Dr. Seckendorf felt that money sent to schools should be targeted to proven effective programs and not sent for general support. He felt the state should have a vocational education program but felt the limited staff in the State Department of Education was not adequate for good management, planning and accountability.

Mr. Beyer was concerned that you cannot help a fourteen-year-old student decide about a vocation to be used over the next 40-50 years. Dr. Seckendorf replied that this was true but that experiences should be available for some background to help them decide at a later time.

Mr. Beyer further asked if training should be done at the post-secondary level. Dr. Seckendorf answered that he would like to see general pre-admission courses at the secondary level with specific training at the postsecondary level.

Mr. Beyer asked if private enterprise or unions were assisting. Dr. Seckendorf replied that they were, providing on-the-job skill training. However, this is a problem in the rural areas where not as many choices are available.

Claude Evans, Secretary-Treasurer of the Nevada State AFL-CIO; also serving on the Governor's Advisory Board on Vocational Education for Nevada, was the next presenter.

Mr. Evans strongly supports vocational education, noting that students need to be encouraged to check out different vocations. He observed that his son is now an expert in video communications in Washington, D.C., due to his training at the vocational education school in the Las Vegas area.

He noted that even if a student goes on to become a professional, it does not hurt for him to have had additional training in a vocational field.

He felt vocational education should be continued, supported and organized labor would like to help.

Mr. Vergiels asked if in the past some of these programs had not worked because the unions would not help. Mr. Evans replied that it was not that they wouldn't, but that they couldn't. It was a case of 250 students applying for 10 positions and the union had to follow affirmative action plans and place minority or female applicants in some of the positions.

Mr. Evans continued that something must be done for the 80-85% of the students who go into vocational occupations.

Mr. Horn commented that 87% of the jobs do not call for a college degree.

Chairman Craddock observed that we must see where these students are going and provide courses accordingly.

Mr. Evans commented that since the percentage is so high, more money should be spent on this large group of students.

Next, Jim Eardley, President of Truckee Meadows Community College, spoke. He presented his comments in writing and a brochure from the college (EXHIBIT A).

Mr. Eardley noted that his figures show that 4 out of 5 positions do not require a BA or Masters degree. Approximately 80% of the students at the college have a job. Most are in a transition period between jobs or are going into another type of job.

Most students don't know where they are headed coming out of high school so a general arena, the community college, is needed. They provide strong counseling, having a drop-in center. They even note UNR students coming to this center because the information is so readily available on career planning.

Females returning to school is a growing area. Previously student make-up was 50/50, now it is about 60% female.

Many female students and many high school students are going into the developmental skills courses as a direction finding method. They may not be ready for a 4-year university situation, frequently dropping out and feeling a failure. They come to the 2-year college, have more successes and find their direction before going on to further education.

Mr. Eardley stated he does not like the term 'vocational education.' He prefers career education or occupational education. He observed that everyone has the right to be employable either out of high school, out of the community college or if they go on further.

Mr. Beyer commented that he was very impressed with the schedule of classes from the Community College. He asked how many of the classes were 'one-shot' classes, not necessarily producing occupational training.

Mr. Eardley responded that 125 out of 500 were self-supporting, self-sustaining, community service classes. However, he did note that even with cake decorating that falls into this category, many people do go on to employment after pursuing what they thought was a hobby.

Chairman Craddock noted he was surprised that they offered 500 different courses. Mr. Eardley responded that they currently had a 7300 'head count' plus another 1200 in ESL or basic adult education classes.

John Hawkins, Nevada School Boards Association, declined to speak at this time but noted he was available to answer questions.

Merlin Anderson, Administrator for Commission on Postsecondary Education, introduced Tom Edwards, Chairman of the Commission and Director of a private school in the state.

Mr. Anderson noted that many entities are providing different types of vocational education but there is no complete picture of what is taking place. Of current vocational education students in postsecondary education, 45% are in private institutions. Out of 10,000 enrollees, 8,600 graduated from these private schools.

Mr. Anderson continued, noting that in private schools, variety depends on what the interest is, there is no direction from a 'state body.' A private institution is a failure if it does not make its students employable.

Mr. Vergiels and Chairman Craddock asked about the amount of graduates mentioned earlier. Mr. Anderson responded that there were so many because many courses are only 4-5 weeks long while others may run 3 years.

Mr. Anderson noted from a HEW study that there was an 80% holding level in the private postsecondary schools and only 25-35% in the public schools. However, the figures were from 1969-70.

Private schools tend to fulfill the state needs better rather than having traditional courses. For instance, 4-6 week courses in dealing Blackjack, 10 months for slot machine mechanic, and a surprising area, poodle grooming, which is paying about \$9 per hour. Diamond cutting, the only school in the United States being in Nevada, is another area. These students go into the international market. The MX is creating requests for security guards.

Mr. Anderson noted students do not necessarily make a choice between private or public schools, but between subjects available. They often attend both at the same time.

Mr. Anderson commented that he prefers the term "involvement education." Also, many are combining professional and vocational skills, such as doctors who are discouraged with the malpractice situation returning to take courses in medical tool design.

Mr. Anderson mentioned three publications: Getting Skilled, A Guide to Public and Private Schools, Nevada Job Line Newspaper, and Nevada Occupational Training Directory. He offered copies if anyone wanted them.

Next presenter was Mike Rask, Executive Director of the Vocational Education State Advisory Council, whose comments are attached as EXHIBIT B.

Mr. Rask additionally wanted to take exception to the statement from Dr. Seckendorf about not having specific vocational training in the secondary schools, particularly in the rural areas. Mr. Rask noted this must be a joint effort between secondary and postsecondary. If you do not provide specific training in a secondary school in a rural area, or in downtown Las Vegas, you are not serving 65% of the student population who do not go on to further education after high school.

Mr. Rask observed that the community colleges have done an admirable job in the years that they have had to begin 'gearing up' for vocational education. However, they have followed the traditional pattern of secondary schools and are not moving at a very rapid rate toward the second level of technical education.

Mr. Rask also distributed a page entitled Vocational Education Facts in Nevada and a pamphlet on Vocational Education prepared by the Advisory Council (EXHIBIT C).

Chairman Craddock mentioned material he had received from Nevada Press Clipping Service ranking Nevada as 56th in vocational education. (Attached as EXHIBIT D.)

Mr. Rask responded that this was in terms of the state's appropriations.

Mr. Beyer asked if there could not be a plan to transition students from secondary grades into the postsecondary level.

Mr. Rask responded that there are a few programs such as at Clark County Community College and at Western Nevada Community College, however, they are not extensive enough. Other states have been doing this for a long time because they have had community colleges a long time. Community colleges are fairly new to Nevada. He said, further, that it is also a problem of manpower. There are only 8 1/2 vocational consultants providing services to teachers and 35,050 students in the state.

Jack Davis, President, Western Nevada Community College, was the next presenter. He noted that there should be some vocational education at the secondary level. He would like to see a greater cooperative effort between public institutions at the secondary and postsecondary level and industry. Industry accepts the products, hires the products, and knows best what needs to be taught. This should make the vocational education programs more efficient than ever before.

Mr. Davis mentioned a program at Western Nevada Community College called "Experience Based Career Education." In this program, through a cooperative effort from industry and business, students experience first-hand what is expected of a worker to help them make decisions as to what field they want to pursue.

Mr. Davis would also like to see a greater utilization of the college facilities by secondary students. There are a few programs now, but he would like to see more developed.

Mr. Davis noted that he has found throughout the state that people in all areas have made very substantial attempts to provide vocational education. In the rural areas it is sad because of their lack of resources. They should not be cut back even further from these attempts.

Chairman Craddock said the emphasis on cooperation was good. However, he found the universities are complaining to the secondary schools because the students cannot read and the elementary and secondary schools are complaining that they do not receive good teachers from the universities. He asked if the expertise was missing to provide a good vocational education program.

Mr. Davis answered that at the community college level, over 60% of the teachers are part-time, also working in industry and business. He felt this meant that they had a good cooperative effort and that they were using the best qualified in their respective fields.

Chairman Craddock said he still was hearing that the void still existed between what was needed and what is being provided.

Mr. Vergiels commented he felt this fell in Mr. Rask's department instead, and asked him to respond from the audience.

Mr. Rask clarified his previous comments by stating that over the last ten years, the professional staff in vocational education has been reduced by one third. He felt leadership was not there in enough volume to get the job done.

He further stated that the University of Nevada System has 2 1/2 staff members training vocational education teachers. Since this is all that has existed in the past, vocational education has evolved to the State Department of Education. Now their staff is dwindling as well.

Chairman Craddock asked specifically if Mr. Rask felt the education community had the expertise to put on line a vocational education program to meet the needs of the student population of the State of Nevada.

Mr. Rask said yes, there is expertise, however, not enough currently to provide for the projected 80% of the student population in vocational education.

Mr. Sanders spoke from the audience, agreeing that the manpower is not there to set up a program overnight. A program of this size has to grow over a period of time.

Next presenter was Ted Sanders, Superintendent, State Department of Education, who introduced Bill Trabert, State Director of Vocational and Continuing Education.

Mr. Sanders asked to report from Rosemary Clarke who had just given up the Chair of the State Board of Education, and who could not stay for today's meeting. She wanted to call the attention of the committee to the Governor's Commission on the Future of Nevada Report. The Education Section has a very strong emphasis on Vocational Education.

Mr. Trabert distributed and discussed a Vocational Education report for his presentation (attached as EXHIBIT E).

Mr. Beyer asked if the difference of percentage of emphasis between counties was because of demand for training.

Mr. Trabert replied that it was in some cases, but it was also a continuation of programs that had been established in the past when demands were different.

Mr. Sanders also felt it was due to previous buildings and equipment being maintained as current programs because it was less costly than establishing new programs. He felt this was very important and powerful data to be considered per county when expanding into new programs.

Mr. Trabert felt his report could be used to decide areas for earmarking special funds. He felt emphasis should be placed on updating teachers on current competencies required by industry and business for employment of their students.

Chairman Craddock said it was time to make a determination if the committee should recess until tomorrow at 3:00 to continue the presentations. He had heard from Judith Eaton, Clark County Community College, that she would be available on Thursday.

Since there were a few more presentations from the audience and wanting to allow Ms. Eaton some time, the committee was recessed to Thursday, February 27th, 3:00 p.m. However, several committee members would not be present as they would be attending other committee meetings in the building or sub-committee meetings in Las Vegas.

The meeting was adjourned at 5:25 p.m.

Respectfully submitted,

Dorothy Mobley, Secretary
Education Committee

ASSEMBLY

AGENDA FOR COMMITTEE ON..... EDUCATION.....

Date..... Wed, Feb. 25th..... Time..... 3:00 p.m..... Room..... 214.....

Bills or Resolutions
to be considered

Subject

Counsel
requested*

CURRENT STATUS OF VOCATIONAL EDUCATION

Presentations will be made by various representatives from postsecondary agencies, secondary schools and other interested parties.

This meeting will be continued to Thursday, February 26th, 3:00 p.m. if additional time is needed.

VOCATIONAL EDUCATION IN NEVADA
THE VIEWS OF A COMMUNITY COLLEGE PRESIDENT

By James Eardley

The need for an emphasis on vocational education can logically be considered from the perspective of the community college. Occupational programs are the first component of the community college mission. The need for occupational programs as a priority is demonstrated through a brief description of the students at Truckee Meadows Community College:

1. The average student is 31 years old, married, and a parent. They usually are employed.
2. Students in occupational courses are enrolled for the purpose of progressing in their current jobs or preparing for a career change.
3. Many women are enrolled to renew and develop skills so they can return to the labor force.
4. An increasing number of recent High School graduates enroll in the community college to prepare for entry into a variety of occupations.
5. Because occupational programs are provided in an environment of a comprehensive community college, students also enroll in transfer, developmental, and community service courses and programs.
6. There is also assistance provided through student support services and career development programs. Trained professional counselors assist students in reaching educational and career goals.
7. At Truckee Meadows Community College, there are approximately 70 handicapped students who are working toward a variety of educational and career objectives.
8. Approximately 300 apprentices are provided related training at the college each year. This is in cooperation with the joint apprenticeship councils.

Nevada's employers increasingly look to community college and to vocational education in general to train employees for state's increasingly diverse economy. Training for technical occupations, and the flexibility to respond to new demands on college programs means that resources are needed:

1. For equipment that will be current and comparable with actual workplace facilities.
2. For class sizes that are small enough to effectively teach highly technical occupational competencies.

Truckee Meadows Community College is preparing for the training needs Business and Industry.

For Example:

1. Needs assessments are in process to determine exact Business and Industry training requirements.
2. Occupational programs are being structured so that the college can respond to industry needs in a minimum amount of time. Courses and programs are being organized so that students will be able to be employed or upgrade in their present position in concentrated training programs.
3. The college is developing articulated programs with the school district so that students who can demonstrate occupational competencies from high school will not have to repeat them in the college training program.
4. The college is exploring a cooperative program with the university to train vocational instructors. Many potential instructors with excellent experience in industry need training in instructional techniques in order to effectively teach students.

5. College staff are constantly in contact with local businesses through participation with industry advisory committees and other community activities.
6. The college recently responded to the implications for vocational education in the draft environmental impact statement for MX.
In conclusion the increase in enrollment to over 7000 students at Truckee Meadows Community College this semester clearly emphasizes a big job for vocational education.

For additional information, complete the following form and mail to:

Office of Admissions
Truckee Meadows Community College
7000 El Rancho Drive
Sparks, NV 89431

Name _____

Address _____

_____ State _____ Zip _____

Materials Desired:

_____ Application for Admission _____ Financial Aid Information

_____ High School Junior and Senior Early Admission Procedures

_____ Catalog

For more information on any of the following subjects, check the appropriate box.

- | | |
|---|--|
| <input type="checkbox"/> Administration of Justice | <input type="checkbox"/> Special Interest/Self-Improvement |
| <input type="checkbox"/> Adult Basic Education (ABE) | <input type="checkbox"/> Stress Management Workshop |
| <input type="checkbox"/> Assertiveness Techniques Workshop | <input type="checkbox"/> Study Skills Workshop |
| <input type="checkbox"/> Automotive | <input type="checkbox"/> Testing |
| <input type="checkbox"/> Business | <input type="checkbox"/> Time Management Workshop |
| <input type="checkbox"/> Career Life/Planning Class | <input type="checkbox"/> Woman's ReEntry Support Groups |
| <input type="checkbox"/> Career and Occupational Information | |
| <input type="checkbox"/> CETA Clerical | |
| <input type="checkbox"/> Course and Degree Planning Assistance | |
| <input type="checkbox"/> Courses for Transfer to Baccalaureate Schools | |
| <input type="checkbox"/> Dental Assisting | |
| <input type="checkbox"/> Developing Your Own Potential Class | |
| <input type="checkbox"/> Developmental English | |
| <input type="checkbox"/> Developmental Math | |
| <input type="checkbox"/> Drafting | |
| <input type="checkbox"/> English as a Second Language (ESL) | |
| <input type="checkbox"/> Fire Science | |
| <input type="checkbox"/> Florist Training | |
| <input type="checkbox"/> Food Service | |
| <input type="checkbox"/> How to Survive in College Class | |
| <input type="checkbox"/> Job Search Clinics | |
| <input type="checkbox"/> Job Upgrading | |
| <input type="checkbox"/> Nursing | |
| <input type="checkbox"/> Office Administration | |
| <input type="checkbox"/> Radiologic Technology (X-ray) | |
| <input type="checkbox"/> Services for physically inconvenienced students (Special Services) | |



Check us out!

Job Placement

673-7067

- Attempts to match students with career related employment
- Daily part-time and full-time job listings
- Referral services for job interviews
- A source of labor for full-time, part-time and temporary positions

Who May Attend

You may attend the College if you are a high school graduate, OR have a GED OR are over 18 years of age.

High school juniors and seniors, international students and persons interested in the Health Occupations programs must complete additional requirements for admission. For further details consult the college catalog or call 673-7040.

Want More Information?

Fill out the form on the back of this brochure and send it to:
Admissions and Records Office
Truckee Meadows Community College
7000 El Rancho Drive
Sparks, NV 89431
or call (702) 673-7040

This college is your college. Take advantage of it and check us out. We're waiting to welcome you.

Truckee Meadows Community College is an Equal Opportunity Employer and does not discriminate on the basis of sex, race, color, religion, handicaps, or national origin in the educational programs or activities which it operates.



truckee meadows community college

The Lifetime Experience...

GENERAL INFORMATION





This is TMCC...

Truckee Meadows Community College is a "comprehensive" community college of the University of Nevada System, serving the people of the Reno/Sparks metropolitan area. "Comprehensive" means the college has many functions, and these functions blend together to give students a variety of choices for lifelong education. Above all, the college has been designed to provide a learning environment which is comfortable, convenient, accessible, and responsive to the needs of adults as well as youth.

TMCC Offers Three Degrees

Associate in Applied Science (Occupational Degree)

Associate in Arts (Transfer Degree)

Associate in General Studies (the Alternative Degree)

- Classes average just over 20 students per course
- Two thirds of the classes are scheduled in the evening hours
- Class locations include the campus building plus schools, hospitals, businesses, and private homes throughout the community:
- Over 80% of the students are employed while attending TMCC.
- The majority of students take only one or two classes per semester.
- A variety of teaching methods and equipment encourage active student participation.

General Education/Developmental Program 673-7185

- Courses for transfer to Universities in Nevada or other baccalaureate schools

Anthropology
Arts/Crafts
Biology
Chemistry
Economics
English
Environmental
Geography
Geology
History
Home Economics

Humanities
Human Services
Journalism
Mathematics
Philosophy
Physics
Political Science
Psychology
Sociology
Speech and Theatre

- Courses to support your occupational program or training, for personal growth, self-development, job upgrade; to help you write more effectively
- add, subtract, and figure percentages accurately, etc.
- improve communication skills
- understand others' viewpoints
- understand the working of city, county, and state governments
- understand the advantages and disadvantages of community growth and environmental planning.

Occupational Training Programs and Courses 673-7091

- Administration of Justice
 - Corrections
 - Industrial Security
 - Juvenile Justice
 - Law Enforcement
- Automotive Technology
 - Business
 - Credit Union Management
 - Data Processing
 - General Business
 - Hotel/Motel Management
 - Insurance
 - Marketing
 - Micro-Computer
 - Mid-Management
 - Money & Banking
 - Real Estate
 - Small Business Management
 - Transportation
- Dental Assisting
- Drafting Technology
- Electronics Technology
- Fire Science Technology
- Food Service Technology
- Nursing
 - A.D.N. (R.N.)
 - Practical Nurse
 - Nursing Assistant
- Office Administration
 - Administrative Secretary
 - Clerical
 - Special Office Administration
 - Stenographic Secretary
 - Word Processing
- Radiologic Technology (X-ray)
- New Programs in Development (Individual courses now available)
 - Accounting
 - Air Conditioning & Refrigeration
 - Child Development
 - Medical Secretary
 - Legal Secretary
 - Solar Energy/Design Technology
 - Welding Technology

Adult & Community Education

673-7110

- Classes and workshops designed for self improvement, job upgrading, and meaningful use of leisure time
- Adult basic education classes in reading and mathematics
- CETA and other short-term job-entry training programs
- Citizenship training and English classes for the foreign born

Counseling and Career Planning

673-7060

- Planning for a career or changing a career
- Solving personal concerns individually or within a group
- Credit courses in Career Planning, How to Survive in College, Developing Your Own Potential
- Workshops for personal growth in Strategies for Change, Relaxation Techniques, Adult ReEntry Program, and others upon request
- Workshops in study skills, resume writing, job interview techniques, and others
- Academic advisement and educational planning
- Career and educational resource materials available in the Drop-In Center
- Tutorial assistance in many general education and occupational courses
- Services for the physically inconvenienced and students with special learning needs

Testing

673-7062

- Explore your personal strengths with a counselor
- Individual assessment of interests, aptitudes, and abilities
- GED High School Equivalency testing monthly
- Earn college credit through CLEP examinations in science, English, mathematics, humanities, and social sciences/history

TESTIMONY ON THE STATUS
OF VOCATIONAL EDUCATION
IN NEVADA

Submitted to the Education Committee
by Michael L. Rask, Ph.D.

Any study of the status of vocational education in Nevada cannot be accomplished without looking realistically at, first, the labor market, and then comparing Nevada's vocational services to national statistics. In September of 1980, the Bureau of Labor Statistics, U.S. Department of Labor, reported that slightly less than 18% of all the jobs available in America require a Baccalaureate Degree from a College or a University. From those same statistics, we find that 16% of all the jobs in America require no formal training, leaving 66% of all jobs available requiring vocational/technical training at either the secondary or post-secondary level. While the number of unskilled jobs are increasing slightly, due to service occupations, the number of degree-requiring occupations are holding steady. According to a Labor Department study, 13.5 million college graduates will enter the labor market by 1990, but only 10.2 million jobs will open up in fields for them.¹ These graduates, who have neither high-skill nor low-skill training will be vocational education's "retreads." Their needs will not have been met nor will the society's needs be met by the college education they have received.

We, in education, will certainly not have done those college-educated-but-"unemployable-in-their-major-field" graduates any favors.

It is clear that if the educational system is designed to reflect society's needs we must reprioritize our efforts.

Today, Nevada's vocational education programs at the secondary and post-secondary levels serve 35,050 individuals. The enrollment figures show that 33.3% of the students in secondary education are enrolled in one or more vocational courses. This can be compared to the fact that nationwide, 50% of all secondary students are enrolled in one or more vocational courses. It is clear that on a percentage basis, Nevada is behind the national average by 17.7% and is 32.7% behind the

demand projected by the U.S. Department of Labor.² While there are some extremely effective programs statewide, we are falling behind by an ever increasing number of individuals as compared to national demand and national averages.

Another critical concern in the status of vocational education is state-level leadership in the educational and non-educational community alike. Each sector of the educational community thinks its needs are unique and require special attention. We, who have involved ourselves with vocational education, are no different. In the State Department of Education, vocational education has, since 1970, seen an erosion of personnel who provide leadership in terms of professional development, curriculum, assessment, evaluation, etc. Budget cuts have reduced the Vocational Department staff by 1/3 in 10 years. In 1982 and 1983, under present budget recommendations the vocational staff would again be reduced by one more professional and a clerical position.

For some reason, the leadership development in vocational education in Nevada parallels no other state organization in the nation. The concerns of teacher inservice, curriculum revision, etc. which have historically been the province of the University system in other states have evolved to the role and responsibility of the Nevada State Department of Education, this phenomenon is neither positive nor negative. At present, the University of Nevada system has only 2-1/2 professionals charged with teacher preparation and a priority simply has not been placed on continuing service to vocational teachers or non-reimbursed program improvement activities. If assistance for program improvement is to be received, it will most likely come from the State Department staff; whereas in all other areas of education such services are readily available through the University. The continual decline in available services has greatly retarded the growth and improvement of vocational education in the state. Paralleling the decline in concern for vocational education and the increasing concern for reduced government spending, the decline of professional vocational leadership simply exemplifies the lack of priority which has

existed for vocational education. It could be assumed that Nevada has, through its budget process, provided adequately for state level leadership. Each year, however, the Federal contribution to the State Department of Education operations increases and State commitment decreases. Presently the Federal appropriations provides for 1/2 of the vocational education staff in the State Department of Education.

In 1979, in a speech to the Nevada Vocational Association, Ted Sanders spoke of a dream for vocational education -- an Individual Employment Plan for each High School student in Nevada public schools. The plan, as he described it, would present an occupational goal and "road map" of courses and experiences leading to that goal. Unfortunately innovation like the individualized employment plan are much like draining swamps; it's difficult to remember that your primary objective was to drain the swamp when you're waist-deep in alligators. For at least 4 years, vocational education has been fighting financial alligators, and that has required their full attention. Two years later that individualized employment plan is still a dream. Ever increasing compliance requirements, shrinking State Department of Education staff, and state money has placed state staff in a position of just maintaining the necessary regulatory functions to assure the continuation of the federal money available for programs. Unlike most all other forms of education, vocational education has not had readily available "risk capital" which also results in major innovations.

Nevada vocational education is, in general, well behind the technology of the day, not because it lacks risk capital but because it lacks maintenance capital.

Another area of concern is from the teacher standpoint. Vocational Education has historically innovated from the classroom and on the basis of dedicated, hard working teachers.

For teachers, ever increasing class sizes, failing equipment and shrinking available creative time has brought vocational innovation in Districts to a grinding halt.

The Vice-President's task force on Youth Employment, in its August 1980 report, emphasizes the need for vocational education to join in a partnership for training with "employers, labor unions, parents, mayors and private schools" to address the needs of youth regarding employment and the manpower needs of the nation.¹ In Nevada, financial constraints, decreasing vocational staff (state & local) and maintenance of programs have made the development of a truly cooperative program between all concerned, if not impossible, at least highly unlikely.

In August of 1979, at the request of the State Board of Education, the Council initiated a study of Youth Unemployment and its causes in Nevada. The study's purpose was to determine barriers to youth employment and of those barriers which the respondents felt were the responsibility of public education.

I would caution you that the report is not yet complete and the preliminary findings are just that - preliminary. The full report will not be completed for distribution until probably late April. The study consisted of 150+ respondents which were students, parents, employers, and labor representatives. While the individual group responses are not available, it might be good to review the top ten Barriers on the chart.

1. Inability to read
2. The inability to follow written or verbal messages
3. Lack of necessary vocational skills for employment in a specific job
4. Inability to communicate orally
5. Inability to exercise math computation skills
6. Attitudes (self-discipline, initiative, good judgement and responsibility)
7. Personal hygiene, clothes, hair style
8. Inability to communicate effectively in writing
9. Inability to make decisions
10. Knowing how to apply for a job

As you can well see, the 3 "R's" made the top ten; but third was the lack of necessary vocational skills for employment in a specific job. If individuals are going to move into more than unskilled employment in Nevada, they do need training.

Funding of vocational education in Nevada is an interesting mix. The total expenditure is very close to \$11.5 million. Of that sum, approximately \$500,000 has been State funds through the State Department budget; (for the current biennium the Governor) has recommended a reduction of 42% in State funds down to \$306,379 the first year, and \$328,326 the second year. The Districts of Nevada over the last four years have maintained funding of vocational education from the Distributive School fund and Community College appropriately in the amount of \$10 million. The federal government contributes approximately \$1.5 million, of which approximately 26% can be used for General Vocational Program Services.

Though at this point I would like to bring my comments to a close, it would be inappropriate without commenting upon the disadvantaged and handicapped youth who are and should be served by vocational education. In Nevada, 16% of the funds expended for vocational education serves the disadvantaged, and 4% is expended in service to the handicapped. This compares favorably with the 13% Nationally for disadvantaged and 3% for handicapped. However, the question should be asked - "Are we indeed meeting the need?" Without research it is very difficult to assess, but, I suspect that since we are unable financially to serve regular students fully, we are not serving special populations proportionately to their needs.

In closing, it may appear that the only solution, seen by the Council, is expanded funding. In part that may be true. As increased funding is the only way more programs can be offered, state level leadership can be expanded, equipment can be upgraded and curriculum can be rewritten to more closely reflect the needs of students and employers in our state. At present the department of education is completing a statewide needs assessment to determine the exact extent of equipment replacement and repair needs. My personal observations lead me to believe that the

general need is greater than any of us may expect. As many of you know, the State Advisory Council has written a Bill which would provide \$10 million in one-shot funding to replace equipment, update facilities and provide minimal short-term relief in the area of innovation. Assemblyman Jeffries of Clark County, on behalf of the Council, submitted that Bill for drafting the second week of the session and to date it has not come out of the Bill Drafters. We hope that it will soon be available for your review and support.

Finally, I would encourage each of you to review the State Department of Education budget for vocational education. An even surface review of the Department budget will show you a very real difference between the Department's request and the Governor's recommended budget. The reduction in State support could mean the closure of programs in rural counties, it will inevitably lead to a larger federal support on a percentage basis and overall it may be devastating to vocational education.

For your later review, I have attached several exhibits to my written testimony.

FOOTNOTES

1. Hacking, John, Nevada Vocational Education: Where it Stands at Present, Nevada Vocational Education Research Report, Volume 1, Number 6, November-December, 1980, page 14.
2. A Summary Report of the Vice-President's Task Force on Youth Employment. The White House, Washington, D.C. - February, 1980 (reprint August 1980).

VOCATIONAL EDUCATION FACTS IN NEVADA

In discussing the status of vocational education in Nevada, one needs to consider several factors. The following items outline some cost and service comparisons.

- A. One primary area of concern is the Cost per person of any form of program.
 - 1. Maintenance costs of welfare for a 2 person (1 parent-1 child) is \$4532/family/yr; medicaid: \$1500/family/year; food stamps (approx.) \$480/family/yr.
 - 2. Incarcerated adult maintenance in maximum/minimum security for one year is approximately \$12,000/person.
 - 3. Youth Security Services (Incarcerated Youth) costs for one year's maintenance is \$11,718.75 per person.
 - 4. The cost of vocational education services at the secondary level is \$326.77/student/year over and above the cost of regular academic programs.

- B. Total expenditures for programs vary widely.
 - 1. Vocational education dollars spent (federal, state and local) amounted to \$11.5 million.
 - 2. Incarcerated youth used \$3,375,000 last year; probation subsidy to counties for services to high risk offenders was \$629,370, making a total of \$4,004,370.
 - 3. Of the \$11.5 million dollars used last year, 16% was for programs for the disadvantaged and 4% for programs for the handicapped.
 - 4. This compares to 13% for the disadvantaged and 3% for the handicapped at the national level.

- C. In comparing cost contribution of Nevada funds with those nationally, these figures result:
 - 1. Nevada contributes 6.83 state and local dollars for every federal dollar.
 - 2. National averages are 7.23 state and local for every federal dollar.

- D. Numbers served and students enrolled show a wide disparity.
 - 1. In Nevada, vocational education serves 22,712 high school students or 33% of all high school students.
 - 2. Nationally, vocational education serves 50% of all high school students.

3. The following is a comparison of percentage breakdowns:

Nevada

35,050 students
64.8% secondary
12.8% post-secondary
22.4% adult

National

17.2 million students
59.4% secondary
14.6% post-secondary
26% adult

E. Rank Comparisons show:

1. Nevada is 45th out of the 54 states and territories in state and local dollar expenditures per high school student.
2. It is 3rd from the bottom in federal allocations and expenditures per student.
3. It is 6th from the bottom in vocational education expenditures per student at the adult and post-secondary level.

VOCATIONAL EDUCATION

AN OPPORTUNITY



FOR NEVADA

Prepared by the Nevada Advisory Council for Vocational-Technical Education

A POINT OF VIEW

WHAT IS VOCATIONAL EDUCATION?

WHAT DOES VOCATIONAL EDUCATION COST?

WHY ARE VOCATIONAL EDUCATION PROGRAMS
IMPORTANT TO THE PEOPLE OF NEVADA?

WHAT CAN WE DO TO IMPROVE VOCATIONAL EDUCATION?

A MANDATE



We live in a society which honors poor philosophy, because philosophy is an honorable calling, and ignores good plumbing, because plumbing is a humble occupation. Under such practices, we will have neither good philosophy, nor good plumbing. Neither our pipes nor our theories will hold water.

JOHN GARDNER
Former Secretary of H.E.W.

A POINT OF VIEW

WHAT IS VOCATIONAL EDUCATION?

WHAT DOES VOCATIONAL EDUCATION COST?

WHY ARE VOCATIONAL EDUCATION PROGRAMS
IMPORTANT TO THE PEOPLE OF NEVADA?

WHAT CAN WE DO TO IMPROVE VOCATIONAL EDUCATION?

A MANDATE



Vocational Education in Nevada is designed to prepare secondary and post-secondary students for employment in over 100 occupations. By enrolling in a vocational program during the Junior and/or Senior year, Nevada's secondary students can graduate with entry level skills in an occupation of their choice. Through post-secondary programs, individuals can obtain entry-level employment skills, update technical competencies, and expand occupational knowledge. The training available in a variety of occupations has been categorized by program type and include: Agriculture, Distributive Education, Health Occupations, Home Economics, Business and Office Education, Technical Education and Trade and Industry Occupations.

Vocational education stays responsive to the employment requirements of business and industry through the utilization of Local, State, and National Advisory Councils. These Advisory Councils are comprised of members employed in the various occupations, who provide input concerning the training, type of equipment, and curriculum that a vocational program must offer to prepare students for the real world of work. Each vocational program utilizes an Advisory Council which enables the program to be responsive to Local as well as State and National needs.

Another important aspect of vocational education is the utilization of Vocational Youth Organizations for each program. These youth organizations provide leadership development, Local, State and National competition, and enhance the training students receive by serving as an extension of the vocational classroom.

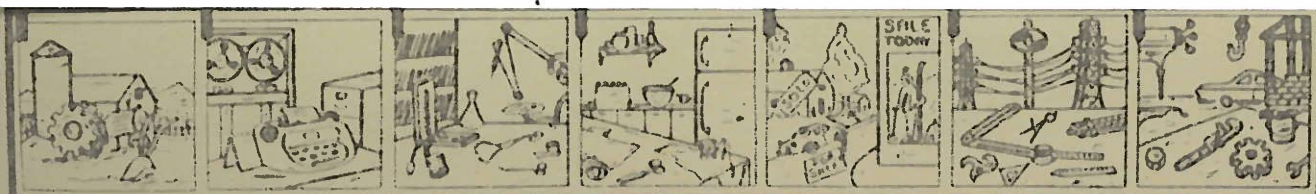
WHAT IS VOCATIONAL EDUCATION?

WHAT DOES VOCATIONAL EDUCATION COST?

WHY ARE VOCATIONAL EDUCATION PROGRAMS IMPORTANT TO THE PEOPLE OF NEVADA?

WHAT CAN WE DO TO IMPROVE VOCATIONAL EDUCATION?

A MANDATE



Funding for vocational education is a cooperative effort between Federal, State and Local Governments. Federal involvement began in 1917 with the Smith-Hughes Act and has been expanded through a variety of Acts, the most recent being the Vocational Education Act of 1963, and the 1976 Amendments to that Act. Federal funds are matching in nature with State and Local funds.

Funding of vocational programs in Nevada for 1980 include approximately 1.9 million dollars from the Federal Government, 500 thousand dollars from the State Government and 11 million dollars at the Local levels.

Vocational education programs cost more per student than other education programs because of the nature of the programs. Vocational programs are designed to duplicate the real world of work in terms of the setting, equipment, and supplies. It is through the utilization of up-to-date equipment and supplies that students complete a program with entry level employment skills.

Another aspect of vocational programs which increase costs is class size. Shop safety standards, cooperative and on-the-job training, and other types of **learn to do by doing** training programs contribute to a higher per student cost. These costs do reflect a more thorough education of the student in the specific occupation they are training for.

An additional cost factor identified with vocational programs is the necessity of eleven and twelve month contracts for some vocational teachers. Preparation for a vocational program can be time consuming and require that additional salary be available for the vocational teacher.

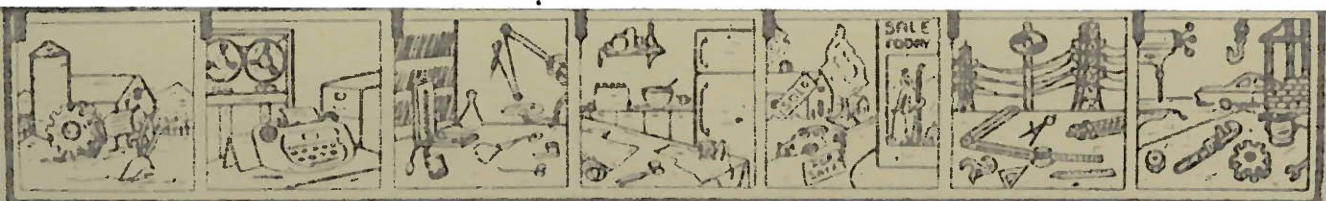
Another contributing cost factor is the incorporation of vocational youth organizations into vocational programs. These organizations often require that a student travel to contests at the local, state, and national level, and occasionally require funding from the school district to cover expenses.

WHAT DOES VOCATIONAL EDUCATION COST?

WHY ARE VOCATIONAL EDUCATION PROGRAMS IMPORTANT TO THE PEOPLE OF NEVADA?

WHAT CAN WE DO TO IMPROVE VOCATIONAL EDUCATION?

A MANDATE



One has only to look at the mathematics of the situation. Nationally, only 18% of the employment slots require a college degree. Contrast this with the usual 80% of high school students enrolled in a college preparatory course, and it quickly becomes evident that college is being sought by an unrealistic number of young people. This has two results: more college graduates than available for suitable employment, and far too few people trained and willing to accept necessary jobs.

An analysis of 1979 labor and supply data for Nevada, as made available through the Employment Security Research Division of the Nevada Employment Security Department in cooperation with the SOICC, reflects that demands for competent workers do in fact exist in occupations in which training is available through Nevada's vocational education programs. Secondary and Post-secondary Vocational Education programs are contributing to these demands but on a limited scale. An analysis of each program type shows that Vocational Education program completers comprise less than 30% of the individuals needed to meet the demand.

An analysis of unemployment data for Nevada reflects that the rate of unemployment for individuals ages 16 through 19 is approximately 16% for whites and approximately 30% for non-whites, while the rate of unemployment for individuals ages 20 to 21 is approximately 10% for whites and 27% for non-whites. These facts, coupled with demand and supply figures, brings to light the real problem: Students are graduating from high school without the necessary skills to find employment in occupations where a demand for qualified workers exist.

Student complaints of lack of relevance are far less often heard from those in vocational education. They can see where they are going and how their courses are helping them get there. Currently in Nevada approximately 9% of the students drop out of school. More relevant educational programs may contribute to keeping more students in school. In Nevada, disinterest in school and lack of attendance appear to be the major reasons for dropping out, according to a report by the Nevada Employment Security Department.

WHY ARE VOCATIONAL EDUCATION PROGRAMS IMPORTANT TO THE PEOPLE OF NEVADA?

WHAT CAN WE DO TO IMPROVE VOCATIONAL EDUCATION?

A MANDATE



As individuals working in a variety of occupations we can serve on the Local Advisory Council for the related program offered in our school district.

If vocational education programs are not available on the local level we can work toward the establishment of programs that will provide training for our students to enable them entry level employment skills.

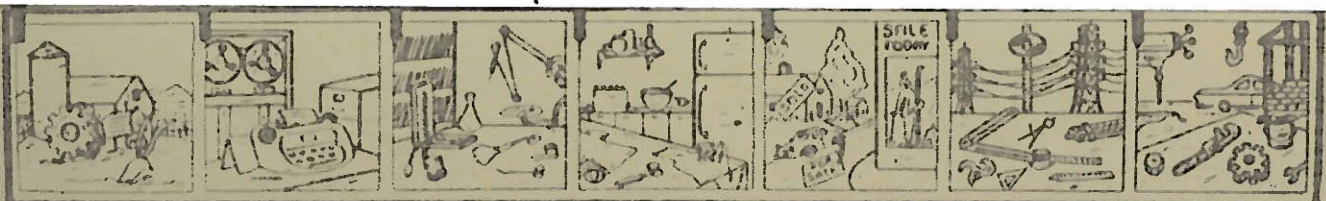
We can contact our Legislative Representatives on the National level to show our support for continued funding of vocational education programs; programs designed to train individuals for employment.

We can contact our Legislative Representatives in Nevada to show our support for proposed legislation designed to make a lump sum of state money available to update established vocational programs, as well as start new programs in areas needing vocational education.

Contact the Nevada Advisory Council for Vocational-Technical Education for information concerning Advisory Councils, Vocational programs, Legislation, or any other information concerning vocational education.

WHAT CAN WE DO TO IMPROVE VOCATIONAL EDUCATION?

A MANDATE





Hope Roberts, Chairman of the Nevada State Advisory Council for Vocational Education and Ted Sander, State Superintendent of instruction present Lori Horton, State President of Future Business Leaders of America with a plaque of recognition for her youth leadership in Nevada.



Nevada State Future Farmers of American officers for 1980-1981. Left to right: Fred Garret, president; Kenny Scott, vice-president; Lori Cann, secretary; Rick Hogan, treasurer; Rachine Lee, reporter; Brett Whipple, sentinel.

1967

Shall we persevere in the traditional practices that are obviously not properly equipping fully half or more of our young people or shall we immediately undertake the reformation of our entire secondary education in order to position it properly for maximum contribution to our individual and national life?

SIDNEY P. MARLAND, JR.
Former U.S. Commissioner of Education
Department of Health, Education and Welfare

**IS
THIS
PROGRESS
TOO
SLOW?**

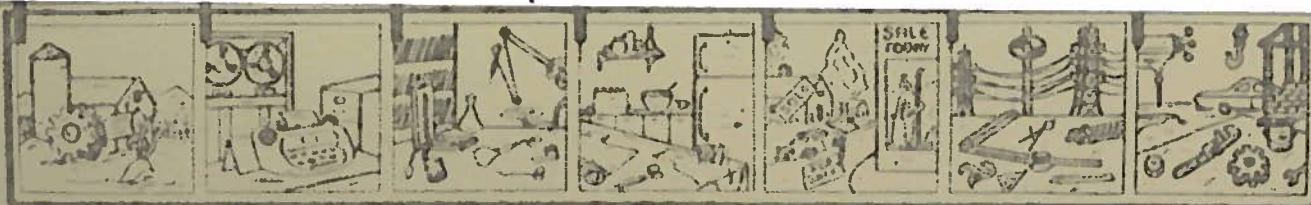
1979

We need to make career counseling a reality. The time is ripe for counselors, teachers, parents, and students to sit together when the student is in the ninth or tenth grade to develop an individual employment plan. That plan should consider interest and ability assessments for the student and plan:

- 1. Academic coursework*
- 2. Career exploration including part-time employment opportunities, and,*
- 3. Vocational coursework.*

TED SANDERS
Nevada State Superintendent
of Public Instruction

A MANDATE



**VOCATIONAL-TECHNICAL PROGRAMS
ARE LOCATED IN THE FOLLOWING
NEVADA COMMUNITIES:**

Carson City
Fallon
Las Vegas
Henderson
North Las Vegas
Moapa
Minden
Zephyr Cove
Wells
Carlin
Elko
Eureka
McDermitt
Winnemucca
Battle Mountain

Caliente
Yerington
Fernley
Hawthorne
Tonopah
Pahrump
Gabbs
Beatty
Lovelock
Reno
Incline Village
Gerlach
Sparks
Lund
Ely

MICHAEL RASK, Executive Director
ROGER RANKIN, Assistant Director Intern
TANIE MacMULLEN, Administrative Secretary

300 Hot Springs Road, No. 19
Carson City, Nevada 89701
Telephone: 702-885-4499

AGRICULTURE
EDUCATIONS

BUSINESS & OFFICE
EDUCATION

HEALTH
OCCUPATIONS

HOME ECONOMICS
OCCUPATIONS

DISTRIBUTIVE
EDUCATION

TECHNICAL
EDUCATION

TRADES & INDUSTRY
OCCUPATIONS

**VOCATIONAL
EDUCATION
FOR A
BETTER
TOMORROW**



Date: January 22, 1981

Ex. D

VOCATIONAL EDUCATION DESERVES A HIGHER PRIORITY

Nevadans should be ashamed for the state of vocational education in area schools.

While the rest of the world made the electronic leap with computer technology, Nevada ranks a miserable 56th, behind virtually all 50 states and six U.S. territories in the amount spent on vocational training.

According to state reports and inventories on vocational equipment in state schools, one drill press dates back to World War I.

Computers Leave Nevada In Dark

The state hasn't made any purchases of equipment since 1960. Since that time, computers have come of age and left Nevada in the dark when it comes to providing courses in advanced office equipment, space-age tools and sophisticated electronic monitors.

MX Leaves State Vulnerable

This state of affairs leaves Nevada extremely vulnerable if and when the MX missile system comes to the area.

For example, Lincoln County is one section of the state studied carefully by vocational educators. They found a population of about 3,000, including 1,400 people working in government, mining and trades. Per capita, the income is \$5,800, much lower than the state average of \$8,000.

Unemployment in Lincoln County runs only about four percent. Yet Lincoln County schools have inadequate equipment and facilities to train those who want to learn a trade.

In effect, Lincoln County, and all of Nevada according to the statistics, will be hurt under MX development.

The MX project plans call for local hiring to staff the construction of the project.

Out-Of-State People Will Be Hired

Without adequately trained people in the state, the military will bring in out-of-state workers to fill in the abyss that is Nevada's vocational education scene.

If our state aims to catch up to the 20th Century soon, the 1981 Nevada Legislature must provide for vocational education's needs.

To do that, the Nevada Advisory Council for Vocational Education projects a \$10 million need, with more than 90 percent of the money going to equipment, facilities and programs.

Not Given Support Of Teachers

One of the reasons vocational education has received limited help from the legislature is the low ranking it has received from the state's educational leaders. When a ballooned budget faced the gubernatorial and legislative knives, the administrators and teachers let the vocational programs suffer with only a whimper. They have always given up rather easily on this matter when compared to their noisy fights for salaries and fringe benefits.

We hope this attitude has changed in recent years and the vocational programs will be given high priority by educators and legislators. If any project is worthwhile to Nevada's economic future, the shape of vocational education is.

The SUN urges the legislators to fill the needs of vocational training. It is in the best interest of all Nevadans.

Vocational Education

Types of Vocational Education Training	Purpose	Example	Outcomes	1980 Reported Enrollment			
				State	Clark	Washoe	White Pine
1. <u>Job Specific Preparation</u>	<p>Training geared directly to a specific employer</p> <p>... a new company moving into state</p> <p>... existing company expanding or retooling</p>	<p>XYZ Furniture Manufacturing (North Carolina Company)</p> <p>EGG - Electronics Technicians</p>	<p>Attracts Industry <u>Economic Development</u> <u>Economic Diversification</u></p> <p>Increased Quality of Product</p>	0	0		
2. <u>Occupational Specific Preparation</u>	<p>Training geared to a specific occupation</p>	<p>Licensed Practical Nurse</p> <p>Cosmetologist</p> <p>Bookkeeper</p> <p>Secretary</p> <p>Food Preparation</p> <p>General Merchandising</p> <p>Auto Mechanics</p> <p>Floristry</p>	<p>Increased Employability</p> <p>Increased Job Mobility</p>	29%	35%	19%	15%
3. <u>Occupational Area Preparation</u>	<p>Training geared to a group of occupations which use similar knowledge, skills, tools and equipment</p>	<p>Office Occupations</p> <p>Medical Careers</p> <p>Building Trades</p> <p>Welding (agricultural, auto, mining)</p> <p>Distributive Education</p> <p>Typing</p>	<p>Better Occupational Choice</p> <p>Improved Ability to Work With Others in Related Occupations</p> <p>Improved Access to On-the-Job-Training</p>	71%	65%	81%	85%
4. <u>Employability Preparation</u>	<p>Training in work skills and attitudes applicable to any occupation</p>	<p>Career Evaluation</p> <p>Job Survival Skill</p> <p>Grooming</p> <p>Application Preparation</p>	<p>Greater Success in Work</p> <p>Geared for Occupations requiring no skill</p>		Not	Collected	
5. <u>Pre-Vocational Guidance</u>	<p>Introductory occupational knowledge and general information about a variety of work settings</p>	<p>Career Awareness</p> <p>Self Awareness</p> <p>Occupational Assessment</p> <p>Job Counseling</p> <p>Self Assessment</p>	<p>Better Educational and Occupational Decision Making</p> <p>Increased Career and Self Awareness</p>	Coop 2,590	758	0	73
6. <u>Pre-Vocational Basic Education</u>	<p>Training in basic skills necessary to enrollment or success in occupational training</p>	<p>Remedial Math</p> <p>Basic Math and Reading</p> <p>Occupational Literacy Courses</p>	<p>Entry into Occupational Training</p> <p>Greater Success in Occupational Training</p>	Handi 1,094 Disadv 8,563	428 5,441	70 194	24 45

NEVADA VOCATIONAL EDUCATION
SECONDARY PROGRAM DATA AS REPORTED
STATE-WIDE SUMMARY
JANUARY 15, 1981

Vocational Programs	Demand FY-81 One Year	1979				1980		1981
		Enrollment Grade 11-12	Completion	Follow-up in Related Field	Employer Follow-up	Enrollment	Completion	Enrollment
Agriculture Prod.	273	46	3	1	1	68	25	70
Ornamental Horticulture	324	105	32	3	1	45	20	25
Food Services	5,876	114	37	3	2	146	62	47
General Merchandise	3,052	-	-	-	-	-	-	47
Hotel and Lodging	359	31	2	-	-	-	-	-
Practical Voc. Nursing	153	-	-	-	-	-	-	-
Nursing Asst. (Aide)	357	34	11	-	-	22	9	24
Child Care	38	17	2	-	-	40	9	25
Inst/Home Mgt.-Custod Serv.	2,544	3	-	-	-	9	1	5
Accounting	1,105	194	101	13	7	628	305	218
Steno/Secretarial	1,229	505	209	15	12	690	267	461
Typing and Related	540	556	223	20	18*	1,248	355	897
Electronics	101	129	50	11	5	156	65	227
Auto Mechanics	398	1,090	355	37	26	1,484	486	719
Carpentry	276	451	157	17	11	518	204	402
Drafting	90	173	80	5	5	281	99	389
Cosmetology	212	109	37	4	2	107	38	39
<u>STATEWIDE</u>								
PART A: OCCUP. SPECIFIC	35,420	5,918	2,251	229	159	7,830	2,797	5,820
PART B: GENERAL (Gr. 9-12)		8,898	DATA NOT COLLECTED (NC)			12,636	(NC)	9,499
OTHER VOCATIONAL PROGRAMS								
Consumer & Homemaking		3,677	NOT APPLICABLE (NA)			3,135	(NA)	3,713
Industrial Arts		1,288				1,419		1,507
Handicapped		-				1,094		502
Disadvantaged		-				8,563		2,610
Ltd. English Speaking		-				586		265
Coop. Voc. Education		431				2,590		2,031

LET

SUMMARY
ALLOCATION OF FUNDS
FY-82 VOCATIONAL EDUCATION PROGRAMS

Page	FEDERAL	STATE	LOCAL	TOTAL
102a, II: Basic Grant				
Vocational Programs				
Agriculture	11,540	10,350	440,000	461,890
Distributive Ed			330,000	330,000
Health	10,000	5,000	710,000	725,000
Home Ec - Related	928	30,000	210,000	240,928
Business & Office	50,000	95,000	3,500,000	3,645,000
Technical			270,000	270,000
Trade & Industry	125,000	75,677	3,400,000	3,600,677
Cooperative	41,736		355,000	396,736
SUB-TOTAL: GENERAL SECONDARY	239,204	216,027	9,215,000	9,670,231
State-wide Programs				
State Vocational Youth Orgs.		25,000		25,000
Apprenticeship	71,875	71,875		143,750
Fire Service Training	43,125	43,125		86,250
Youth Corrections: NYTC		10,000		10,000
Adult Corrections: Prison		5,000		5,000
Highway Technician		10,000		10,000
Agriculture: College of Ag.		5,000		5,000
Work Study	20,000		22,000	42,000
Displaced Homemaker	8,500		58,500	67,000
State Administration	187,868	234,835		422,703
State Adm.: Sex Equity	50,000			50,000
Local Administration	12,000		420,000	432,000
SUB-TOTAL	632,572	620,862	9,715,500	10,968,934
National Priority				
Post-secondary & Adult	247,960			247,960
State-wide Adult: Electronics Technician Program	11,218			11,218
(P/S Local Effort incl. above)			(3,312,259)	(3,312,259)
Handicapped	172,785		600,000	772,785
Disadvantaged	340,570		800,000	1,140,570
Limited English	5,000		70,000	75,000
TOTAL 102a II	1,410,105	620,862	11,185,500	13,216,467
102a, III: Program Improvement				
Research	70,000			70,000
Exemplary	34,000			34,000
Curriculum Development	10,000			10,000
Professional Development	87,231			87,231
Guidance	63,550			63,550
State Administration	49,967			49,967
Local Administration	3,000			3,000
TOTAL 102aIII	317,748			317,748
GRAND TOTAL 102a II and III	1,727,853	620,862	11,185,500	13,534,215

SUMMARY
ALLOCATION OF FUNDS (CONT.)
FY-82 VOCATIONAL EDUCATION PROGRAMS

	Page	FEDERAL	STATE	LOCAL	TOTAL
<u>102b, Subpart IV</u>					
TOTAL SP. PROG. DISADV.		50,306		40,000	90,306
<u>102c, V: Consumer & Homemaking</u>					
Regular		67,938		783,333	851,271
Depressed Area		36,470		406,667	443,137
Ancillary		5,000		30,000	35,000
TOTAL 102c, V		109,408		1,220,000	1,329,408
<u>102d</u>					
TOTAL STATE PLAN. & EVAL.		12,577			12,577
GRAND TOTAL: ALL PARTS		1,900,144	620,862	12,445,500	14,966,506

Addendum to the minutes of February 25, 1981, of written testimony of Robert S. Seckendorf, Director, Research Coordinating Unit, University of Nevada, Las Vegas. This additional testimony was received by Chairman Craddock on March 9, 1981.

Dorothy Mobley, Secretary
Education Committee



DEPARTMENT OF SECONDARY EDUCATION

UNIVERSITY OF NEVADA, LAS VEGAS
4505 MARYLAND PARKWAY • LAS VEGAS, NEVADA 89154 • (702) 739-3374

March 3, 1981

Assemblyman Robert G. Craddock
Room 314
State Legislative Building
401 South Carson
Carson City, NV 89701

Dear Mr. Craddock:

On February 25th, I had the privilege of speaking before the Assembly Education Committee in regard to the status of vocational education.

In the interest of time, I presented my viewpoints in a brief and sketchy way. I have enclosed copies of the full text of my remarks for your use and inclusion in the record, if you desire.

I appreciated the opportunity to appear before the committee and if I can provide any further information, please let me know.

Sincerely,

Robert S. Seckendorf
Director
Research Coordinating Unit

RSS/bnh

xc: Ted Sanders, State Superintendent of Public Instruction
Wendell Newman, Consultant, State Department of Education
Bill Trabert, Director, Vocational Education

Mr. Chairman and Members of the Education Committee:

I am Robert Seckendorf, Associate Professor of Education and Director of vocational education research at UNLV. I appreciate the opportunity to present some observations and concerns about the status and future of vocational education.

I should point out that I have been in Nevada just about a year and a half, but because of the responsibilities I have as Research Director, I have had an opportunity to work closely with State Department of Education staff and personnel in the county school districts and community colleges. I have been involved in a number of program reviews and evaluations in the schools and colleges and therefore have been in both rural and urban settings. These visits have given me a good insight into the extent and quality of vocational education.

Within the limitations imposed on school districts and community colleges in terms of rural isolation in most locations and the lack of adequate financial resources in all cases, it is apparent that a dedicated and hard-working group of vocational teachers and administrators is providing good quality instruction to students. Certainly more can be done, but under the circumstances that prevail, I can not quarrel with the good intentions and efforts that vocational educators are demonstrating.

I can assure you that much improvement can be made--but the problem is not in the classroom by any means. Nor is it in the number of individuals who are in vocational courses--if enrollment reports are anywhere near accurate, the percentages of students served is comparable to other states and national averages.

I believe the problems are centered on the structure, pattern and support for vocational education.

Let me illustrate:

1. The current program (in terms of subject areas or courses) reflects a traditional pattern of vocational education--one that would be justifiable in a large industrial state with a heavy manufacturing and construction base--and with a population sufficiently large to provide some of the vocational programs that exist in Nevada's current program. This, by the way, is more of a problem at the secondary level than at the post-secondary and adult levels.

2. There is a decided mismatch between the labor market and the vocational programs--to a great extent the program looks like one that was created to serve a Nevada without gaming and tourism. In other words, the traditional 1917 pattern of vocational education has not changed with the marketplace needs. For example: construction employment accounts for 5 or 6 percent of total employment, while the bulk of Nevada employment is in the service and trades associated with tourism and gaming and the businesses that support and supplement these industries. Vocational education, on the other hand, has a pattern that is not in alignment with employment opportunities in this state.

The conclusion should not be reached that vocational education isn't important, but rather that it must change.

3. Rural schools are much too small to offer any reasonable diversity of specific preparation for employment. By this I mean that there is not sufficient enrollment to offer more than two or three vocational programs--students do not have sufficient choice of direction--and in addition, the per-student cost is high because of small enrollments in vocational courses.

Perhaps rural schools, and in some cases even the urban centers, should concentrate on pre-vocational preparatory programs of a more general nature and leave more-specific vocational education to the community colleges and short term adult programs. This is not to imply that vocational education should not exist in secondary schools, but rather that which is provided should be designed to provide skills in broad clusters of jobs, giving students an opportunity to obtain beginning level employment or the option to transfer directly into post-secondary programs in the community colleges to obtain more advanced training. In fact, secondary programs could be designed in such a way that they form the first two years of a four-year program completed during attendance at a community college.

4. To an extent, the high school graduation requirements need revision. At present no requirement exists for each student to complete a major sequence, whether it be science, math, art, music, languages or vocational education. In vocational education, in particular, students can take courses but not be required to complete two or three in the same subject area. Without such a requirement, a student will be counted as vocational but at the end there is no real preparation for a specific cluster of jobs. Vocational education students cannot be traced in follow-up to placement in a job related to their training. I can't fathom how a system can be accountable for its results without assuring that students complete a program.

5. Right now we are conducting a study for the State Department of Education in regard to available facilities for vocational education and the extent of utilization. The results will not be available until late March, but my observations are that many existing facilities are

under-utilized and there is little coordination for joint use by school districts and community colleges.

For example, the Vo-Tech Center in Clark County is not used fully after 1:30 or 2:00 p.m. I would ask whether additional high school students can be accommodated during afternoon hours or can the school be used by the community college as an extension center from 2:00 p.m. on into the evening. Certainly it would make sense from an economical use of public facilities. Expensive facilities and equipment should be used for as many hours a day as possible, without regard to turf protection.

On the other hand, there are examples of joint use of facilities in Carson City with Western Nevada Community College and in Reno with Truckee Meadows.

6. More effective use can be made of the limited funds available for vocational education (both State and local) by developing some mechanism that permits a review of existing programs and, on the basis of using a set of effectiveness measures, identify those programs that warrant continuation or need improvement. This would permit funds to be used only for these programs as opposed to formula distribution which permits agencies to use money to supplement the general operating expense of any program currently labeled vocational by the school. I should point out that such a concept would not violate the principle of local control of schools. Districts could still offer whatever courses they desire. The only difference would be in terms of which courses or programs will be supported with state or federal grant funds.

These are some general impressions that illustrate that there

is need to review the program and plan ways of adjusting and improving it.

I believe that the State cannot afford to ignore the fact that vocational education can be an important force in improving the quality of education and the economy of the State. An investment in vocational education provides opportunities for persons to become prepared for employment that exists and for new jobs that will emerge. It helps reduce unemployment, particularly among young people leaving high school. Post-secondary programs that operate during the day keep high school graduates off the full-time labor market longer, thereby decreasing high rates of youth unemployment even more and at the same time preparing them for more advanced and more responsible employment possibilities. Retraining of unemployed or under-employed persons puts individuals back into productive work and again has a positive influence on the unemployment rates.

An increased investment in a well-designed vocational education program has immediate payback--less money is spent on unemployment benefits, welfare payments and other social support services. In other words, the cost is recovered by state and local governments in terms of persons being productively employed, having an income, becoming a contributor rather than having to be supported with public money.

I believe that there is a need and a future for vocational education in Nevada. But I would want to be certain that what is delivered as a vocational education program meets the needs of people, both youth and adults-- a program that is provided in the most efficient and economical way, the results of which can be measured in terms of quality and effectiveness. In addition, I would want to be sure that the vocational education program does not stagnate in a single traditional mold that may have been good at one time, or is a reflection of a national pattern. Nevada's vocational education program should clearly be

designed to meet this State's needs in terms of employment potential for completors and the needs of employed adults for retraining and upgrading.

To accomplish the development of such a program will require a commitment from elected officials, the legislature and the State Boards as well as from the State Department of Education. But a commitment without tangible evidence of support will not create results. Only sufficient people and money can do the job that is needed, accomplish the purposes of vocational education and assure that its programs change as requirements change.

If this sounds like a bureaucratic solution, and I am sure you have heard this response before, it may be. While I am no longer part of a state administrative structure, I do know what can be done if a sufficient number of dedicated people are in leadership positions and there are adequate funds to enable a program to change and grow.

I would strongly recommend that if there is commitment to providing employment preparation for the people of Nevada, then the staff and money should be made available. But I would want to make sure, if I were committing money, that it be targeted money, not just funds to support that which presently exists. Public money should have tight strings attached, particularly because it is not easy to obtain.

Formula distribution of funds hurts small districts, because most formula money is distributed based on population. While the greatest need is in areas with a large concentration of population, there needs to be a system developed that will assure that small districts and small community colleges obtain sufficient funds to make changes. A five thousand dollar allocation can't make changes, it does nothing but pump money into the status quo.

My own experience with both formula money and competitive grants tells me just what can be done with targeted funds. It is my belief that results can be

demonstrated more clearly under a "Grants for Specific Purposes" system than a "General Support" system. Expenditure of public money must be subject to extensive and continuous evaluation and be 'results oriented'--and the people who administer public money must set goals and objectives with specific effectiveness measures attached in order to report results.

If every school district or college that can demonstrate the ability to change or redirect or expand its program were allocated a minimum of \$30,000 a year for five years (with an average of \$50 to \$60,000) it would be a beginning. Again, however, such funds should be tied to an accountability system and close monitoring to assure that funds are used to make a difference. This can only be accomplished by having a strong and adequate state agency staff to give leadership as well as review and monitor programs.

In my opinion, and based on my own experience as a State Director of Vocational Education, the current state staff of seven people cannot do the job. There is need for a minimum of eleven professionals, five clerical persons and an operating budget with a minimum of \$18,000 for travel to provide technical assistance and monitoring of programs in the school districts and community colleges.

In addition, funds are needed for curriculum development, pre-service and in-service teacher education and for research and evaluation in order to assure that the quality aspects of vocational education are emphasized and that mechanisms be developed to account for results of expenditures.

To summarize, Nevada does need vocational education. The growth and change that, without doubt, will occur in the next five to ten years will require trained workers, ready to assume jobs that will emerge. A well-prepared work force will provide incentives for new, clean industries to relocate in this state. An investment in vocational education now should have significant payback for

the future. But that future will depend on the foresight, commitments and willingness of public officials to make an investment now.